

Data Analysis & Interpretation of Measuring Oral Competence of English Graduates of North Gujarat Region

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Introduction:

This section describes the sampling procedure, data collection and analysis procedure to full fill the objectives of this research. The main objective of the study is to measure the Oral competence of English graduates of North Gujarat region in order to know the ground reality. For it a checklist for observing the data was prepared. Interviews of teachers and students were conducted. The data was collected from the colleges of the North Gujarat region. Then, the data was analyzed and the suggestions were given to syllabus designers, teachers trainers and teachers for further improvements .In the light of the above, various techniques and methodological approaches were used to gather and analyze information for measuring spoken competence of English graduates of the region to get realistic picture, for getting insights into learners needs and their expectations. In the present research study, the sample consisted of both students and teachers.

1.1 Research Tools:

The research tools used for analyzing learners need and measuring oral competence are below:

1. The Questionnaire /Structured interviews (English Graduates and Teachers)
2. Interviews of English graduates and teachers
3. A checklist for observing the oral competence of English graduates

1.2 Research Methodology:

The survey method was used for the present study. The data collected were aimed at answering the following research questions:

1. What is the significance of selecting this topic?
2. How can communicative competence be measured?
3. What are the objectives of teaching English as one of the main subjects?
4. Why is there heavy rush for opting English as a main subject?
5. What are the students' expectations from this course?
6. What are the problems do they face while communicating in English?
7. Are they able to communicate effectively after three years studying in English?

1.2.1 Survey Method

The investigator used the survey method for collecting the data targeting English graduates of the North Gujarat region

1.3 Research Design:

This study followed a mixture of qualitative and quantitative survey research design, the purpose of which is to find out “Measuring the oral communicative competence of English graduates of the North Gujarat region”.

Qualitative research is a generic term for investigative methodologies described as ethnographic, naturalistic, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found. Interaction between variables is important. Detailed data is gathered through open ended questions that provide direct quotations. The investigator is an integral part of the investigation (Jacob, 1988). This differs from **quantitative research** which attempts to gather data by objective methods to provide information about relations,

comparisons, and predictions and attempts to remove the investigator from the investigation (Smith, 1983). **Qualitative research** seeks out the ‘_why’, not the ‘_how’ of its topic through the analysis of unstructured information – things like interview transcripts and recordings, emails, notes, feedback forms, photos and videos. It doesn’t just rely on statistics or numbers, which are the domain of quantitative researchers. When conducting qualitative research, the investigator seeks to gain a total or complete picture.

Corroboration

The purpose of corroboration is not to confirm whether people’s perceptions are accurate or true reflections of a situation but rather to ensure that the research findings accurately reflect people’s perceptions, whatever they may be. The purpose of corroboration is to help researchers increase their understanding of the probability that their findings will be seen as credible or worthy of consideration by others (Stainback&Stainback, 1988).

1.3.1 Qualitative Analysis

The difference between competence and performance becomes necessary to interpret the data qualitatively while dealing with the language. The aim of qualitative analysis is to identify learners’ level of oral competence in English; the qualitative or interpretive analysis focuses more on the processes of instruction and learning than its outcomes. Hence, it is important to know what actually happened in the class room and outside the class room.

Table:-1

(BULATS Online Speaking Assessment Scale of students: Appendix-III)

| Sr. No | BULATS Online Speaking Assessment Scale | | | |
|--|---|--------|---------|--------|
| | Himmatnagar | Idar | Mehsana | Patan |
| Levels | | | | |
| 0 (Responses not attempt) | 0% | 23.33% | 40% | 26.67% |
| 1 (A1) overall intelligibility individual sounds stress etc. | 66.67% | 73.33% | 60% | 73.33% |
| 2 (A2) overall intelligibility individual sounds stress etc. | 33.33% | 3.33% | 0% | 0% |

Conclusions drawn:

The research used the BULATS Online Speaking Assessment Scale for measuring student’s communicative competence. Here, students were asked a few questions based on their background, their ambitions and future plan etc. Afterwards, their responses were assessed using the BULATS checklist.

The results are as follow:

1. All the graduates from Himmatnagar gave response to some extent to the different questions asked while majority of graduates from the other three places (40% students from Mehasana, 26.67 % from Patan and 23.33 from Idar) could not answer what was asked to them. It meant they did not comprehend the questions asked.

2. 67% graduates from Himmatnagar, 73.33% from Patan and 60% from Mehsana secured **A1** level.
3. 33% graduates from Himmatnagar and very small number of students (i.e. 3.3%) from Idar could secure **A2** while from Patan and Mehasana none of them could secure A2.

It shows that the spoken competence of English graduates in the north Gujarat region is found below par as nobody could go beyond A2 level that has been secured by a very less number of students. Majority of them were found at A1 level which is the lowest.

