

# Measuring Oral Competence of English Graduates of North Gujarat Region

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## Abstract

The industry has moved forward rapidly and technology also has changed but the educational institutions and the curriculum have not changed that rapidly. A number of English graduate students have not been successful in job interviews just because of their lack of oral communication skills.

The current situation is that, in terms of availability of talent against good speaking ability after successful completion of three years of graduation in English, the numbers are bad especially in North Gujarat region. There's no use of speaking activity outside of the classroom so how one can develop oral competence after successful learning of 3 years or 5 years of college in English?. Even though study main and compulsory English throughout entire three years of graduation students can't develop oral competence up to intermediate level.

Here my purpose is to measure not only the oral aspects of communicating competence but also suggest what else can be done in the present scenario.

## I. Origin of Research Problem: Background:

There are over 10 Government Arts colleges, affiliated to Hemchandracharya North Gujarat University (thereafter HNGU), in the North region of Gujarat. In addition to these self-financed (private) and grant in aid -funded colleges also established.

Generally, there are two types of English courses offered at the undergraduate level in North-Gujarat University, Patan which are as follow:

- (1) Main English
- (2) Compulsory English

Main English course represents with heavy doses of classical literature like works of Shakespeare, Words worth etc.

Mainly compulsory English focus on grammar related activity and taught through translation method where student couldn't increase knowledge. It's not enough for application of language rules, application of knowledge. There is no place for authentic material where student can develop communicative competence

## II. It's Interdisciplinary Relevance: Rationales:

Student takes admission in English literature hoping to get chance to develop their communication skills in English but reality is just opposite to it. Learners have to study different periods of English literature and works of different authors. They either mug up the material which is given or they go to tuitions classes for getting good marks. In other words, whole system has become examination oriented. Hardly they get chance to improve English. It is often seen that students who completed their graduation and post-graduation in English are not able to communicate in English at ease.

Here, the question arises why it happens so? The students of English (principal) study eleven papers in the entire three years of UG level. They attend lecture delivered in English. They prepare notes by referring books and also write answers in English in the examinations.

It means that they must be well versed in English. However, the reality is just of opposite of it. While informal chatting with the students, they are not found comfortable while communicating in English. They lack confidence while communicating in English. Therefore the present study has been undertaken.

### III. Review of the research Development in the subject:

The review of related study is a crucial aspect of the planning of the study. The investigator selects the problem for research from the study of related literature and also gets idea for research process for it. This enables her to be familiar with up to date of the educational problems, contemporary opinions, Latest reviews and report of education researches. The reviews of the past researches give the investigator insight into her problem on hand.

The review of the studies helps in recognizing significance of defined problem. It throws light on hypotheses formation. It provides suggestion about the data collection tool and appropriate design of the study similarly, It helps in short, it helps the investigator by directing about the idea regarding the plan, design procedure and methodology as well as it's builds English confidence to shoulder the burden of research problem undertaken .

Consequently, an attempt was made to reviews the related literature kin to present chapter with the summary of past studies. The criticisms of these studies and Consequence of the study have been discussed.

#### ➤ **Review of Studies conducted in India:**

The Investigator had reviewed different studies includes the reviews of the studies related to the development of language abilities, speaking or communication ability on different social occasion and events, reduction and treatment of anxiety, effectiveness of activities, work-card, games on English language learning.

#### 1) **'Preparation and Try-Out Materials for Teaching 'Functional English' At The Under graduate Level.(** Sharma:2006)

##### The Objectives of the study were:

1. To find out the communicative needs of FE learners at the undergraduate level in Gujarat.
2. To find out the topics of their interest.
3. To find out the forms of communication used frequently by them
4. To know the reasons for opting the FE course.
5. To know their difficulty areas.
6. To know their expectation from their teachers regarding their difficulty areas.
7. To learn about their professional preference.

