

A MINOR RESEARCH PROJECT

SUBMITTED TO

**Chintalapati Satyavathi Devi St. Theresa's College for Women,
Eluru**

**Under the Scheme of
RASTRIYA UCHTAR SIKSHA ABHIYAN (RUSA) 2.0**



**“ENRICHING ENGLISH LANGUAGE COMMUNICATION
SKILLS OF UNDER PRIVILEGED STUDENTS IN DEGREE
COLLEGES OF WEST GODAVARI DIST.,
ANDHRA PRADESH”**

Principal Investigator

**Dr. Mary Persis.T
Assistant Professor
And**

Co-investigator

**Rehana Begum Mirza
Assistant Professor**

**Department of English
Dr.C.S.Rao P.G.Centre**

**Sri Y.N.College, Narsapur-534275
W.G.Dt., Andhra Pradesh**

A MINOR RESEARCH PROJECT

SUBMITTED TO

**Chintalapati Satyavathi Devi St. Theresa's College for Women,
Eluru**

**Under the Scheme of
RASTRIYA UCHTAR SIKSHA ABHIYAN (RUSA) 2.0**



**“ENRICHING ENGLISH LANGUAGE COMMUNICATION
SKILLS OF UNDER PRIVILEGED STUDENTS IN DEGREE
COLLEGES OF WEST GODAVARI DIST., ANDHRA
PRADESH”**

Principal Investigator

**Dr. Mary Persis.T
Assistant Professor
And**

Co-investigator

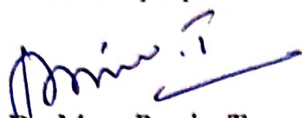
**Rehana Begum Mirza
Assistant Professor**

**Department of English
Dr.C.S.Rao P.G.Centre
Sri Y.N.College, Narsapur-534275
W.G.Dt., Andhra Pradesh**

DECLARATION CERTIFICATE

I hereby declare that this Minor Research Project entitled "ENRICHING ENGLISH LANGUAGE COMMUNICATION SKILLS OF UNDER PRIVILEGED STUDENTS IN DEGREE COLLEGES OF WEST GODAVARI DIST., ANDHRA PRADESH" is the result of my work.

I have not submitted this project to any other university or institution for the award of any academic purpose.


Dr. Mary Persis. T
Principal Investigator

Dr. MARY PERSIS T, M.A., Ph.D
Principal Investigator
Rusa 2.0 A Minor Research Project in English
Department of English
Dr. C.S.RAO P.G. College
Sri Y.N. College (Autonomous)
Thrice Accredited by NAAC with 'A' Grade
NARSAPUR - 534 275, W.G.Dist., A.P

and


Kum. Rehana Begum Mirza
Co-investigator


CERTIFICATE OF THE HEAD OF THE INSTITUTION

This is to certify that Sri. Y.N. College (Autonomous), Narsapur is permanently affiliated to Adikavi Nannaya University, Rajamahendravaram.

Dr Mary Persis. T has been working as the Assistant Professor of English, at Dr. C.S.Rao PG Centre in Sri. Y.N. College, Narsapur since July 01, 2015 as a regular and permanent Faculty Member.

This Minor Research project "ENRICHING ENGLISH LANGUAGE COMMUNICATION SKILLS OF UNDER PRIVILEGED STUDENTS IN DEGREE COLLEGES OF WEST GODAVARI DIST., ANDHRA PRADESH" has been prepared after the approval of RUSA 2.0 Scheme.

It is also certified that this Project has not been submitted to any other University or Institution for the award of any academic purpose.


Dr K. Venkateshwarlu
Principal
Sri Y.N. College (Autonomous)
NAAC Accredited 'A' Grade College
NARSAPUR - 534 275, W.G.D., (A.P)



Narsapur

ACKNOWLEDGEMENTS

I have taken efforts in this project. However, it would not have been possible without the kind support and help of many individuals and organizations. I would like to extend my sincere thanks to all of them.

I first thank the Almighty for having given me the opportunity to do the Minor Research Project under RUSA 2.0 Scheme.

I am highly thankful to RUSA for approving this project and releasing substantial grants to carry it out.

I am highly thankful and honoured to have a close association with Dr. Annapoorna, Professor of Economics, Ch. St. Theresa's College, Eluru, for having guided me in every step of my project till its completion and submission.