1.3.2 Instruments

The instruments utilized in this research are questionnaires for students and teachers of English to measure the oral competence of graduates of North Gujarat region.

1.3.3 Questionnaires

Preparation of the questionnaires was one of the objectives of the present study. The investigator prepared two questionnaires to collect data. The purpose was to elicit responses regarding the level of oral competence of English graduates in the region. Questionnaires are used for a number of reasons such as to obtain information and views, or to attempt to Justify/quantify impressions. Reasons for wanting such information include

1. Statistical information, perhaps to meet an external requirement, or to inform e.g. admissions policy.
2. research - finding out what students think or do, possibly for academic publication, but not intending change at present
3. feedback - to help you change the way you do things information to help you argue for change in your department or elsewhere further kind of purpose is to aim to change the students' perceptions by
4. making the teacher more approachable
5. making the student more aware and critical of the teaching/learning process

An experienced interviewer knows how to begin and conduct an interview to obtain the information desired. A questionnaire is also a form of interview, and therefore the perception of the student when answering the questions may be significant in determining their responses, and may also influence their attitude to future surveys.

In present study, data categories are framed. **The student questionnaires** data were divided into various categories. Below is the list of categories along with the list of questions number in each category.

| Category | Particulars | Student's Questionnaire | Teacher's Questionnaire |
|----------|------------------------------|-------------------------|-------------------------|
| 1 | General Information | Part - I | Part-1 |
| 2 | ELT training | ---- | Q-2,Q-3 |
| 3 | Reasons for Choosing English | Q-1 | Q-4 |
| 4 | Use Of English | Q-3,Q-4,Q-5,Q-6,Q-7,Q-8 | Q-5,Q-6,Q-7,Q-8,Q-9 |
| 5 | Problems of Students | Q-9,Q-10 | Q-10,Q-11 |
| 6 | Student Communication Needs | Q-11 | Q-12 |

In category number 1: contains general information of the students i.e. Name, college name, graduation year, percentage etc.

In category number 3: ranking type question was used to find out what students think or do for future plan to knowing how they competent are?

In category number 4: five point scale was used to collect the data i.e., 'Not at all', 'Hardly', 'Often', 'Very Often', and 'Daily'. In a four point scale 'Always', 'Sometimes', 'Never' and 'Future Need' used. This range kind of questions framed to find out the Use of English in daily routine.

In category number 5: Problems of Students Questions may be specific or general, aimed at obtaining information or feedback as described above. However, they may also be used to orient the respondent to the next question, or to the whole remainder. Using two questions that are likely to be closely correlated (*Q-7 and Q-9*) of student's questionnaires. However, it is also possible that asking several overlapping questions may encourage the student to think harder about the issue, so that the second answer is more reliable than it would have been. Some psychometric questionnaires ask many questions, but ignore some responses in forming their final assessment, presumably for this reason.

In category number 6: open ended questions were included in order to find the personal views on Student communication needs and also teachers opinion regarding the today's communicative needs.

1.3.4 ELT Experts Views' on Questionnaires

Before preparing the first draft of questionnaires the research went through many reference books and met some ELT experts and senior language teachers such as Dr. RangnaykiSrinivas, Dr. Atanu Bhattacharya (H.M. Patel Institute of English Training & Research, V.V.Nagar), Prof. B.K. Bhanot, Formerly head, department of English, S.P.T. Arts and Science College, Godhra) and Dr. DilipBarad, Prof. and Head, Department of English, Bhavnagar University that provided her insight for designing questionnaires.

1.3.5 Revision

The items selected to be included in the questionnaire were restructured based on experts' opinions. Then, the questionnaire was administered to a small group of students. A few changes were made keeping in view the difficulties raised by students and the experts' responses. The items were categorized under the following:

1. Learner's general information
2. Rewriting of the instructions & a few questions

1.3.6 Group Discussion / Interviews

Frankel and Norman, (1996) believe that —Interviewing is an important way for a researcher to check the accuracy of- to verify or refute- the impressions he or she has gained through observation. Fetterman, in fact, describes interviewing as the most important data collection technique a qualitative researcher possesses. We interview people to find out from them things that we cannot directly observe.

1.3.7 Interviews

The interview was conducted to facilitate students in order to get relevant data from them. It was based on the methods of teaching and learning English and to identify the problems that they face in the learning of English language. Here, the researcher observed that students were not comfortable while giving the answers and feel anxiety while answering the questions so finally interviews moves to group interviews.

1.3.8 Sample

The Data was collected from four different colleges of North Gujarat region i.e. Himmatnagar, Patan, Mehsana, and Idar. Thirty graduates were selected from each region. The final data comprised of 120 students. A good amount of time was spent to collect relevant data required for the study.

