

Factors Hindering the Development of Speaking Skill of Degree Engineering Students of South Gujarat: An Empirical Study

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In

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By

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Enrollment No. 149997571001

under the supervision of

Dr. Seema R. Gida



**GUJARAT TECHNOLOGICAL UNIVERSITY
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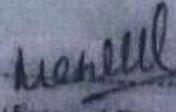
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ABSTRACT

Communication Skills are an integral part of the success of any business organization of any class. The present scenario in which the importance of communication skills cannot be overlooked, it has been observed that the most of the students of the technical colleges of Gujarat, even though they are good at their content, they are labeled with “weak in Communication in general and speaking in particular” as they fail to communicate effectively in spoken form what they desire to in most of the cases. Dr. Ketan Kotecha, the former Director of Institute of Technology, Nirma University, Ahmedabad voiced the same concern in an interview when he said,

“We have received complaints from recruiters highlighting lack of communication skills among students...even if knowledge of English language improves in students, be they from Gujarat or other states, proficiency continues to be a problem.”

Inspite of the repeated attempts made by the universities and faculty to make the students of the technical colleges competent in the speaking skill, they still lag behind to communicate effectively. It is the need of the time to find out what kind of disturbances or factors exist which hinder the development of speaking skill of technical students of Gujarat so that the attempts to develop their speaking skill can be diverted to the proper direction. With reference to the above discussion and situation, it’s an urgent need to investigate and identify, “What is wrong with the system, faculty and students and where is it?” so that the possible solution can be thought of. With a noble intention of diagnosing the actual hindering factors responsible in the process of developing the speaking skill of the students of Degree Engineering colleges of South Gujarat, I intend to pursue this research on *“Factors Hindering the Development of Speaking Skill of Degree Engineering Students of South*

Gujarat : An Empirical Study". While attempting this, the students and faculty of degree Engineering Colleges of South Gujarat will be taken as samples and the data will be collected from them for analysis. The possible remedies for the same will be attempted. The main objective of this research is to diagnose the barriers in developing the speaking skill of the students of degree engineering colleges and to ponder over the possible solution with reference to the present scenario because,

"The ability to express an idea is well-nigh as important as the idea itself."

-Bernard Baruch

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“A person can achieve everything by being simple and humble”

-Rig Veda

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- **Bhaveshkumar Bipinchandra Rana**

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List of Abbreviation

EFL: English as a Foreign Language

ESL: English as a Second Language

L2: Second Language

L3: Third Language

ELT: English Language Teaching

ESP: English for Specific Purposes

GEC: Government Engineering College

SFI: Self-Financed Institute

CS: Communication Skills

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CHAPTER – 1

Introduction: The Present Scenario of Communication Skills of Engineering Students and Major Factors Affecting their Speaking Skill

1. Introduction:

1.1.1 Communication in English Language – Need of the Present

English language is known, spoken and read by large number of people all around the world. English has become one of the essential languages of the professional domain. Children in various parts of the world speak English Language in their school either as the mother tongue or as a foreign language. It is also observed that English language prevents isolation to the world and it is the key to reach out to the great treasure of knowledge offering the large opportunities to students to get employment anywhere in the world. Through English Language, it becomes easy to be in touch with Western science and technology and thus occupies an essential place in school and college curriculum.

The National Policy of Education, (1986 and Revised 1992) recommended English to be offered as second language in Secondary School Education (40). UGC (University Grants Commission) Annual Report 2011 has also emphasized proficiency in English language as one of the important area of research (102). It considered English language proficiency as one of the crucial qualities for a global graduate. Hence, the UGC has started funding the courses in English at the undergraduate level for the Conversational English, Remedial Grammar, Development of Advanced Writing Skills, Entrepreneurship and career oriented skills. (UGC) The AICTE (All India Council for Technical Education) also introduced English (Communication Skills) in Technical education for engineering students to develop the four basic language skills (LSRW - Listening, Speaking, Reading, Writing) - in English Language communication. The primary aim of introducing this subject to engineering students is to develop students' performance at the time of placement during presentations, interviews, Group Discussions etc. At study level the English Language Proficiency help the students in using English language to ask questions, to comprehend teachers and reading materials (offline and inline), to express themselves in written and viva examinations.