I am highly indebted to express my sincere gratitude and thanks to Dr. R Pardhasaradhi, Director in-charge, HOD of Management Studies, for giving me such encouragement, guidance, attention and time in the completion of the project.

I would like to express my special gratitude with thanks to Dr. K. Nageswara Rao, IQAC Coordinator, HOD of Hindi, for his guidance and constant supervision as well as for providing necessary information regarding the project and also for his support in completing the project.

I thank Mr. K. Sushil Paul, HOD of English, for giving permission in relieving me from my classes to accomplish my task regarding this project.

I owe my special gratitude and appreciation to my beloved friend and colleague Ms. Rehana Begum Mirza, Lecturer in English and Co- investigator of this project, for having accompanied me in all my visits to other colleges and have constantly helped me to coordinate my project and shared her suggestions for the improvisation of this project.

My thanks and appreciations also go to my colleague and friends in developing the project and people who have willingly helped me out with their abilities.

Dr. Mary Persis.T

INDEX

S. No	CHAPTER/S	CONTENTS	Page Number
1	CHAPTER I	INTRODUCTION	1 - 4
2	CHAPTER II	EVALUATION OF THE DATA COLLECTED FROM STUDENTS AND TEACHERS (FEEDBACK ON T/L ACTIVITY & FACILITIES)	5 - 24
3	CHAPTER III	THE DATA COLLECTED FROM STUDENTS ON ENRICHING ENGLISH LANGUAGE AND COMMUNICATION SKILLS – A CASE STUDY (TESTING)	25 - 30
4	CHAPTER IV	GRAPHICAL REPRESENTATION ON THE COMPARATIVE ANALYSIS OF THE SELECTED COLLEGES	31 - 43
5	CHAPTER V	CONCLUSIONS & SUGGESTIONS	44 - 47
6	SELECT BIBLIOGRAPHY		48 - 49
7	ANNEXURE I	QUESTIONNAIRE FOR STUDENTS	50 - 53
8	ANNEXURE II	QUESTIONNAIRE FOR TEACHERS	54 - 56
9	ANNEXURE III	SAMPLE TEST # 1 (Target Area: GRAMMAR)	57 - 58
10	ANNEXURE IV	SAMPLE TEST # 2 (Target Area: Vocabulary)	59 - 60
11	ANNEXURE V	SAMPLE TEST # 3 (Target Area: Oral Communication/Pronunciation)	61

CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

Origin of the Research Problem

It has been seen that the students of Second year and third year at the UG level always face communication problems in both the vernacular and English. The problems, moreover, are not restricted to only the oral component; their writing skills are also equally poor. As a result, the performance of these students in academic and other co-curricular activities is well below average which eventually mars their employability chances.

In the present scenario, communication skills, in both written and oral forms, hold the key for securing better jobs and carving out successful careers not to mention the general need for global communication. Ironically though, in this age of Information and Communication Technology where communication has assumed electronic dimensions, the very basic medium of communication, i.e. languages, has remained largely ignored in comparison with the specialized subject areas at the UG level.

Language learning essentially comprises the acquisition of four core skills viz. listening, speaking, writing and reading whether we talk of a vernacular or a foreign language like English. In case of a mother tongue, i.e., Telugu, the problem with students is that they take the things for granted and become casual in both the acquisition and use of the mother tongue and in the process deprive themselves of using the mother tongue to its fullest potential for communicative purposes. In case of English language, problems are just about everywhere at all levels of education from primary to UG. Poor transaction of syllabus is, of course, the major reason at the primary stage owing to largely ill-qualified and untrained teachers; but even in case of trained and better teachers, the outcome is still not up to the mark.

It was therefore hypothesized that the reasons for the lack of communication skills in the students of Second year and third year students must be enriched.

This study started with an objective of identifying precisely those reasons which prevent the students of Second year and third year from acquiring good communication skills in general and to enrich English language and English communicative skills in particular and also to recommend necessary remedial measures to overcome the identified problems.

Review of Research Work

Some significant work has been done in the area of Communication but most of it relates to either business communication or the corporate world. The existing research hardly

touches the specific problems of Second year and third year students, especially in rural areas. Any authoritative study focusing on specific reasons for the lack of communicative skills in students of Second year and third year has not materialized in this part of the world so far as far as the researcher's knowledge is concerned. There are some case studies here and there, but they are not representative enough to be made applicable to the larger body of students.

