*Shikshan Mandal, Karad’s*

**Mahila Mahavidyalaya, Karad**

**UGC’S MINOR RESEARCH PROJECT**

**Improvement Programme for the Development of Spoken English Skills of Senior College Backward Class Girl Students and Its Effectiveness**

**EXECUTIVE SUMMARY**

**Report of the Work Done :** In continuation of the work done in the first year, the students were taught to speak English by adapting various English Language Teaching (ELT) methods. In the Pre-Test, their weaknesses were found. Those weaknesses were addressed in the ‘Improvement Programme’.

In the computer lab sessions, they were introduced and equipped with online free spoken English softwares as well as online spoken English courses by using headphones . They were asked to refer to the reputed ‘English Foreign Language University, Hyderabad’ website www.efluniversity.ac.in/ as well as ‘British Council of India’ website www.britishcouncil.in to get authentic and latest information. These sessions developed their listening skills and made them aware of the technology used for developing language skills in shortest possible time. The mistakes committed by them were cleared in regular lectures.

Oxford English dictionaries were distributed among these students for enhancing their vocabulary.

The practice interviews as well as elocutions, group discussions, introductions, speeches, public speaking etc. were conducted to achieve overall development. Simultaneously, the oral skillslike conversations, group discussions, presentations, seminars, public speaking, interviews, debates, introductions, elocutions, oral drills were taken regularly.

In library sessions, they were asked to refer to English books, journals, magazines, enclopaedias and spoken English CDs.

**Report of Month-Wise Engaged Lectures**

|  |  |  |  |
| --- | --- | --- | --- |
| **S.N.** | **Month** | **Dates** | **No.** |
| 1. | Nov.-2014 | 17,18,19,20,24,25,26,27 | 08 |
| 2. | Dec.-2014 | 1,2,3,4,9,10,11,12,15,16,18,19,22,23,26,27,29,30,31 | 19 |
| 3. | Jan.-2015 | 1,5,6,7,12,13,14,15,19,20,21,22,27,28,29,30 | 16 |
| 4. | Feb.-2015 | 2,3,4,5,9,10,27,28 | 08 |
| 5. | Mar.-2015 | 2,3,4,5,9,10,11,12,16,17,18,19,26,27 | 14 |
| 6. | June-2015 | 29,30 | 02 |
| 7. | July-2015 | 1,2,6,7,8,9,13,14,15,16,20,21,22,23,27,28,29,30 | 18 |
| 8. | Aug.-2015 | 3,5,6,7,10,11,12,13,17,19,20,21,24,25,26,27,31 | 17 |
| 9. | Sept.-2015 | 1,2,3 | 03 |
| 10. | Oct.-2015 | 8,9,10,12,13,15,16,19,20,21,23 | 11 |
| 11. | Dec.-2015 | 1,2,3,4,7,8,9,10,14,15,16,17,21,22,23,26,30,31 | 18 |
| 12. | Jan.-2016 | 1,2,4,5,6,7,11,12,13,14,18,19,20,21,25,27 | 16 |
| 13. | Feb.-2016 | 3,4,5,6,9,10,11,13,22,23 | 10 |
| 14. | Mar.-2016 | 1,2,3,4,8,9,10,11,14,15,16,17 | 12 |
|  |  | **Total** | **172** |

The guest lectures were organized on topics like how to face interviews, spoken English books, spoken English apps, google speech, how to speak English in public and android spoken English applications.

**Objectives** :

1. To understand the problems of third language (L3)learning of respondents.

2. To identify common errors made by these students in English Speaking.

3. To quantify the criteria for the keen development of these students.

4. To find their difficulties in remembering and recalling English words.

5. To find the reasons why they delay in speaking English.

6. To study the overall impact of the programme on these students.

**Work Done so far and Results Achieved :** In continuation, in second year of the programme, lectures were continuously engaged. LSRW (Listening, Speaking, Reading, Writing) practice was provided to them. Listening, Reading and Writing short paragraphs from their English Text Books, English newspapers and magazines helped a lot.