1.1.2 English Language -Why?

Among all the languages spoken around the world in the present scenario, English qualifies to be considered as a world language. English is the primary language of the U.K, the U.S, Australia and Canada. Apart from that it is used by millions of

Europeans, the Indians, the Africans, the Chinese, and the Japanese as a second language as well as foreign language. It is preferred as means of communication between the peoples internationally. There are now more than 250 million people who use English as their mother tongue or first language in the world. If we add the people of India, France, Russia, France and other Asian countries who have the basic knowledge of English Language, the number of people would reach to 350 millions. The Sahitya Academy of India identifies English language as one of the Indian languages used. More than 50% of world's newspaper and 50% of global technical and scientific journals use English as a medium of communication. The above facts clearly indicate that English is an international language in the way that it links the people of different countries of the world. English language has become global language due to the rapid expansion of Industry, science and technology, national and international Businesses and the increasing the inter dependence among the nations of the world. English language has become a language of the present world. The whole world has accepted English language as the business or corporate medium of intellectual exchange for the present and future.

1.1.3 English Language: Window to the Rest of the World

The knowledge of English can facilitate to reach out to the information regarding the rapid advancement and changes taking place around the world. RadhaKrishnan University Education Commission advocated the application of English language in their observation:

“It (English) is the language which is rich in literature, humanistic, scientific and technical. For sentimental urges, if we should give up English, we would cut off ourselves from the living stream of ever growing knowledge.”

It is mandatory to be in touch with the outside world if we want to bring about reformative changes in the fields of medicine, industry, agriculture, business, transport, telecommunication etc. We can be in acquaintance with the latest scientific and technical discoveries and invention of the rest of the world. It is only through English we can bring many Scientific and technical discoveries from other parts of the world to our country. Without the knowledge English Language, one would be cut off and

isolated from the other parts of the world. We close the window to the world of technology by neglecting English indirectly. We may lag behind hundreds of years and then, it would not be easy to catch up again to the consistently progressing world. With reference to the present context, we can not imagine India without English Language and actually, we can not afford even.

F.G. French opines that it is through English that we “extracted the essence of modern knowledge of human activity from all the fields. Any one who knows English can be in touch with the rest of the world without stepping out his/her own house”.

1.1.4 English Language and India

There is a remarkable change in the role of English language in India with reference to pre independence and post independence era. As it is observed by N.Krishnaswamy and Lalitha Krishnaswamy in “Teaching English: Approaches and Methods of Techniques”:

“It may have been occurred so very suddenly within a four years but it has occurred/happened” – “English become an international commodity, like oil and the microchip! Without petrol and computers, the world will come to a halt; the English language made the world a ‘global village’ by giving it global languages for communication” (Bhaskar 150).

In the above context English language is a kind of boon in this era of globalization. There has always been the great demand of Indian skills and minds in the world market. The knowledge can give the Indian an opportunity to show the world the treasure that we have and also to ponder over what others have. In Indian scenario, Prof. V.V. Yardi marks out the difference between ‘foreign’ and a ‘second’ language status as:

“English as a foreign language refers to a condition where it is taught for certain specific purposes like... reading scientific works, translation, communication at certain levels and for certain purposes only. English as a ‘second’ language refers to a situation where English is used widely for purposes of administration, education and as a common link-language”. (Omidvar 6)

From the above expression it becomes quite clear that English in India had been used by a limited group for very specific purposes in the beginning. Then, the practice gradually increased as the schools, universities, and colleges were set up. As the time passed it has attained the status of the language used for formal and official documents and legal procedures. The role has drastically changed after the independence. So, Prof. Yardi went ahead to say that

“In India until recently, English was a ‘second’ language. It is now in the process of acquiring the status of a compulsory ‘third’ language.” (19)

1.1.5 English Language and Engineering Students / Engineers

The demand for English as second language or foreign language has been increasing with the passing of time. Industrial revolution, Consistent growth of science and technology, Use of computer and Artificial Intelligence in place of human beings and wide spread and use of internet require and compel modern engineers to serve the world. As a result of this change in the present scenario, engineers are expected to be the amalgamation of Technical, managerial and communication skills (English). The need of technical skills are catered by the Indian Higher Education system like, engineering colleges, deemed technical universities and self financing engineering colleges all round the country. Engineers, possessing good communication skills are placed remarkably in job markets than those who have comparatively poor communication skills. It is the irony of the present scenario that the engineering graduates with not so good speaking skill occupied the major portion of engineering society. If language is not a barrier, they can prove themselves but it is the fact that Engineers, English, computer and internet cannot be thought in isolation. Hence, Engineering Students / Engineers, without any doubt, require equipping themselves in developing their communication in English Language.