The British Council, the American Center and a handful of other organizations have made some significant contribution in the area of English Language Teaching. But their methodologies are mostly prescriptive than diagnostic. The problem-solution equation is thus by and large missing though educated guesses can lead us to eventual solutions. Some work also has been done by the Indian scholars and teachers in this connection. However, it is largely inferential, generalized and theoretical and therefore does not fully explore the core issues at hand.

Significance of Study

Owing to its restricted bearing, the instant study does not claim to cause any national or international impact. It is strictly a regional study but with a potential of application at a national level where English Language is regarded as an important communication tool as the mother tongue.

The immediate goal of the study is to identify the problems in the West Godavari District and more specifically in the selected degree colleges where the researchers has been working as Assistant Professors in Sri Y.N. College.

Objectives

1. To search out the problems of linguistic skills of the rural students of Second year and third year at the UG level.
2. To find out the causes of the lack of basic linguistic skills among these students.
3. To evaluate the scheme of communicative languages (Telugu & English) in respect of their scope, methods and results.
4. To find the socio-economic and cultural elements vis-à-vis the problem.
5. To search for solutions to the problem and prepare a remedial scheme for effecting improvement in order to enrich English language and communicative skills.
6. To recommend the remedial scheme as Action Plan to the concerned authorities of the University viz. Board of Studies and the Academic Council.
7. To emphasize upon students the importance of linguistic and literary skills for getting good jobs or pursuing any profession in future.

Plan of Action

- a. To visit colleges and conduct interaction sessions with the students of Second year and third year. Girl students were mainly selected for the study.
- b. To conduct tests to assess their communication skills (oral and written).

- c. To conduct interaction sessions with teachers to take their feedback on students through questionnaires.
- d. To collect feedback from students on teaching programmes and facilities through questionnaires.

Research Methodology

1. Random sampling of students, mostly girls of second year and third year students at the UG level in the selected colleges of West Godavari District, Andhra Pradesh.
2. Use of questionnaires and interviews to evaluate the Teaching-Learning conditions and socio-economic and cultural background of students.
3. Testing of students through written and oral modes to assess their language skills and communication problems.
4. Collation and analysis of data collected and use of the statistical tools to draw conclusions.
5. Submission of Report.

Colleges selected for sampling

The researcher had restricted the study to nearly seven selected colleges in West Godavari District, AP of which four colleges were women colleges and three colleges were co- education colleges, where a large number of Second year and third year students come from rural areas. They thus easily qualify as a representative sample of the students identified for the study.

The following seven colleges were selected for sampling:

1. Chintalapati Satyavathi Devi St. Theresa's College for Women, Eluru
2. Sri Y.N.College (Autonomous), Narsapur
3. SKSD Mahila Kalasala, Tanuku
4. ASNM Degree College, Palakol
5. DNR College (Autonomous), Bhimavaram
6. DNR College for Women, Palakol
7. BGBS College for Women, Narsapur

In order to approach these colleges the researchers corresponded with the Principals of these colleges and dates for the visits were requested for. The Researchers here acknowledges the cooperation of all Principals and the English teachers of these colleges.

Sample Size

The following number of students and teachers along with the Co investigator were selected for conducting a survey:

1. Chintalapati Satyavathi Devi St. Theresa's College for Women, Eluru

[No. of Students: Girls: 20]

[No. of Teachers: 02]

2. Sri Y.N.College (Autonomous), Narsapur

[No. of Students:23 (Boys: 11 ; Girls: 12)]

[No. of Teachers: 02]

3. SKSD Mahila Kalasala, Tanuku

[No. of Students: Girls: 20

[No. of Teachers: 02]

4. ASNM Degree College, Palakol

[No. of Students: 20 (Boys: 06 ; Girls: 14)]

[No. of Teachers: 02]

5. DNR College (Autonomous), Bhimavaram

[No. of Students: 22 (Boys: 10 ; Girls: 12)]

[No. of Teachers: 02]

6. DNR College for Women, Palakol

[No. of Students: Girls: 22)]

[No. of Teachers: 02]

7. BGBS College for Women, Narsapur

[No. of Students: Girls: 19

[No. of Teachers: 02]