Student's questionnaire**➤ Part -1 General Information**

Name (optional) _____

College: _____

Sex: M/F

Mother Tongue: Hindi / Gujarati /Any other

| Class | College | Percentage | Medium of Instruction |
|-------|---------|------------|-----------------------|
| B.A. | | | |
| M.A | | | |

➤ Part-2 Please answers the following questions. Put a tick () mark in the appropriate box or column.

| Q.1 | Who advised you to choose English as a main subject? | |
|-----|--|--|
| 1 | Parents | |
| 2 | Teacher | |
| 3 | College Administration | |
| 4 | Fellow Pupils | |

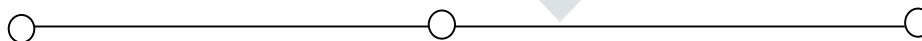
If any other (please specify) -----

Q.2 how good is your speaking abilities of English? Place yourself on this scale by putting a dot on the line.

Basic

Intermediate

Advanced

**➤ Please answer the following questions. Put a tick () mark in the appropriate box or Column.**

| Q.3 | Do you watch the following programs in English? | Not at all | Hardly | Often | Very often | Daily |
|-----|---|------------|--------|-------|------------|-------|
| 1 | News | | | | | |
| 2 | Interviews | | | | | |
| 3 | Movies | | | | | |
| 4 | Cricket matches | | | | | |
| 5 | Cartoon films | | | | | |
| 6 | Songs | | | | | |
| 7 | Discussion | | | | | |

If any other (please specify) -----

| Q.4 | Do you speak in English in the following situation? | Not at all | Hardly | Often | Very often | Daily |
|-----|---|------------|--------|-------|------------|-------|
| 1 | At your working place with your colleague | | | | | |
| 2 | In the Market | | | | | |
| 3 | In the Bank | | | | | |
| 4 | In the academic programs | | | | | |
| 5 | While discussion on current issues | | | | | |
| 6 | At the Railway Station/Bus stop | | | | | |
| 7 | For getting enquiries | | | | | |
| 8 | Recalling your childhood days with your friends/relatives | | | | | |

If any other (please specify) -----

| Q.5 | How often do you talk on the following topics in English? | Not at all | Hardly | Often | Very often | Daily |
|-----|---|------------|--------|-------|------------|-------|
| 1 | Current affairs | | | | | |
| 2 | Generation gap | | | | | |
| 3 | Social issues | | | | | |
| 4 | Social events e.g. marriage, picnic, birthday party. | | | | | |
| 5 | Politics | | | | | |
| 6 | Sports | | | | | |
| 7 | Literature | | | | | |
| 8 | Technology | | | | | |
| 9 | Movies | | | | | |
| 10 | T.V.Shows | | | | | |

| Q.6 | Questions | Not at all | Hardly | Often | Very often | Daily |
|-----|---|------------|--------|-------|------------|-------|
| 1 | Suppose one of your friends lives in Bangalore. Would you like to talk to him in English? | | | | | |
| 2 | Suppose your friend who is coming from abroad .You want him/her to come to your new home for a party. Would you like to write to him 'instructions' in English so that he/she may reach your home easily? | | | | | |

| | | | | | | |
|----------|---|--|--|--|--|--|
| 3 | Do you share your idea on current issues with your friends/colleagues in English? | | | | | |
|----------|---|--|--|--|--|--|

If any other (please specify) -----

| Q.7 | Indicate how often do you find such mistakes while using English? | Not at all | Hardly | Often | Very often | Daily |
|-----|---|------------|--------|-------|------------|-------|
| 1 | Grammatical mistakes | | | | | |
| 2 | Spelling | | | | | |
| 3 | Inadequate Vocabulary | | | | | |
| 4 | Organization (coherence and unity) | | | | | |
| 5 | Pronunciation | | | | | |
| 6 | Punctuation | | | | | |
| 7 | Anxiety | | | | | |
| 8 | Lack of Confidence | | | | | |

If any other (please specify) -----

| Q.8 | How often do you use English for the following purposes? | Always | Sometimes | Never | Future need |
|-----|--|--------|-----------|-------|-------------|
| 1. | Giving invitations | | | | |
| 2 | Greetings\good wishes | | | | |
| 3. | Making requests | | | | |
| 4 | Making complaints | | | | |
| 5 | Asking for Permission | | | | |
| 6 | Giving Advice | | | | |
| 7 | Offering | | | | |
| 8 | Giving instructions | | | | |
| 9 | Describing objects\place\persons | | | | |
| 10 | Inquiring | | | | |
| 11 | Persuading people | | | | |
| 12 | Reporting | | | | |
| 13 | Making suggestions | | | | |
| 14 | Speculating | | | | |
| 15 | Comparing | | | | |
| 16 | Expressing sympathies | | | | |