In an article published recently “How important is English language fluency for Engineers?” the basic reasons for an engineer to have English fluency are stated as,

- a. The fluency in English language is essential in one’s social life. It facilitates the process of building strong relationship as well as better understanding among classmates and peer groups.

- b. One has to know, understand and communicate very effectively to be successful in personal and professional life. In the era of, communication skills are the key to success in the era of liberalization, globalization and privatization.
- c. In the modern era, English language is an important bridge language of international business community, technology and research. Around 1.8 billion people of the world speak English and the number will rise.
- d. Employers look for the graduates with effective communication skills apart from sound technical knowledge.
- e. Having effective communication skills is considered as an asset by an organization. Professionals having good command over English language are set in higher level of standards than those who do not possess it. (Shree 1-3)

In today's world of competition and globalization, communication is an essential tool for everyone whether they are students or academicians or professionals. For professionals and the technological people, it becomes almost necessary to have good communication skills as they are expected to communicate correctly and effectively with all their counterparts in business and professions. They are expected to have remarkable ability to communicate as they need to appear through reports, conferences, seminars etc. In spite of being from technical fronts, they have to convince and persuade the people in their field therefore they inevitably require the skills of effective communication as it is the life-blood of a profession or business. So, when these students are appointed in companies, business set ups or corporations as staffs/employees or in case if they become the entrepreneurs, they really need effective communication skills. In the present era the modern business setups and activities are taking place even with non native/ foreign customers in various fields of engineering and particularly IT industry. To cope up and handle these series of activities with foreign entrepreneurs and customers, engineers are required with effective communication skills which is directly linked with the companies' progress and with national development. (Sita and Rekha 90)

At the prime importance, technical competency is what is expected and developed in the Engineering institutes, should be accompanied by communication. The comments by US graduate engineers, employed for three to five years in industry and engineering field advocate the same idea.

“An engineer is only as good as his ability to communicate his ideas”

“There are a lot of good technical minds in the workplace, but very few that communicate effectively”

“Technical abilities are a given; communication and leadership differentiate”

“A bad presenter is career limited” (Sageev and Romanowski 686)

The renowned company Infosys while launching its soft skills programme “Campus Connect” stated in the programme brochure that

“Soft skills and behavioural skills are very important if an employee wants to work smarter. Entry level skills which are to be considered for employment are using English effectively covering reading, writing, speaking, vocabulary and grammar, communication skills, interpersonal skills...IT companies define the entrants to be industry ready if the employee possesses these skills. Students are not industry ready without these skills”

1.1.6 The Present Scenario

With reference to the above discussion, let us try to investigate the present scenario of engineers with reference to Communication Skills through the researches, newspaper articles and other publications.

Emphasizing the internationality of English language, Kachru and Smith remarked, “In the era of globalization and rapid diffusion of knowledge, all the nations are aware of the need to prepare their citizens to perform in ways that would ensure their prosperity and eminence in the world. In order to be competitive, they have to be able to function well in multinational industrial enterprises, international trade, diplomacy, and scientific technological areas of expertise. They have to be innovative and contribute to the knowledge-based of the world. In order to achieve these goals, they need to be able to utilize the most widely used medium, English.”(Kachru & Smith 178)

Commenting on the skills of technical students, R David Koilpillai said,

"The students must be able to communicate / express their technical ideas clearly in interviews. Proficiency in English speaking gives them confidence."(Verma and Bhattacharya 1-2)

We can not deny the fact that skill shortage has been one of the major issues in India. There are some researches done to find out which particular skills are in acute demand and which skills do the engineering graduate or engineer lacks.