##### The findings of the study were:

1. The study emphasizes that the course contents prescribed do not match with the objectives of the Functional English course. Moreover, the majority of teachers are found dissatisfied with the course contents. They stressed that syllabus should emphasis more on the functions of language rather than forms. Phonetics, writing skill, broadcasting media and conversational skills are considered to be useful components of the FE course. Six lectures per week is a satisfactory amount of time. While the regarding the practical utility of the vocation 'Radio and Broadcasting' at the T.Y.B.A level, even teachers are found in a dilemma.
2. Poor vocabulary, grammatical mistakes, lack of confidence while speaking, limited exposure, pronunciation, proper sentence structure are the main problems of students pointed out by their teachers.
3. The present study shows that Form filling; job application (curriculum vitae), letter writing, discussion, interviewing and dialogue writing and reporting are considered to be the importance forms of communication.
4. Students are keen to take part in classroom activity, provided topics of their interest are used for preparing materials for FE course. Following are the topics, which are considered important: 'your experience ', 'likes/dislikes' and your favorite book/teacher/game/hero/leader/program '.
5. The teachers and students of FE favored the functions directly related to the day-to-day life. Given below is the order of the functions. 'Form-filling', 'Giving instruction', 'Giving advice', 'Making request', 'Making complaints and

apologies', 'Expressing sympathies and offering help', 'Describing objects/places/persons', 'Making suggestion', 'Asking for permission', 'Giving invitation', 'Greetings/good wishes'.

6. Students use English mainly for expressing feelings and emotions, gathering and sharing information, for form filling, for correspondence, writing dairy. A good number of students read English newspapers and magazines, watch English programme like TV serials and news items, read English novels and short stories, and write letters. It shows that their keenness to learn English.
7. Teachers are acquainted with the principles of communicative language teaching. In the classroom group discussion and pair work, drilling in phonetics, creative interaction, class presentation, role-playing, simulation, discussion and other communicative activities used.
8. The analysis of classroom procedures shows that use of integrated skills for preparing materials has made the tasks life like. At the same time it has also been observed that use of authentic materials not only makes the students curious about the tasks but also sustain their interest in the class. The materials prepared for the experimental group incorporating communicative activities such as miming, role-playing and simulation, taking into consideration the local situations, involves the use of natural language thereby providing appropriate models for enhancing the communicative competence of the learners.

## 2) Development And Effectiveness Of Speaking Anxiety Reducing Program For The Secondary School(Joshi :2010)

The Objectives of the study were:

1. To construct English speaking anxiety scale.
2. To develop and construct English anxiety reduction program.
3. To prepare a program for developing English communication skills among Gujarati medium learners of standard 9<sup>th</sup>.
4. To prepare a program for developing pre – text for standard 9<sup>th</sup> Gujarati medium standard.

The findings of the study were:

1. The English speaking anxiety as equal in urban and rural area, so ESAR (English speaking anxiety Reduction) program equally afforded in both areas.
2. There was significance interactive effect between treated and gender. Girls were more benefited by English communication skills development program comparison to boys.
3. Urban areas student more benefited by English communication skill program.

## 3) Engineering English: A Critical Evaluation (Albert: 2008)

The Aim of the study was:

The research aims at evaluating the *English for Engineering* Course using both \_formative\_(ongoing) and \_summative\_(at the end of the course) methods of evaluation in the light of the learner's needs and wants by carrying out a detailed needs analysis and suggesting changes to make the course more relevant and effective so that language skills are imparted successfully.

The objectives were:

1. To assess the learner's needs taking into account the specific purposes for which learners will use the language in their jobs, the kind of language required in their field, the starting level of proficiency and the target level envisaged
2. To assess what skills set employers (MNCs, IT companies, biotech companies, etc.) look for when they recruit engineering graduates.
3. To evaluate the existing course materials: to focus on what has been going well and to ask what have been the most significant contributing factors so that less successful can be modified.
4. To explore the possibilities of incorporating some essential skills engineers need at the workplace into the *Engineering English* course.
5. To find out what competencies set *Engineering English* teachers need in order to teach the course effectively.
6. To assess the role of language laboratories in *Engineering English* in promoting learner autonomy.
7. To redesign the course taking into consideration the suggestions given by stakeholders.

8. To field-test some components of the modified course and evaluate its effectiveness
9. To suggest ways to bridge the gap between what is delivered to students and what they actually want. In the light of the problems discussed, research questions listed and objectives stated above, literature related to English for Specific Purposes (ESP) / English for Science and Technology (EST), needs analysis, and theories of syllabus design is reviewed in the next section.