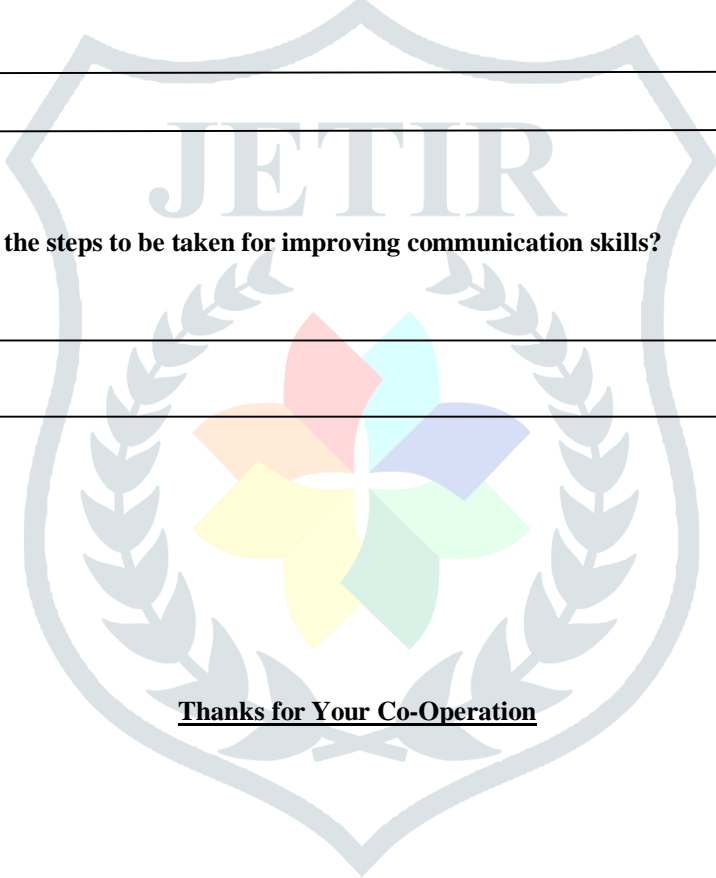
| | | | | | |
|----|--------------|--|--|--|--|
| 17 | Form filling | | | | |
|----|--------------|--|--|--|--|

If any other (please specify) -----

(9) What are your problems\areas of difficulties in English? List at least five in the order of priority.

(10) What kind of help regarding your difficulties do you expect from your teacher?

(11) According to you, what are the steps to be taken for improving communication skills?



Thanks for Your Co-Operation

Teacher’s questionnaire

➤ **1 Personal Details**

Name (optional) _____

College: _____

Academic Qualifications _____

Designation _____

Teaching experience _____

2. Have you got any special training in ELT? _____ (Yes/No)

If yes, Please mention _____

3. Do you read any journals/books on ELT? _____ (Yes/No)

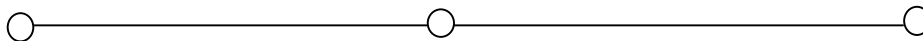
If yes, Please mention _____

4. According to you, who influenced students to enroll in English? Put tick (☐) mark in the appropriate box or column.

| | | |
|---|----------------------------|--|
| 1 | Parents | |
| 2 | Teacher | |
| 3 | College Administration | |
| 4 | Fellow Pupils | |
| 5 | Any other (please specify) | |

5. According to you, After successfully completion of three years with English how good is your student’s speaking abilities of English? Place their speaking ability on this scale by putting a dot on the line.

Advanced Basic Intermediate



➤ **Please answer the following questions. Put a tick (☐) mark in the appropriate box or column.**

| Q.6 | Which out of the following topics do your students want to be used for speaking? | Not at all | Hardly | Often | Very often | Daily |
|-----|--|------------|--------|-------|------------|-------|
| 1 | Current affairs | | | | | |
| 2 | Generation gap | | | | | |
| 3 | Social issues | | | | | |
| 4 | Social events E.g. marriage, picnic, birthday party. | | | | | |

| | | | | | | |
|---|------------|--|--|--|--|--|
| 5 | Politics | | | | | |
| 6 | Sports | | | | | |
| 7 | Literature | | | | | |
| 8 | Technology | | | | | |

If any other (please specify) -----

| Q.7 | Do your students speak in English in the following situation? | Not at all | Hardly | Often | Very often | Daily |
|-----|---|------------|--------|-------|------------|-------|
| 1 | At college with classmate | | | | | |
| 2 | In the Market | | | | | |
| 3 | In the Bank | | | | | |
| 4 | In the academic programs | | | | | |
| 5 | While discussion on current issues | | | | | |
| 6 | At the Railway Station/Bus stop | | | | | |
| 7 | For getting enquiries | | | | | |
| 8 | Recalling their childhood days with their friends/relatives | | | | | |