“After classifying all skills by factor analysis, we find that employers perceive Soft Skills (Core Employability Skills and Communication Skills) more important than Professional Skills. Skill gaps are particularly severe in higher order thinking skills ranked according to Bloom’s taxonomy of thinking skill. In contrast, communication in English has the smallest skill gap but remains one of the most demanded skills by the employers.”(Blom and Saeki 1)

Michael Eisner, CEO and Chairman of the Board Walt Disney Corporation, is credited with leading the Walt Disney Corporation out of financial decline to become the media empire it is today. As English major, he has always loved to communicate; but he believes that

“...today communication requires a new set of skills, skills that today’s students are equipped to elevate in the 21st century”.

In his commencement address at USC, he tries to remind the graduates that the greatest threat to a profession/business in these days is lack of careful as well as the misunderstood interpersonal and business communication. He firmly considers that

“...bright potential for productive and enlightened communication and interpersonal skills will place the Business Organization at sublime”. (Lesiker and Flatley)

“Poor spoken English may be keeping a large number of India's engineers from landing some of the best paid jobs in the country. A study has found that an overwhelming 97 per cent of engineers in the country cannot speak English that is required for high end jobs in corporate sales and business consulting. Moreover, as per the report based on the study, about 67 per cent of engineers graduating from India's colleges do not possess spoken English skills required for any job in knowledge economy.”(Verma and

Bhattacharya 1-2) From the same article, here are the highlights of the study done by Aspiring Minds

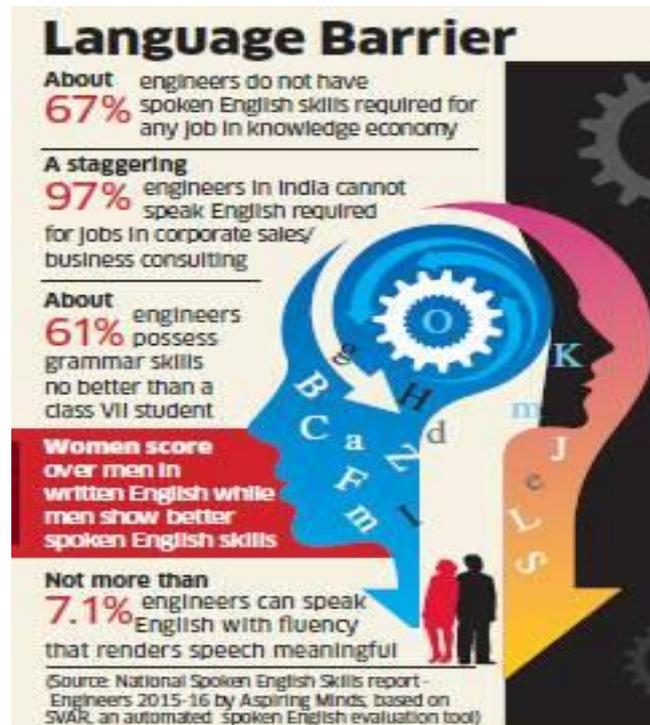


FIGURE 1.1: Language Barriers

The coming generation of engineers will be trying to solve the present challenges of the world but, they are required to have both rich technical skills /competencies and the effective communication skills to clearly communicate their ideas and thoughts to make other informed.

Albert P'Rayan in his presentation of dissertation on "Engineering English: A critical evaluation" noted Vonderheid for the article "Soft Skills Help Engineers Succeed" when he quoted Sasa Jevtic, the Chairperson of Maribor University's Student of IEEE , stating that "a person can be good scientist/engineer, but if the person is not aware how to converse or communicate to other scientists/engineers, then that person, to me, cannot be a successful person / scientist / engineer in his or her personal / professional life. He/ she has to be aware about how to communicate and negotiate, how to ask or demand things formally and how to be a good guide or leader.(P'Rayan 32)

Communication skills in the engineering curricula are essential to prepare the engineers to the workplace. Aviv in her article on "Don't be shy" opines that - "Because

speaking well is often crucial to getting a job and to sound educated, nearly half of American colleges and universities need a public speaking or communications course, according to the National Communication Association. (Aviv 1)

The IIT people have also expressed their concerns which give us the real picture of the time. Gautam Biswas, the director of IIT Guwahati points out that they get students from various backgrounds and geographical regions and they are mostly uncomfortable with English...it becomes very difficult for them to follow the curriculum." (Verma and Bhattacharya 1)