The findings of the study were:

1. The existing *Engineering English* course offered at the colleges affiliated to the Anna University is very much examination oriented and there is a wide gap between students' final examination scores in English and their proficiency in the target language.
2. Learners are well aware of their needs.
3. Most students lack skill sets the recruiters look for in prospective employees.
4. The *Engineering English* course does not meet the present and future language needs of the students.
5. The absence of skills-oriented teaching results in ineffective learning.
6. There is a gap between the target situation (employment market) and the existing proficiency of learners. The reasons for this gap are absence of effective syllabus, methodology, course organization, assessment and learning outcome.
7. The absence of standard course books contributes to students' lack of English language and communication skills.
8. Most teachers are from literature background (master degrees in literature) and do not have ELT training. They lack competences required to be effective teachers of English communication at institutes of technology.
9. The potential of information and multimedia technology has not been utilized to develop engineering students' communication skills.
10. The majority of the students surveyed are not happy with the engineering English curriculum.
11. The system of assessment is not effective.
12. even students who scored above 70 %marks in the university examinations in English could not get 50 %in the proficiency tests administered to them
13. The skills students consider more important for them are not covered or focused in the English class.
14. The teachers seem to prepare students for examinations and do not seem to teach English as a life skill or survival skill.
15. Listening and speaking skills are not given adequate importance.
16. The Engineering English course does not foster student's critical thinking skills which employers consider as something very important.
17. Many IT companies ask their employees to take a Business English Certificate (BEC) examination which has been found to be a great help in developing employees skills in the use of the English language and sensitizing them to the needs at the workplace.
18. The students planning to go for higher students want the IELTS and the TOEFL components to be incorporated into the Engineering English course.

**(4) Developing oral Communication Skills in English among Students of Gujarati Medium Schools (Emanuel: 2012)**

The objectives were:

1. To study the problems of students oral communication.
2. To design the materials to improve oral communication of students.
3. To study the effectiveness of the materials.
4. To provide suggestions to improve oral communication skills of students of Gujarati medium schools.

The findings of the study were:

1. 70% of the students have problem of speaking in English.
2. 80% of the students heisted while framing English sentence correctly.

3. Most of the students have problem of pronunciation while speaking in English.
4. 60% of the students blindly followed the other students while speaking the English language.
5. 100% of students as well as teachers said that the tasks helped them to develop their oral communication.
6. Students took more interest in learning English because the different kind of tasks like describing pictures, storytelling and tongue twisters were used.
7. Participatory approach encouraged students to learn English.

➤ **Review of studies conducted Abroad:**

1) **A Study on Sources and Management of High School Principals and Their Views About Anxiety** (Maqsood Ahmed, R.A. Farooq, Ishtiaq Hussain, Sarfraz Ahmed :2011)

Abstract:

The research was conducted to examine impact of stress and anxiety on the high school principals and to explore their ways of stress management. The population of the study was all the High School principals District Kohat (Khyber Pakhtunkhwa). Five female and five male schools were taken as sample of the study. An instrument (questionnaire) containing 35 items was developed for the collection of data.

The researcher collected the data personally. The collected data was analyzed in terms of percentage. Results of the study show that majority of the principals of high schools are under anxiety due to overload, long working hours, non co - operative attitude of teachers, concern about education and marriage of their daughters. Some respondents responded that prayers and adhering to religious principles are the factors that bring comfort and relaxation. Key Words: anxiety, stress management, attitude

Results & Discussion:

Data collected from principals of high schools was interpreted and results were drawn. After the results the researchers agreed that most of the principals were under stress. According to the data collection:

1. **50%** of the principals under stress due to political pressure for enrolment of students and also due to their transfer to a remote area.
2. **40%** of the principals were disturbed due to their low income.
3. **50%** of the principals were worried about the better education of their children and were also stressful for not having their own house.
4. **70%** of the principals were disturbed because of teachers' irregularity and their Non-cooperative attitude.
5. **50%** of the principals were stressful due to parents' interference in their work (due to the pressure of parents they pass weak students), overwork and responsibilities of the institution.
6. Due to stress **50%** of the principals feel indigestion, high blood pressure and Headache.
7. **80%** of the principals feel relaxation after discussing stressful situation with their friends and **60%** relaxation when they spend time with their family.
8. **70%** of the principals feel less stress when they offer their prayers and **50%** of the principals feel relaxation when they go on tour.

On the whole, the response of the principals remained unsatisfactory, but it is evident from the study that prayers give relaxation to them.

Recommendations:

In the light of results and discussion the following recommendations were made.

Pay package should be increased so that the principals are able to maintain their social status.