If any other (please specify) -----

| Q.8 | Given below is a list of area in which learners make mistakes. Indicate how often do you find such mistakes in your students while using English? Please put a tick mark in the column. | Not at all | Hardly | Often | Very often | Daily |
|-----|---|------------|--------|-------|------------|-------|
| 1 | Grammatical mistakes | | | | | |
| 2 | Spelling mistakes | | | | | |
| 3 | Inadequate Vocabulary | | | | | |
| 4 | In proper Organization (Lack of coherence and unity) | | | | | |
| 5 | Faulty Pronunciation | | | | | |
| 6 | Anxiety / Lack of Confidence | | | | | |

If any other (please specify) -----

| Q.9 | How often do your students want to learn English for the following purposes? | Always | Sometimes | Never | Future need |
|-----|--|--------|-----------|-------|-------------|
| 1. | Giving invitations | | | | |
| 2 | Greetings\good wishes | | | | |
| 3. | Making requests | | | | |
| 4 | Making complaints | | | | |
| 5 | Asking for Permission | | | | |
| 6 | Giving Advice | | | | |
| 7 | Offering | | | | |
| 8 | Giving instructions | | | | |
| 9 | Describing objects\place\persons | | | | |
| 10 | Inquiring | | | | |
| 11 | Persuading people | | | | |
| 12 | Reporting | | | | |
| 13 | Making suggestions | | | | |
| 14 | Speculating | | | | |
| 15 | Comparing | | | | |
| 16 | Expressing sympathies | | | | |
| 17 | Form filling | | | | |

If any other (please specify)-----

(10)What are your students' problems\areas of difficulties while speaking English? List at least five in the order of priority.

(11)According to you, what are the steps should be taken for improving student's communication skills?

(12) Which language skills do your students need most for enhancing oral competence?

Thanks for Your Co-Operation**BULATS Online Speaking Assessment Scale**

| BULATS Online Speaking Assessment Scale for Part Two 'Reading Aloud' task Band | Descriptors for 'reading aloud' task |
|---|---|
| <p style="text-align: center;">6 (C2)</p> <p>overall intelligibility individual sounds Stress etc.</p> | <p>Pronunciation is easy to understand and meaning is conveyed effectively.</p> <p>Individual sounds are clear and unambiguous.</p> <p>Stress, rhythm and intonation are consistently used appropriately so that meaning is expressed effectively.</p> |
| <p style="text-align: center;">5 (C1)</p> <p>overall intelligibility individual sounds stressetc.</p> | <p>Pronunciation is easy to understand and meaning is conveyed well.</p> <p>Individual sounds are generally clear and unambiguous.</p> <p>Stress, rhythm and intonation are generally used appropriately so that meaning is expressed well.</p> |
| <p style="text-align: center;">4 (B2)</p> <p>overall intelligibility individual sounds stressetc.</p> | <p>Pronunciation can generally be understood and meaning is conveyed adequately.</p> <p>Individual sounds are generally clear although there may be occasional difficulty for the listener.</p> <p>Stress, rhythm and intonation are used to express meaning adequately.</p> |
| <p style="text-align: center;">3 (B1)</p> <p>overall intelligibility individual sounds stressetc.</p> | <p>Pronunciation can generally be understood but L1 features may cause strain; meaning is conveyed but there may be some ambiguity.</p> <p>Many individual sounds are clear but some may cause difficulty for the listener.</p> <p>An attempt is made to use aspects of stress, rhythm and intonation to express meaning.</p> |
| <p style="text-align: center;">2 (A2)</p> <p>overall intelligibility individual sounds</p> | <p>Pronunciation of single words may be intelligible but L1 features may make understanding difficult and some meaning may be distorted.</p> |

| | |
|---|--|
| Stressetc. | Inaccuracies in the pronunciation of individual sounds may cause strain for the listener and may impede communication of meaning. Little attempt is made to use aspects of stress, rhythm and intonation to express meaning. |
| 1 (A1) overall intelligibility individual sounds Stressetc. | Pronunciation of single words may be intelligible but L1 features may cause excessive strain to a listener and meaning may be seriously distorted. Serious inaccuracies in the pronunciation of individual sounds may make speech unintelligible. No attempt is made to use aspects of stress, rhythm and intonation to express meaning. |
| 0 | Responses not attempt |

4.4 Data Interpretation of teacher's Questionnaire:

➤ Q-1. Personal Information (Category 1: General information)

This category contains information about the total numbers of respondents, their Qualification, teaching experience, training received.

1) Number of respondents:

The total number of teacher respondents was 10. Eight of them male and two were female.

2) Qualifications:

All 100% teachers had M.A.(English).40% of them had doctorate degree and 20% of them had M. Phil and one had B. Ed degree.