TOTAL SAMPLE SIZE

STUDENTS:146; CO INVESTIGATOR – 01; TEACHERS: 14

CHAPTER V

CONCLUSIONS & SUGGESTIONS

CONCLUSIONS & SUGGESTIONS

After having conducted research on the intended areas vis-à-vis the assessment of students of second year and third year in rural areas in the select colleges in West Godavari dist which has a sizable rural population of students, the study has arrived at the following conclusions:

CONCLUSIONS REGARDING OVERALL LANGUAGE SKILLS ACQUISITION:

On the basis of the study conducted so far, it can be safely surmised that the students of second year and third year in rural areas essentially start their journey with some handicaps and though there are some exceptions in terms of training, facilities, motivation etc. there is a general lack of atmosphere conducive to achieving basic language-learning goals. Various factors do contribute to this unhappy state of affairs. On the basis of feedback received from students, teachers and society at large, the researcher is in position to arrive at the following conclusions vis-à-vis the research problem at hand:

One of the foremost reasons for second year and third year students lacking in proper English communications skill is that they are essentially very weak in their language base. There is an overall lack of quality in students so far as proficiency of language is concerned. Students come to degree classes with a very poor English language base in terms of all English Language Skills of LSWR owing to socio-economic-cultural background.

One of the major reasons for the poor English Language base is the absence of proper orientation towards the English Language Learning in second year and third year schools. That is to say, from primary to middle, from middle to high school and from high school to intermediate levels, English is treated as only one of the subjects rather than *one of the most important skills*. English has a global competency is seldom emphasized by all stakeholders. It has been seen that parents are more conscious about Mathematics and Science but appear to be little relaxed about English which paradoxically is the primary language of Science and Mathematics.

Next, this perhaps is the biggest hurdle as the second year and third year students have to constantly face the interference of mother tongue as they strive to acquire English Language Skills. One also has to concede that this interference can never be ruled out but through proper teaching methods, can surely be minimized. The English teachers of the second year and third year classes are too dependent on the grammar-translation method which has its advantages but also disadvantages as the students' first impulses lean towards the mother tongue. On the other hand, the Direct Method which by and large forms the mainstay of English medium classrooms ensures that there is minimal or zero interference of the mother tongue leading to students' first impulses towards English than to Telugu. In the long run this strategy helps in refining the students Communication skills.

The medium factor also leaves its impact on the students. In a typical English medium school, all subjects are taught in English language which ensures students' constant proximity with the language. On the other hand, and even if the teacher of English practices the Direct Method, the students' contact with English would be broken in other subjects who are delineated in vernacular medium. Thus Second year and third year students lose the advantage of constant exposure to language which is given for English medium students.

Constant exposure to language is also missing outside the classrooms so far as second year and third year students are concerned. Owing to socio-economic and cultural conditions in rural parts, from where most second year and third year students come from, there is a marked absence of exposure to English language which restricts students from practicing their language skills. For them, thus, English is restricted to classrooms only.

Another thing that is contributing to the lack of English language acquisition in particular and communication skills in general is the reading habits of students. Students appear to read only what is prescribed as texts. Students have by and large responded that they are exposed to English books or newspapers but there is an element of doubt about their actually reading the material with passion.

All colleges where the researcher conducted survey and tests are having good libraries and facilities including English Language labs which should help the learners. Even the teachers are keen to help the students. However, it can be surmised that their efforts are not sufficiently matched by students in terms of enthusiasm and hard work.

At the same time, however, it needs to be said that there are not too many concentrated efforts on the part of teachers specifically to improve the spoken skills as they are not the part of the testing mechanism. Therefore though there are facilities like English Language lab or A/V aids, they are sparingly used.

It has been seen that students study only those things which enable their passage in the examination. Since communication is not the component for testing in the present university evaluation scheme, it is not taken seriously by the students. So what should be basically intrinsic has now become optional for students. Students therefore can write in English, because that is how they pass, but cannot speak because that is not required for passing the examination.

Teachers should equip themselves with specialized ELT qualifications in order to become good language trainers.

SUGGESTIONS:

This study started to achieve the following objectives:

1. To search out the problems of linguistic skills of the rural students of second year and third year at the UG level.
2. To find out the causes of the lack of basic linguistic skills among these students.
3. To evaluate the scheme of communicative languages (Telugu & English) in respect of their scope, methods and results.
4. To find the socio-economic and cultural elements vis-à-vis the problem.
5. To search for solutions to the problem and prepare a remedial scheme for effecting improvement in communicative skills.
6. To recommend the remedial scheme as Action Plan to the concerned authorities of the University viz. Board of Studies and the Academic Council.
7. To emphasize upon students the importance of linguistic and literary skills for getting good jobs or pursuing any profession in future.