1. The government should provide incentives for the principals and their children also.
2. It has been observed that political leaders' involvement is not only the cause of stress but it is a great hurdle in teaching-learning process. So, the involvement of political people should end by using the government rules strictly
3. Job safety, security and surety should be provided according to policy provisions.
4. The government should also support them the facility of cheap education and special grant for higher education in the abroad countries.
5. Parents' undue interference in school affairs should be reduced.
6. The burden of over-work should be mitigating.
7. Proper facilities for the staff, teaching facilities, improvement of the school environment, etc., should be attended to.

## 2) An Investigation of Speaking Strategies used by University Learners to Cope with English Language Anxiety.(Rabiah Rustam:2011 )

### Abstract:

This study aims to examine spoken English strategies used by a group of learners enrolled in first semester at the university level. During under graduate study at the university, these learners are asked to communicate using English language. This situation creates anxiety among the learners who speak Hindko, Pashto, Brushaski, Shina or Seraiki as their native languages. In order to overcome spoken English anxiety, the learners use number of strategies. This study will discuss the frequency of the speaking strategies used by ESL learners as well as learners' self-awareness of different ways to overcome language anxiety

### The findings of the study were:

1. I use positive self-talk (I can do it; it doesn't matter if I make mistakes; others also make mistakes.( The results indicate that out of 100% learners 30% learners always use positive self-talk. 50% learners use it most of the time while 20% learners rarely use this strategy.)
2. Actively encourage myself to take risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes.( The results indicate that 16% learners always actively encourage themselves while 60% learners encourage themselves most of the time and only 24% learners use this strategy rarely)
3. Imagine that when I am speaking in front of others, it is just a friendly informal chat(This table shows that 30% learners always use this strategy while 36% learners use it most of the time. 18% learners rarely use this strategy while 16% never use)
4. Give myself a reward or treat when I do well.( The calculations indicate that out of 100% learners 28% learners always give themselves a reward. 30% learners give themselves a reward most of the time.20% learners never do so while 22% never use this strategy.)
5. Write down my feelings in a notebook. (The calculations indicates that 4% learners always write down their feelings of anxiety,14% write down most of the time, 20% rarely write while 62% never write their feelings.)
6. Share my worries with other learners. (The calculations indicate that 14% learners always share their worries while 36% do so most of the time. 22% rarely share their worries while 28% never like to share their worries.)
7. I let my tutor know that I am anxious(The calculations indicates that 26% learners always let their tutor know when they are anxious while 26% use this strategy most of the time. 22% rarely let their tutor while 26% never let their tutor know when they are anxious.)

### **Conclusion:**

This research helped to find out that learners use different strategies to overcome Language anxiety. They prefer easier strategies to the complex ones. A wide range of speaking strategies is used by the ESL learners themselves. Learner autonomy in learning English language requires more research on speaking strategies used by learners themselves. There is a need to

make learners aware of effective speaking strategies in order to facilitate them so that they can overcome spoken English anxiety.

#### V. Research Objectives:

The objectives of the study are as below:

- 1) To measure the spoken competence of English students
- 2) To prepare a questionnaire for students
- 3) To prepare a checklist for observing classes
- 4) To conduct structured interviews of college teachers
- 5) To administer the questionnaire among students
- 6) To collect data from different colleges
- 7) To analyze data collected
- 8) To draw conclusions and also give suggestion for syllabus designers, teacher trainers and teachers for further improvements

#### VI. Hypothesis/ Research Questions:

##### ➤ Hypothesis

Students, even after studying three years of English, are not able to use English in their day to day affairs

##### ➤ Research Question

1. Why should I select this topic?
2. Who will be my target audience?
3. What are the objectives of choosing English as the main subject?
4. Which research tools are to be used in the study?
5. Why there is a heavy rush for opting English as a main subject?
6. What are their expectations from their teachers?
7. What are the problems do they face while communicating in English?
8. Are they able to communicate after three years studying in English?

#### VII. Research Design and Methodology:

1. Introduction
2. Review of Literature
3. Research Methodology
4. Data Collection Analysis(Preparation of questionnaires, pilot study and data collection)
5. Findings ,Suggestions and Conclusion

#### VIII.Tools to be used:

1. A Questionnaire/Structured interviews for English graduates students
2. Interviews of college teachers

## 3. Observation sheet of checklist

**IX. Significance of the Study:**

The study will help teachers and learners immensely because its recommendation will be quite useful for them. It will also facilitate syllabus designers in order to modify it keeping in view the present needs of learners.

