

EXECUTIVE SUMMARY

MINOR RESEARCH PROJECT REPORT

SUBMITTED TO

UNIVERSITY GRANT COMMISSION

MINOR RESEARCH PROJECT NO: F. 23-259/12 (WRO)

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NAME OF THE COLLEGE: R. A. PODAR COLLEGE OF COMMERCE AND

ECONOMICS, MATUNGA (EAST) MUMBAI-19

TITLE OF THE STUDY: PROBLEMS OF TEACHING AND LEARNING

COMMUNICATIVE ENGLISH IN RURAL AREA

OF VIDARBHA REGION IN MAHARASHTRA.

Vidarbha region is made up of semi urban and rural area. The colleges situated in semi urban areas also cater to the students staying in rural area which is in the hemisphere of 15 to 20 kilometers of this semi-urban area. Out of eleven districts of Vidarbha, the researcher has covered nine districts like Wardha, Nagpur, Amravati, Akola, Bhandara, Gondiya, Chandrapur, Buldhana and Yawatmal.

The problem areas of the students are spellings, punctuation, sentence construction, singular-plural, vocabulary, grammar. 100% students said they do not have confidence to speak in English. They had lot of inferiority complex. The researcher has prepared a proficiency test for the students. The students were just not ready to participate in the test. They needed to be pursued and convinced to participate in it. The researcher translated the test paper in Marathi for them and they attempted the test paper.

From the responses of the teachers, the researcher could find, around 98% responded that the medium of education and instruction is Marathi. Primary and secondary education was held responsible by 85 percentage teachers for the pathetic condition of English of UG level students. The pattern of high school English language is making students lazy. The students do not like to go through their text books; they rather refer to readymade guides. In examination, they write lines to lines from the paragraph as answers to

the questions asked to check composition. It naturally mars their skill of reading and understanding. The teachers at the primary and secondary level are not adequately sufficient (not all). They are not willing to update or upgrade themselves.

100% teacher respondent said that, fear in the mind of students about English language is the main reason for their non-acquisition of language. 83% teachers feel that the students themselves are responsible for their own condition. Students don't keep themselves abreast with the changing time. The problems teacher face are, grammar, understanding student's psychology, using Bilingual Technique, challenge of handling large classrooms etc.

The researcher also interviewed principals, the responses gathered following information: no stimulus, Primary and Secondary level, the competency of the teachers falls short. The teachers are not able to teach English as a language but teach it as a subject. They do not provide proper attention to the acquisition of English language. The students' basic English remains weak; they do not accomplish the language in future also, financial problems faced by students, social and cultural background of the students does matter which creates barriers in the process of acquisition.

The researcher found that, the students are intelligent but fail to get good exposure to English language. The surroundings of the students does not encourage them to take any initiative to learn English. Basically, they do not feel the need to learn English.

The researcher has tried to provide certain solutions, which the researcher feels may help the students and the teachers in the learning and teaching process. The researcher has tried to give an outline of the course design which might help the English teachers to teach basic communicative English to their students.

Session 1	Introduction. The teacher will introduce himself / herself. Students will introduce themselves. The teacher will interact with students and in this process, the teacher will observe and make a note of problems, which the students are facing. Let this be an ice breaking session.
Session 2	Prepare a test paper and conduct a test which will help to understand students' problem areas.
Session 3	Introduction to alphabets and numbers. Every day the teacher will give 10 words to students to by heart and next day the same words will be repeated and revised. Simultaneously, the teacher can start the language lab session, especially about listening which will explore students to new poems, stories and situations which will give students a better understanding of language.

Session 4	Phonetics. Teacher will introduce students with phonetics and will give them practice.
Session 5	Vocabulary building exercises mentioned in the recommendations.
Session 6	Story telling. The teacher will read / tell a story. The students will note down the difficult words and their meaning.
Session 7	Sentence Structure:- Subject, Verb, Object Noun & Pronoun
Session 8	Preposition, Adjective, Adverb
Session 9	Auxiliaries Verbs
Session 10	Tenses
Session 11	Tenses
Session 12	Conjunctions, Elite Vocabularies, Idioms and Phrases, Proverbs
Session 13	An idea to explain
Session 14	Role play. Give different situations from their daily life of students and ask them to in-act.
Session 15	Dialogue completion...Give incomplete dialogues and ask students to complete it on their own. And take a role play with the help of these dialogues.
Session 16	Speech activity with prior preparation
Session 17	Group Discussion
Session 18	Speech activity – Extempore
Session 19	Comprehension
Session 20	Body language
Session 21	Interview practice
Session 22	Conducting the test again to check student's improvement.