3) Experience:

a) Up to 5 years:20% B)Up to 10 years:10% c) Up to 15 years:20% D) Up to 20 years:50%

➤ Q-2. Have you got any special training in ELT (Category 2: ELT training).

30% of them had got the training in ELT while 10% of them have made research in ELT as the part of their doctorate degree. Majority of the teachers teach after reading reference books and put extra efforts by using own teaching Experience.

➤ Q-3.Do you read any journal/books on ELT? (Category 2: ELT training).

70% of them admitted that they never read any journal/books on ELT while 30% of them replied that they read the journal/books on ELT which are available at the college library.

➤ Q-4. According to you, who influenced students to enroll in English? Put tick (☐) mark in the appropriate box or column. (Category 2: Reasons for Choosing English).

60% teachers agreed that students opted the course because it improves their prospects in getting a job where as 40% opined that enhancement of communicative competence was the major reason.

➤ Q-5. According to you, after successfully completion of three years with English how good are your student's speaking abilities of English? Place their speaking ability on this scale by putting a dot on the line. (Category 4: Use of English).

50% teachers informed that after successfully completion of three years of graduation with English, most of the students are at the initial level i.e. the 'Basic Level'. From here they can have a good start in enhancing communicative abilities. 40% of them answered that their students are in between the 'Basic' and the 'intermediate' level.

➤ **Q-6 Please answers the following questions. Put a tick (☐) mark in the appropriate box or Column.(Category 4 Use of English)**

40% teachers said that their students hardly wanted to speak on '**Current affairs**' while only 20% teachers said that their students often liked to speak on it. Whereas 10% teacher admitted that their student very often liked to speak on it. In 20% teacher's opinion, their students did not want to speak on it.

Table-13

| Q.6 | How often do your students talk on the following topics in English? | Not at all(%) | Hardly (%) | Often (%) | Very often (%) | Daily (%) |
|-----|---|---------------|------------|-----------|----------------|-----------|
| 1 | Current affairs | 20 | 50 | 20 | 10 | 0 |
| 2 | Generation gap | 30 | 60 | 10 | 0 | 0 |
| 3 | Social issues | 40 | 30 | 30 | 0 | 0 |
| 4 | Social eventse.g. Marriage, picnic, birthday party. | 20 | 40 | 40 | 0 | 0 |
| 5 | Politics | 50 | 30 | 20 | 0 | 0 |
| 6 | Sports | 20 | 40 | 30 | 10 | 0 |
| 7 | Literature | 20 | 60 | 10 | 10 | 0 |
| 8 | Technology | 30 | 40 | 20 | 10 | 0 |
| 9 | Movies | 10 | 50 | 20 | 20 | 0 |
| 10 | T.V. Shows | 0 | 40 | 40 | 20 | 0 |

In case of '**Generation Gap**' only 10% teachers said that their students often wanted to speak on it. 60% teachers admitted that their students hardly liked to speak on it whereas 30% teachers accepted that their students did not want to speak on it.

30% teachers reported that their learners hardly wanted to speak on '**Social Issues**' while 30% teacher's opined that their learners often wanted to speak on it. 40% teachers said that student did not want to speak on this function.

40% teachers said that their students often wanted to speak on this function '**Social events e.g. marriage, picnic, birthday party**' while 40% opined that their students hardly express their desire to speak on it. 20% teachers strongly said that it was not at all the need of their students.

20% teachers opined that their students often wanted to speak on the new topics like '**Politics**' while 30% said that their students hardly liked to work on it. 50% of the teachers said 'No' to this function.

40% teachers strongly favored this function '**Sports**' as their students hardly wanted to speak on it. 30% of them also admitted that often their student liked to work on it. While 10% of them said that his students very often liked to speak on it whereas 20% teachers admitted that they did not want to like to work on it.

60% teachers strongly favored this '**Literature**' as their students always wanted to work on it. 20% of them admitted that their student did not want to work on it. While 10% said that their students often wanted to work on it.

Whereas also 10% said that his students very often liked to speak on this topic.

On 'Technology' 40% teachers opined that their students hardly wanted to speak on the various ways of technology while 20% admitted that their students often wanted to work on it whereas 30% said that their students did not work on it. 10% of them said that his students wanted to speak on it.

50% teachers said that their students hardly liked to speak on 'Movies' while 20% admitted that their students often wanted to learn it. Whereas 20% said that their students very often liked to work on it. 10% of them said this was not the need of their students.

40% teachers said that their students often wanted to work on 'T.V.Shows' while 40% favoured it by saying that their students hardly wanted to work on it whereas 20% of them admitted that their students very often wanted to speak on it.

➤ **Q-7 Please answers the following questions. Put a tick (☐) mark in the appropriate box or Column.(Category 4 Use of English)**

60% teachers said that their students hardly speak in English 'At College with Classmates' while 30% opined that their students often wanted to speak on this topic and 10% teacher said that their students did not want to talk in English with their class mates.