**X. Relevance to present day problem and need of society and country:**

Generally, there are two types of English courses offered at the undergraduate level in the North-Gujarat University, Patan which are as follow:

- (1) Main English
- (2) Compulsory English

It is observed that Main English course represents with heavy doses of classical literature like works of Shakespeare, Words worth etc. That classical literature is helps focusing on reading part but it's not more helpful to develop language skill at all. There's no use of speaking activity outside of the classroom so how one's can develop oral competence after successful learning of 3years or 5 years of college in English?

Whereas, compulsory English covered short part of play, short stories, poem, novel it is good for developing reading skill, but again question is arise that what about other skills?

Mainly compulsory English focus on grammar related activity and taught through translation method where student couldn't increase knowledge. It's not enough for application of language rules, application of knowledge. There is no place for authentic material where student can develop communicative competence. So it's an urgent need of introducing course like Functional English or vocational course which based on developing integrated skills of students.

**Comments**

As above discussion we must accept that the standard of teaching has deteriorated vastly and that is why it is essential to know the problems of teaching English in Indian classroom. Same way method of teaching and background exposure to English is very limited in Indian classrooms.

At present many people like to send their children to English medium schools and colleges, which are establishing in full swing all around India. But the standard of English teaching in schools and colleges has deteriorated quickly. Very few students after passing out from the schools and colleges could speak English fluently. There are many graduates who can neither introduce themselves nor their family in English. They fumble when they come from English medium schools and colleges. The cause of vernacular medium students is still worse because they are less oriented to listening and speaking skills in English in Indian classroom. The main principle cause for the students learning deficiencies is that teachers themselves have a very limited knowledge of English, and consequently, little English is spoken in the classroom.

Traditional lecture mode method is used for teaching in both the courses, instead of student activity. Methods of teaching in the both course is mainly same at where traditional lecture mode method is more emphasized than student's related task. There is no place for student's role activity like seminar, presentation etc. No focus on development of communicative skills. It is one kind of one way process where students remain passive.

As per above discussion about problem of teaching Main English and Compulsory English at college level and observed that there is no output where students can use it outside of the classroom. There is no place for four integrated skills like LSRW. In the Indian classroom, most of the emphasis of teachers and students is on the reading and writing skills rather than the other two skills. Both the teacher and student give less importance to the listening and speaking skills. Though there are various tests



related to speaking skills still students are not bothered about it, they concentrate more on the writing skills as the final examination calls for written evaluation and it has more weight age in marks in comparison to speaking skills in English.

### **XI. Contribution to Knowledge:**

In this way this study is valuable not only for the investigator, but also for students and teacher. Teachers who want to take the teaching of English relevant to the learners' study and needs will benefit from the study. This study will be useful for not only practicing teacher but also for future researchers and materials producers.

The analysis of the questionnaire data shows that the majority of English classes are of a non-communicative nature. Most students did not have communicative activities such as discussions, role-plays, interviews, presentations, etc. in their English classes. Textbooks are also of a non-communicative nature. Most course books that are used in English colleges do not cover all the four skills and do not promote Collaborative learning

As researcher observed that students don't able to understand simple instruction how they can understand literary text and justify it and also how they can use of complex or imbedded sentences, rich vocabulary, connotative and denotative meaning. It is about total waste of time because students want to develop their language so it's better to read 21<sup>st</sup> prescribed book like ChetanBhagat's Conversational book rather than 16<sup>th</sup>& 18<sup>th</sup> century book.

### **Major Findings:**

Under this section, the major findings are given which have been drawn from the present study. Students opt English course as it enhances their communication skills and developing their personality but in real scene is totally different.