The director of IIT Hyderabad, U B Desai, talks about the problem that the students are able to speak English and that is not restricted to IITs but is the situation across the country and even in the other parts of the world like China and European nations. The concern for neglecting the English Speaking skill can be seen in his words when he says,

"Over a period of time, the focus in the education system has shifted to Chemistry, Math, and Physics. Focus on soft skills has been reduced. Students may lose out on good job prospects as many companies come to campuses for global positions as well," (Verma and Bhattacharya 1)

When the comparison is made in studies, it is apparent that Engineering students studying in the urban areas perform much better in speaking English skills rather than those in the rural areas/ non-metro cities. The dean faculty of IIT Delhi shares his experience as, "Of our students, A majority may not have the problem of speaking in English but about 30 per cent need to be groomed when it comes to soft skills," and that is why hi institute offers the students particular courses in soft skills. (Verma and Bhattacharya 2)

Even Recruiters and Employers across the world advocate that candidates possessing effective English skills more than an average skill stand out from the rest of the competitors and earn thirty to fifty per cent higher income than those who are qualified but have lesser command over English skills. India is not an exception in this matter as

the recruiter considers effective English speaking as one of the important skills a candidate must possess.

The co-founder as well as chief technology officer (Aspiring Minds), Mr. Varun Agarwal states that colleges of Tier 1 have far better situation in English speaking skills rather than other colleges. Srinivasan Sundarrajan, director NIT Trichy talks about the present situation and the action taken to cope up with this situation at their institute. He says that his institute has taken the pain in this matter for last few years.

“the major problem is that Students not able to speak and more than that not able to even understand the lectures” said. He also talks about the corrective measures taken by the institute in the form of bridge courses, orientations and workshops for the students. He also admits that the engineering students face major problems regarding pronunciation, fluency, grammar, vocabulary and understanding sentence structures. The gaps can be clearly seen in effective speaking skill of the students. The report states that only 6.8 %t engineers exhibit the English spoken skill or can respond naturally or spontaneously. (Verma and Bhattacharya 2)

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel”
- Maya Angelou

1.2 Understanding Speaking Skill

‘To speak’ refers to utter some words and sentences representing / expressing one’s ideas with a purpose that the ideas will be exactly received by the listener as the speaker wants them to be. It’s also a process of planning and imparting / sharing meaning through using both verbal and non-verbal signals / symbols with reference to different contexts. (Kayi 01)

“ Dozens of practical problems, which could be ignored when the subject matter being taught was the written language, suddenly surface when the subject matter is spoken language. (Brown and Yule 2-3)

“Speaking appears to be the most important skill of all four skills as people who know a language are usually referred to as speakers of that language.” (Ur. 446-47)

Speaking is “a skill by which the people are judged and the first impressions are being formed and people's thoughts and personalities are reflected through speaking skill in first / second language.”

Speaking is considered as one of the four essential skills inevitable for impressive and effective communication in language (any), especially when speaker is not speaking his/her mother tongue. As English, inevitably, is a major vehicle of communication at the international level in this era of internet, English speaking skill is expected to be developed along with the other skills as it will add to the other skills enhancing the overall effect of presentation and performance.

Speaking includes number of aspects under two categories.

- (a) Accuracy that includes the correct use of vocabulary, grammar and pronunciation practiced by using controlled and guided activities
- (b) Fluency is considered to be ‘speaking spontaneously: that is the ability to keep going’.

Gower considered it as superficial view of the speaking skill. (Gower, Phillips, and Walter 126)

Speaking is an interactive process in which construction of the meaning which includes production, reception and information processing. The context is very important to derive the meaning from what is being spoken. The meaning may differ as per the interlocutor’s personal experiences, the environment and his / her understanding. It’s a multi-sensory involving important paralinguistic features such as posture, gesture, (Kinesics) eye-contact, facial expressions, volume, pauses, stress, pace, pitch etc. (Nazara and Situjuh 30)

1.2.1 The Importance of Speaking

Human beings spend most of the time interact orally rather than written communication. English speaking has not been an easy task in language learning as speakers are expected to have the knowledge of significant elements like grammar, vocabulary, pronunciation, fluency, comprehending the content spoken etc. Learners must also have enough exposure of language to develop their Spoken English features in order to communicate with other people effectively. Rivers, through his study, advocated that that speaking skill is used two times more than we practice reading and writing together.