Table -14

| Q.7 | Do your students speak in English in the following situation? | Not at all (%) | Hardly (%) | Often (%) | Very often (%) | Daily (%) |
|-----|---|----------------|------------|-----------|----------------|-----------|
| 1 | At college with classmate | 10 | 60 | 30 | 0 | 0 |
| 2 | In the Market | 50 | 30 | 20 | 0 | 0 |
| 3 | In the Bank | 20 | 40 | 40 | 0 | 0 |
| 4 | In the academic programs | 0 | 60 | 30 | 10 | 0 |
| 5 | While discussion on current issues | 70 | 30 | 0 | 0 | 0 |
| 6 | At the Railway Station/Bus stop | 30 | 50 | 20 | 0 | 0 |
| 7 | For getting enquiries | 20 | 40 | 30 | 10 | 0 |
| 8 | Recalling their childhood days with their friends/relatives | 70 | 30 | 0 | 0 | 0 |

50% teachers said that their students did not want to speak in English 'In the Market' while 30% opined that their students hardly express their desire to speak it. 20% teachers said that they often like to speak on this situation.

40% teachers replied that their students hardly wanted to speak 'In the Bank' while same amount of teachers said that their learners often wished to speak it; 20% said that they did not wish to speak on it.

60% teachers strongly favored that their student speak in English 'In the academic programme'. 30% of them also admitted that often their student liked to speak on it.

On 'discussion on the current issues', 70% teachers opined that their students did not work on it whereas 10% admitted that their students hardly wanted to speak on it.

Situations such as 'At the Railway station/Bus Stop' only 20% teacher said that their students often wanted to make use of it while 50% teachers said that their learners hardly wanted to speak on it. 30% teacher's opinion was that their students did not want to use it.

40% teachers reported that their learners hardly wanted to speak on the function 'For getting Enquiries' while 30% teachers opined that their learners often wanted to speak on it. 20% teachers said that student did not want to speak on this function. Whereas 10% admitted that their student very often liked to speak on it.

30% of teachers strongly said that their students hardly wanted to speak on this function 'Recalling their childhood days with their friends/relatives' while 70% accepted that their students did not want to speak on it.

- **Q-8 Please answer the following questions. Put a tick (☐) mark in the appropriate box or Column.(Category 4 Use of English)**

Table-15

| Q.8 | Indicate how often do you find such mistakes while using English? | Not at all | Hardly | Often | Very often | Daily |
|-----|---|------------|--------|-------|------------|-------|
| 1 | Grammatical mistakes | 0 | 0 | 30 | 40 | 30 |
| 2 | Inadequate Vocabulary | 0 | 0 | 0 | 40 | 60 |
| 3 | Organization (coherence and unity) | 0 | 0 | 30 | 50 | 20 |
| 4 | Pronunciation | 0 | 0 | 20 | 50 | 30 |
| 5 | Anxiety | 0 | 0 | 10 | 60 | 30 |
| 6 | Lack of Confidence | 0 | 0 | 0 | 70 | 30 |

60% teachers answered that, even though successfully study after three years of graduation in English student's **vocabulary** is very bad. 30% teachers also said the same as above.

100% teachers said that students very often make '**grammatical mistakes**' while using English.

Majority of teachers (more than 90%) teachers strongly agreed that students very often face '**anxiety**' while using the English

100% teachers strongly said that due to '**Lack of confidence**' students very often makes mistakes while speaking in English

100% teachers favored that students very often utter faulty **pronunciations**.

- **Q-9 Please answer the following questions. Put a tick (☐) mark in the appropriate box or Column.(Category 4 Use of English)**

Table-16

| Q.9 | How often do your students want to learn English for the following purposes? | Always (%) | Sometimes (%) | Never (%) | Future need (%) |
|-----|--|------------|---------------|-----------|-----------------|
| 1. | Giving invitations | 20 | 70 | 10 | Yes |
| 2 | Greetings\good wishes | 20 | 50 | 30 | Yes |
| 3. | Making requests | 30 | 70 | 0 | Yes |
| 4 | Making complaints | 30 | 70 | 0 | Yes |
| 5 | Asking for Permission | 20 | 50 | 30 | Yes |
| 6 | Giving Advice | 50 | 40 | 10 | Yes |
| 7 | Offering Help | 30 | 70 | 10 | Yes |
| 8 | Giving instructions | 50 | 40 | 10 | Yes |

| | | | | | |
|----|----------------------------------|----|----|----|-----|
| 9 | Describing objects\place\persons | 20 | 80 | 00 | Yes |
| 10 | Inquiring | 00 | 40 | 60 | No |
| 11 | Persuading people | 10 | 50 | 40 | |
| 12 | Reporting | 20 | 40 | 40 | Yes |
| 13 | Making suggestions | 20 | 50 | 30 | Yes |
| 14 | Speculating | 10 | 40 | 50 | Yes |
| 15 | Comparing | 30 | 20 | 50 | No |
| 16 | Expressing sympathies | 30 | 70 | 00 | No |
| 17 | Form filling | 60 | 30 | 10 | Yes |

60% teachers regarded '**form- filling**' is the most important need of the learners while 30% opined that sometimes their students wanted to learn this function and 10% teacher said that they never wanted to learn it.