The present study has so far identified some of the problems that hamper the acquisition of English language skills for second year and third year students. It is now imperative to suggest a remedial scheme for effecting improvement in English communicative skills in the students of second year and third year.

- ❖ Since good communication skills depend on sound knowledge of the language, it is most important for syllabus makers to ensure that the English Language curriculum should be designed in such a manner that all the language skills are imparted in totality till intermediate or before they enter the University system. The University syllabi, on the other hand, should include advanced skills like appreciation of *literature, creative and critical writing, or applied skills like business communication, or project report writing* etc. along with units on grammar and vocabulary.
- ❖ Students should be made *to enrich all grammar and vocabulary-building exercises* up to secondary or higher secondary stages so that their proficiency in the language as well as their performances in the Board examinations and subsequently in the University examination would improve.
- ❖ There should be more drilling exercises on Communication Skills for all four Skills on all counts for maximum retention.
- ❖ English should be taught as a skill subject with more emphasis on practical methods and generous use of English language labs and A/V aids.
- ❖ Students should be given more project work for perfecting their skills. For example, for learning skills, they may be subjected to listening to the recorded content for perfecting their pronunciation, stress and accent etc. while for reading skills they must be given reading assignments leading to book review or some presentations. For writing skills, they may be given project-work and report writing in addition to the usual essay and letter writing.

- ❖ Students learn best when the classroom activity is interesting and innovative. It is therefore necessary that teachers should be inventive and innovative in their approach. Pair work and group work, role play, A/V aids, group discussions and classroom seminars could be some of the methods.
- ❖ English language, for that matter all languages, provides for teachers ample opportunities for interactive teaching with A/V aids. Teachers are well advised to resort to that. Usage of ICT in Teaching- Learning process must be made compulsory.
- ❖ Parents must be counseled and involved in the language learning activity to ensure that students get enough encouragement at home.
- ❖ For spoken skills, some extra efforts must be made as follows:
 1. The English lessons must be delivered as far as possible using Direct method only with minimal and only occasional use of the mother tongue from the very beginning.
 2. There should be more exposure to audio-visual content from the primary stage itself.
 3. English language lab must be compulsorily prescribed.
 4. Students should be trained in situational conversation and a regular communication drills should be conducted to instill confidence among them.
 5. English-speaking zones and English clubs can be created in the schools and colleges where students get to practice conversational skills.
 6. Competitions like elocutions, debates, book reviews, paper presentations, classroom seminars, group discussions, role plays etc., through Language clubs should be regularly conducted and all students should be made to go through the rigours.
 7. Oral skills must be included in the evaluation scheme with definite allocation of marks.
- ❖ For college/university under graduate level students, there should be counseling sessions to drive home the importance of English in terms of getting good jobs or pursuing higher education. Its importance as a global competency must be reiterated and focused efforts must be made to provide to students all the necessary facilities.
- ❖ Fortunately, UGC and other funding agencies are there to help out colleges for the creation of these facilities and all of us should make maximum use of them.

Annexure II

QUESTIONNAIRE FOR TEACHERS

Dr. Mary Persis. T
Kum. Rehana Begum Mirza
English Faculty PG
Sri. Y.N. College
Narsapur

Dear colleague,

We are doing a Minor Research Project under RUSA 2.0 scheme sanctioned by Ch. S.D. St. Theresa's College for Women (A), Eluru. The Project has been entitled as **"Enriching English Language Communication Skills of Under Privileged Students in Degree Colleges of West Godavari Dist., Andhra Pradesh."** The objective of this project is to enrich the English communication skills to the underprivileged degree students and to enhance their speaking skills to be fluent in their communication without any obstacles. We seek your earnest cooperation in spending your valuable time in answering the questionnaire. We assure you that we would certainly maintain utmost confidentiality and the information furnished by you would be utilized only for the purpose of the project.

Thank you.

Regards,

Dr. Mary Persis.T and
Kum. Rehana Begum Mirza

ST. THERESA'S COLLEGE FOR WOMEN, ELURU

PHASE - I

QUESTIONNAIRE SESSION