Efrizal opined that speaking skill has great importance for the individuals during the conversation as they speak every now and then / every day (131). Speaking is the style in which people communicate thoughts and messages in an oral form. To motivate and encourage the students/learners to communicate orally in English, language must be used in real life situations and students should be asked to do the same.

Richards and Rodgers observed that in the conventional language teaching methods, the speaking skill was not paid attention in the classrooms and the skills like reading and writing were emphasized (2). For example, in, reading and writing skills were given more importance in the Grammar-Translation method and speaking and listening skills were not given enough attention.

Speaking is the most important one among all four language skills (LSRW) and is essential for the effective communication. Students express their ideas and emotions. They also would like to tell stories, make request, do discussions, talk and use the language for the purpose of various functions. Effective language users / speakers have much more chances of job opportunities in various organizations / firms / companies than the vice versa.

Baker and Westrup states that language learners who communicate in English language very effectively, have more chances for better education, better jobs opportunities and professional promotion (Malik 101).

1.2.2 Speaking Skill: Characteristics

To Mazouzi, One of the speaking performance is characterized by fluency and that should be kept in mind by the teachers while developing speaking skill of the students. Learners' activities should be designed keeping in mind the same. (08)

As Hughes (5) explains fluency in speaking as, "learners' ability to speak in understandable way so as not to break down the communication process because listeners may lose their interest in the absence of fluent speech". Hedge said that fluency means to express coherently by managing the words and phrases, with pronunciation of the language sounds with apt use of stress and intonation (should be audible) (261).

Teachers should also take care of accuracy in their language teaching. Learners also must take care of exactness and the completeness in learning of language concentrating on structures of grammar, pronunciation as well as vocabulary items. (Mazouzi 9-11)

Learners using correct grammatical sentences need the length and complex utterances and the correctly structured clauses. Correct vocabulary use can be gained only when they learn to choose appropriate words in the appropriate contexts. Learners, many a times, tend to use the same words or expressions in different contexts that are incorrect. It is observed that pronunciation is assigned the lowest concern by language learners. If learner wishes to speak English language correctly, learners must have the knowledge of phonological aspects and how to apply them in various situations” Learners’ awareness regarding stress, intonation, pitch etc is essential for using the language correctly.

1.2.3 Bygate’s View on Speaking

Bygate points out two aspects in terms of achieving the language goals through speaking skill –

- a. Language Knowledge,
- b. Skill about how to apply / use this knowledge. (Bygate 3)

According to him, it is not enough to for a person to possess only some knowledge about a language but he/she should be in a position to apply this knowledge in various contexts. This includes the understanding of what to say instantly in a particular situation, how to say it with utmost clarity and to be more flexible in his/her communication / interaction. His /her (Speaker’s) reaction to the different situations exhibits his/her way to use the knowledge of the language ‘*in action*’, i.e. the skill. This skill, as Bygate opines, has two aspects : (a) production skills (b) interaction skills and these both can be influenced by conditions like : (a) the conditions at the time of processing in which we cannot ignore the fact that ‘a speech takes place under the pressure of time and (b) conditions of reciprocity which is connected with a relationship between the Communicators (interlocutors) (language users) (Bygate 8)

1.2.4 Harmer’s Views on Speaking

Harmer also talked about the elements which are essential for developing effective oral communication and differentiate the same.

- (a) knowing of ‘features of language’,

- (b) Processing this knowledge / information instantly ('Social processing and mental processing)

The first element "knowing features of language" includes the features like : connected speech (contractions and stress patterns – weak sounds, assimilation, elision etc.), devices to express (pitch, stress, speed, volume etc.), grammar and lexis etc. (Harmer 51)

For successful language interaction, using features of language by mental and social processing that requires the speed ('the rapid processing skills') is essential. This involves three aspects like

- a. Processing language (in the mind and using it coherently)
- b. Interaction with other counterparts. i.e. to listen, understand and feel what the counterpart is feeling
- c. Instant processing of that information as soon as it is received by the listener / receiver.