1. Majority of students of Himmatnagar, Mehsana and Patan followed the parent's advice to choose English as a main subject rather than their own interest. While their teachers opined that students choose English as main subject for getting jobs. They are not found intricately motivated to learn English. Their purpose is to get degree mechanically.
2. After successfully completion of graduation, most of the students of Himmatnagar and Idar colleges are found at the 'Basic Level' whereas students from Mehsana and Patanare found comparatively better.
3. While on BULATS Online Speaking Assessment Scale Band majority of students secured A1, which shows very less exposure of English is given at the college level in the North Gujarat region. Therefore, the need of the time is to revise English syllabi focusing on the language parts also along with prescribing literary canons.
4. The skills students consider more important for them are not covered or focused in the English class. It has been noticed that watching English News and songs are most interested topics of the all sample data colleges (i.e. Himmatnagar, Idar, Mehsana, Patan) students. Learner only improves the listening skills while watch the above mentioned topics on television. Same way as another side of the coin students less preferred to watch cricket matches and interviews/discussion on television where interactive oral communication is preferred.
5. It has been found that learners except from Mehsana college are not more interested to speak in English at public places (i.e. in the bank, Market, Bus/Railway station) because of poor vocabulary, lack of confidence and anxiety. Whereas a considerable number of graduates from all the colleges preferred to talk with colleagues and friends in informal situations.
6. It has been found that majority of graduates of all the colleges have less exposure of English, mechanical teaching methods, outdated syllabi are the main problems of the students pointed out by their teachers as well as by themselves.
7. It has been observed by the researcher that the learners need English to serve their day to day needs, they want to fill the forms, they want to apply for different posts, they want to face interview successfully, and they want to speak on the stage before the people. The learners of all colleges want all above functions should be helps better to learn English better but their syllabus prescribed by the university does not provide them any opportunity.

8. It has been found that the communicative activities(form filling, giving instructions, making request, expressing sympathies and offering ,inviting, greetings, giving good wishes to someone), task based activities(describing objects/ places/ persons), role play, generated a lot of interest among the students. The learners want their syllabus must contain these components.
9. It has been found that the analysis of teacher's questionnaire reveals that the syllabus and its' components presently used for B.A. graduates do not suit to the learner's ability of being communicative in English. Hence, there is an urgent need to prepare need based materials for the learners.
10. It has been disclosed from the analysis of the teacher's questionnaire that most of the teachers are not familiar with the modern methodologies of the ELT.  
In order to make the learners communicative in English, the teachers today are supposed to be familiar with the latest trends and recent methods of teaching English.
11. Most teachers are from literature background (master degrees in literature) and do not have ELT training. They lack competences required for effective teaching of English language.

### Conclusions & Suggestions:

1. The majority of English graduates are not able to communicate in English for performing their day to day functions.
2. Students of semi- urban areas are found much more conversant as their parents are educated and aware while places like Idar where many of the students are found the first generation learners.
3. The teaching methods used are also stereotype and mechanical and do not encourage students to watch TV programs in English. Communicative activities such as discussions, role-plays, interviews, presentations, etc. have no place in the classroom.
4. The prescribed texts are from different ages of the British literature. The themes and techniques use d in them are alien to the students. They do not understand and rely on the cheap market notes. In the syllabus of English principal at the UG level focus should be on the development of communicative skills also.
5. While designing syllabus at the UG level, the student's entry level behavior must be checked and the syllabus must be designed accordingly.
6. If needs of students are taken into consideration while framing the syllabus, it can produce better results. As needs differ from urban, semi urban and rural areas the different type of syllabi can also be recommended.
7. Teachers must be trained to address the needs of the emergent syllabus along with the pre-determined syllabus because the stereotype teaching of English is not going to help none of them.
8. Though it is stated in the objectives of the syllabus of English prescribed in the HemchandracharyaNorth Gujarat University skills based learning must be covered, none of the step has been taken into consideration. It is an urgent need felt to modify the existing syllabus.

### Suggestions to the College:

1. As the researcher observed that students are not able to understand simple instructions how they will understand literary texts and examine them critically. It seems to be the waste of time and money poured because student's prime objective is to develop their English proficiency and no other course is available. Therefore, it is better to prescribed texts belongs to their period such as ChetanBhagat's writing.
2. Good English language study materials should be provided by the University/Board of students. WorkProject works in LSRW should be designed and strictly implemented.

### Suggestions to English teachers:

1. The teacher should speak in English with their students
2. The teacher should encourage the students to speak in English

3. The teacher should take extra periods for the weakones and must deal sympathetically with them.
4. The teacher should take diagnostic test and do the remedial work for the betterment of students.
5. The teacher should act as motivator, initiator, classroom manage and a facilitator to the students to acquire various skills of English language.
6. The teacher should encourage the students to read English newspaper, watch selected English movies and listen to news in English.

#### Suggestions to English students:

1. The Students should try to begin with small sentences and phrases in simple English to express their views.
2. The Students should must have general reading like newspapers, magazines and listen to English news and watch some selected English movies.
3. The Students should try to acquire English rather than conscious learning.
4. The Students should participate in the various competitions held in the colleges such as elocution, extempore and debate.

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