The books and journals purchased from the grants were provided to these students. On reading them loudly in class, they were made to speak and listen English. They slowly but steadily improved their spoken English skill. Keeping in view their poor background, through immense reading, listening and oral practice, they are made to speak correct English without any fear or hesitation. Spoken drills were conducted on large scale for effective public speaking during the programme. Conversations, Group Discussions, Presentations, Seminars, Public Speaking, Interviews, Debates, Introductions, Elocutions, Oral Drills, Guest Lecturers helped in developing their fluency.

After successful completion of the improvement programme, their ‘Post-Test’ for 100 marks for 60 min. on grammar and communication skills was conducted. Then ‘Post-Test’ analysis was done. At the end, their improvement is calculated with the help of graphs.

**OVERALL IMPROVEMENT**  **Comparative Analysis of Grammar**

On successfully implementing of the improvement programme, it is observed that between ‘Pre-Test’ and ‘Post-Test’, B.A. I yr. students have improved by 46.28%, B.A. II yr. students improved by 46.81%, B.Com. I yr. students improved by 37.21% while B.Com. II yr. students improved by only 21.93% in their knowhow of the basic English grammar.

It means, ‘Pre-Test’ finds their knowhow of the basic English grammar is 32.86% and the ‘Post-Test’ observes that their collective improvement after attending ‘Improvement Programme for the Development of Spoken English Skills of Senior College Backward Class Girl Students and Its Effectiveness’ reaches to 70.92%. The collective impact of this improvent programme for grammar skills is **38.06%.**

**Post-Test Analysis of Communicative Skills**

In B.A. I yr. there is an improvement of 48.47% in the knowledge of communication skills of the students, their ignorance is decreased by 50.47%, cant’t say and can’t understand is totally decreased by 0% each. In B.A. II yr. there is an improvement of 51.81% in the knowledge of communication skills of the students, their ignorance is decreased by 47.72%, cant’t say and can’t understand is totally decreased by 0% each. In B.Com. I yr. there is an improvement of 56.1% in the knowledge of communication skills of the students, their ignorance is decreased by 52.65%, cant’t say and can’t understand is totally decreased by 0% each.

In B.Com. II yr. there is an improvement of 49.38% in the knowledge of communication skills of the students, their ignorance is decreased by 45.53%, cant’t say and can’t understand is totally decreased by 0% each. The collective impact of this improvent programme for communication skills is **51.44%.**

The average effectiveness of the prgramme is **44.75%.**

**Results Achieved :**

* This program nurtured spoken English skills of hundred senior college backward class girl students and measured its effectiveness.
* This research project has unearthed real reasons and deficiencies these students encounter in the process of learning spoken English skils.
* This programme tried to remove hesitation from their minds and build their confidence and motivate for speaking English in their daily life fearlessly.
* It prepared these students to speak fluent English in the shortest possible time.
* It proved to be a fruitful spoken English program for these socially backward class girlstudents.
* On successful completion of this programme, they have gained confidence in their spoken English skills.
* It eradicated their ignorance of technology used for spoken English. Hence, equipped with the technology like computers, internet, online spoken English courses, apps, social media, CDs etc. used for speaking better English.
* The activities like conversations, group discussions, presentations, seminars, public speaking, interviews, debates, introductions, elocutions, oral drills, computer lab sessions and sessions by guest lecturers strongly encouraged their spoken skills.
* The biggest achievement of this programme is that they are made to secure their own footing in spoken English skills.
* It made them to memorize number of new English words. Their vocabulary is enhanced.
* It made them to think beyond their curriculum instead of finding escape routes.
* It not only enhanced their efficiency but also eradicated their ignorance of four essential language skills LSRW.
* It reduced their dependency on private English tuitions and spoken English classes.
* Though the overall impact of the programme is only 44.74%, they are fully motivated by this programme. Now, they do not hesitate to speak English in public. The impact of the programme is less than 50% because these socially backward students are educationally backward too. It is their first or at the most, second generation acquiring education or probably higher education.

