Executive Summary
UGC Sponsored Minor Research Project

Title of the Project : 'A Study of English Communication Ability of Vernacular Medium Students of Tirora Tahsil'

Name of Principal investigator : Dr. Vibha B. Agrawal

Department : English

Duration : : 2years (from 01-04-2013 to 30-04-2015)

This research project is sponsored by the University Grants Commission for assessing the standard of English of the poor students residing in backward areas of Tirora Tahsil. It aims at an interaction with the teachers of schools and colleges, located at the remote areas of Tirora Tahsil, where these students study devoid of the facilities of learning English in towns and cities. The aim of this project is to highlight the difficulties of the students in learning English and also improve their present standard and show ways to improve their capacity of learning English.

The study involves 375 students and 10 teachers of schools/colleges located at remote areas of Tirora Tahsil. The tools used for data collection comprise questionnaire survey, interview and interaction with the students, teachers and parents. The survey was conducted during the academic years 2013-14 and 2014-15.Tests were conducted to assess listening, speaking, reading and writing skills of the students. The data, collected from the questionnaire and the results of the tests were analyzed graphically and recommendations were made for different concerned people.

Through the analysis it was found that the English communication skills of the vernacular medium students of this area are at pitiable level. Students of this area study English just to pass the examination by mugging up certain facts rather than improving their English language skills. Though they are aware of the importance of English in building a good career and desirous of learning it but their negative mind set prohibits them to move ahead.

The following causes were found to be responsible for the poor English Communication skills of the rural vernacular medium students of this backward area :

- Lack of co-operation from parents
- Lack of supportive environment

- Lack of exposure to the target language
- Lack of proper guidance and motivation from the teacher
- Lack of opportunity to interact with peer groups and renowned personalities
- Lack of interest among students in improving language skills.
- Lack of access to the media
- Student's Poor Vocabulary
- Student's inability to frame correct sentences which results in hesitation to speak English
- Examination Oriented teaching and learning
- No provision for separate English spoken classes in schools and colleges
- Less participation in the classroom activities
- Lack of professionally trained teachers
- Teachers' apathetic attitude towards the students
- Lack of access to on- line resources due to students' and teachers' internet illiteracy.
- Lack of use of audio-visual aids in teaching
- Teachers' lack of interest in generating activities to develop language skills of the students.

English teachers of this area do not seem concerned about the problems of the students of this backward area. They need to take the responsibilities of the students and put all their efforts to enhance English language skills of the vernacular medium students through appropriate and reliable methods of teaching. Trained and qualified teachers need to be appointed in rural areas to raise the standard of English. They should be trained in the practice of constructive approach so that they can make English learning joyful by providing the students more freedom of learning in an enjoyable environment. They need to be made aware of main objective of teaching English which is to teach English not as a subject but as a skill.