50% teachers said that their students always liked to learn the function '**giving instructions**' while 40% admitted that their students sometimes wanted to learn it. 10% of them said this was not the need of their students.

In '**Giving advice**', five teachers opined that their students always wanted to learn the various ways of giving advice while four admitted that their students sometimes wanted to learn it whereas one said that his students did not work on it.

The students of 30% teachers always preferred the function '**making request**' while 70% said that their students sometimes wished to learn it.

30% of teachers strongly said that their students always wanted to know many ways of '**Making apologies**' while 40% accepted that they sometimes wanted to learn it. 30% teachers said that their students never expressed any desire to learn it.

30% teachers said that their students always wanted to learn how to register **complaints** while seven opined that their learners sometimes wanted to work on it.

30% teachers strongly favored this function '**expressing sympathies & offering help**' as their students always wanted to learn it. 70% of them also admitted that sometimes their student liked to work on it.

20% teachers said that their students always wanted to learn the function '**Describing\Places\persons**' while eight favored it by saying that sometimes their students wanted to work on it. Nobody went against these functions.

20% teachers said that their students always wanted to learn the function '**making suggestions**' while 50% opined that their students sometimes express their desire to learn it. 30% teachers strongly said that it was not at all the need of their students.

20% teachers replied that their students always wanted to learn the function '**giving Invitation**' while 70% said that their learners sometimes wished to learn it; one said that it was not at all the need of learners.

20% teachers opined that their students always wanted to learn new ways of '**expressing good wishes and greetings**' also while 50% said that their students sometimes liked to work on it. 30% of the teachers said 'No' to this function.

The frequency rate of some function was found very low, which is an indication that many functions, situations and topics were not preferred by English graduates of north Gujarat region but it does not mean that they were not important for learners;

So far as '**Inquiring**' was concerned, 60% of the teachers said that their students never expressed their students never expressed their desire to learn it while 40% teachers opined that their students sometimes showed their desire to learn how inquiry could be made.

20% teachers preferred '**Reporting**'. Their opinion was that their students always wanted to learn it. 40% of the teachers thought that 'reporting' was the least important for the English Graduates.

20% teachers reported that their learners always wanted to learn '**Asking for permission**' while 50% teachers opinion was their learners sometimes wanted to learn it. 30% teachers said that student did not want to learn this function.

In case of '**Persuading people**' only 10% teacher said that their students always wanted to learn it. 50% teacher's opinion it was never given any importance by their students.

10% teachers said that their students always wanted to learn the function 'speculating' while 40% teachers said that sometimes their students liked to learn it. In 50% teacher's opinion, their students never expressed their desire to learn it.

In case of the function 'Comparing' 30% teachers said that their students always wanted to learn it while 20% teachers said that their learners sometimes wanted to learn it. 50% teacher's opinion was that their students never wanted to learn it.

➤ **Q-10 what are your students' problems\areas of difficulties while speaking English? List at least five in the order of priority. (Category 5: Problems of Students).**

While asking about areas of learner's difficulties, 80% teachers said that their learners very often face problems in vocabulary, lack of confidence, anxiety, less exposure while 40% teachers replied that teaching of grammar in isolation, pronunciations, and inadequate vocabulary are the main difficulties while speaking in English.

➤ **Q-11. According to you, what are the steps should be taken for improving student's communication skills? (Category 5: Problems of Students).**

50% teachers answered that maximum exposure in the class room through tasks and activities and active role assigned to the students in the fearless atmosphere will reduce the anxiety level against speaking ability of the students and increases confidence level while making the use of English whereas 30% teachers replied that correction and discussion on mistakes of sentence structures and faulty pronunciations in general without pointing out the students will be helpful to improve the students communication skills. 20% teachers opined that maximum listening and reading activities will helps better to improve the student's communication skills.

Comments:

After analyzing the data available through questionnaires, checklist and structured interviews of teachers of English it can be concluded that majority of English graduates are at beginners level and a few of them can be found in between beginners' level and the intermediate level. The analyzed data has also revealed the mind set of English graduates, their priorities and needs which shows that why they are not found much more proficient in English. A close look through all the data will be helpful to find out the lacunas in the field of teaching and learning English. If addressed, then it could be a significant contribution for the future generations otherwise, the result will remain same.

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