**GRAMMAR**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sr. No. | CLASS | PRE-TEST | POST-TEST | IMPACT |
| 1. | B.A. I | 26.57% | 72.85% | **46.28%** |
| 2. | B.A. II | 26.90% | 73.71% | **46.81%** |
| 3. | B.Com. I | 32.64% | 69.85% | **37.21%** |
| 4. | B.Com. II | 45.35% | 67.28% | **21.93%** |
|  | Average | 32.86% | 70.92% | **38.05%** |

**COMMUNICATION SKILLS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sr. No. | CLASS | PRE-TEST | POST-TEST | IMPACT |
| 1. | B.A. I | 30.67% | 79.14% | **48.47%** |
| 2. | B.A. II | 22.36% | 74.17% | **51.81%** |
| 3. | B.Com. I | 20.56% | 76.66% | **56.1%** |
| 4. | B.Com. II | 23.61% | 72.99% | **49.38%** |
|  | Average | 24.3% | 75.74% | **51.44%** |

**OVERALL IMPACT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sr. No. | CLASS | PRE-TEST | POST-TEST | IMPACT |
| 1. | Grammar | 32.86% | 70.92% | **38.06%** |
| 2. | Communication Skills | 24.3% | 75.74% | **51.44%** |
|  | Average | 28.58% | 73.33% | **44.75%** |

The overall effectiveness of the programme is **44.75%.**

**Publications :**

1) Research paper entitled ‘Data Analysis of Improvement Programme for the Development of Spoken English Skills of Senior College Backward Class Girl Students’, published in International Multidisciplinary Research Journal ‘Indian Streams Research Journal’, ISSN : 2230-7850, Impact Factor : 4.1625 (UIF), Vol.-6, Issue -11, December-2016,

2) Research paper entitled ‘Impact of Improvement Programme for the Development of Spoken English Skills of Senior College Backward Class Girl Students’, published in ‘International Journal of Advance and Applied Research (IJAAR) Journal’ Peer Reviewed, Bi-Monthly, ISSN : 2347-7075, Impact Factor : 0.899, Vol.-3, No. 6, July – Aug. – 2016

**Summary of the Findings of the Study :** Though the overall impact of the programme is only 44.74%, they are fully motivated by this programme. Now, they do not hesitate to speak English in public. The impact of the programme is less than 50% because these socially backward students are educationally backward too. It is their first or at the most, second generation acquiring education or probably higher education.

It is found that, most of these students reside in rural areas where educational facilities are very poor or worst. They get their primary, high school and higher secondary education from very ordinary schools. They were taught English by regional medium teachers and not by convent teachers. Their basic knowledge of English grammar and communication skills remained poor. They were very shy in speaking English at first. They were unable to pronounce and construct sentences. The reason behind unsatisfactory improvement in their spoken English skills is lack of educational background. Hence, they are very poor in their understanding as well as grasping. It decreased their speed of learning. On successful completion of this course, they have gained confidence in their spoken English skills. They became aware of the technology used for speaking better English too. The activities like conversations, group discussions, presentations, seminars, public speaking, interviews, debates, introductions, elocutions, oral drills and sessions by guest lecturers improved their spoken skills.

The overall impact of the programme is only 44.74% because these socially backward students are educationally backward too. It is their first or at the most, second generation acquiring higher education. Most of them are the first in their families to get higher education probably education. Therefore they lack language skills, particularly in English. Most of these students reside in rural areas where educational facilities are very poor or worst. They get their primary, high school and higher secondary education from very ordinary schools. They were taught English by regional medium teachers and not by convent medium teachers. So their basic knowledge of English grammar and communication skills remains poor.

The biggest achievement of this programme is that they are made to speak English like their mother tongue. It made them to memorize number of new English words. It also laid the foundation for their optimism and confidence. It made them to think beyond their curriculum instead of finding escape routes. It not only imparted English upon them but also enhanced their efficiency to eradicate their ignorance of essential language skills. It also eradicated their ignorance of technology used for it. Hence, it reduced their dependency on private English tuitions and spoken English classes.

This improvement program nurtured spoken English skills of 100 senior college backward class girl students and measured its effectiveness. It prepared these students to speak fluent English in the shortest possible time. It proved to be a highly fruitful spoken English program for these socially backward class girlstudents.