1.2.5 Speaking and Communicative Competence

Noam Chomsky differentiate between "Competence" and "Performance" that can be defined as

Competence: "a speaker's intuitive / innate knowledge of the rules of his mother tongue"

Performance: Application of rules in the production of language 'what the learner actually executes / expresses by using the rules that he is aware of'

Bachman views the, '(CLA) Communicative Language Ability' that has two primary aspects –

- (1) Language's Knowledge competence
- (2) The ability to implement and use this knowledge competence

He also suggests three components of 'communicative language ability' framework

- (1) Language competence : particular knowledge components that the learner uses in communication through language
- (2) Strategic competence : mental ability or capacity for applying the components of language competence in various contexts while making an attempt to communicate / using language

- (3) Psycho-physiological mechanisms: deals with the activities related to the neurology and psychology performed in the actual use of language as a physical phenomenon. (Bachman 85)

Language competence is categorized further by Bachman as:

- (1) Organizational competence: Grammatical & Textual competence: an ability to control formal structures of language which are grammatically correct. Grammatical Competence includes vocabulary, choosing words for utterances, morphology, syntax, phonology etc. Textual Competence includes the ability to connect all the sentence parts together in cohesion and use of rhetoric devices.
- (2) Pragmatic Competence : Sociolinguistic and Illocutionary Competence “the relationship between utterances and the acts of functions that speakers . . . intend to perform through these utterances”(Bachman 85)

1.2.6 Speaking versus Writing:

Brown and Yule observe remarkable differences between speaking and writing to make is understand the basic nature of both the skills.

- The audience for whom we write for is not necessarily present and many a times the audiences are unknown.
- We write on the page. The reader cannot interfere and interrogate the writer for developing his/ her understanding whereas speaking; we have this advantage of interaction with interlocutor. This is good on the part of the speaker that he /she can modify his / her speech as per the situation and requirement according to the feedback from the co participant.
- Written words remain for a longer period of time whereas our spoken words diminish in a few moments as soon as we have spoken them. Our words may survive for years, centuries or even ages and that is why it is very essential with reference to keep a record.

So, both the forms of expressions are equally important in their own contexts and none seems unimportant from the other.

1.2.7 Speaking and Listening: Mixing Skills

Speaking and listening have a very close relationship in the acquisition of second or foreign language communication. Their existence without each other can never be

thought of. The best example is a growing kid who gets an exposure of language through listening and then he/she tries to speak repeating and imitating what he/she has heard. Without listening, one cannot speak.

Teaching/ learning of second / foreign language involves training, performance, and assessment with reference to linguistic and non-linguistic means at one's disposal.

Brown advocated the integration of language skills i.e. Inclusion of the skills that have the same language medium: Listening facilitates the sounds to understand messages whereas speaking provides opportunities to express what he / she intends to. The authors exhibit the idea that the receptive skills are the source of input and the productive skills/ model are producing the input. In short, it is a kind of reinforcing activity which is very essential for the development of features of the second / foreign language skill.

Thus, integration of speaking and listening can help a learner to acquire second / foreign language naturally provided that the learners are given enough opportunities with proper planning.

1.3 Factors Affecting Speaking Skill

English is the most used language in this era of globalization. It has become the Lingua Franca for education, communication, business and opportunity in India as well as other countries of the world. Economic and technological factors played very crucial part in keeping English at the centre of communication. English also occupies a place of importance and prestige in India. Though more than sixty years have passed since we became independent, no other indigenous language could take place of English as a medium of official communication language in our country. Education, Employment and the role played by English as a Link Language are the primary reasons for the acceptability of English across the country and globe. The number of English medium schools has increased remarkably day by day as the medium of higher education is English and even vocational training programs also incorporate communication skills classes in their curriculum. Not only that but also the employers in the country want their employees to have good command over English speaking skill. Thus it has

become the employability skill to perform better at job-place. English also plays a very crucial role as it acts as the link language in the multilingual country like India.

1.3.1 Psychological Factors Affecting English Speaking Skill

1.3.1.1 The Nature of Speaking Skill

The research that had been done in the area of psychological factors affecting speaking skill by Schwartz and Thornbury (30) advocate the factors such as second language / foreign language anxiety or shyness, lacking confidence, low motivation, and fear of committing errors are primary and common factors commonly that affect and disturb the development of speaking skill of the students / learners.

The similar finding is found research done by Yan hua and Jin who discovered that students are not able to participate in English discussion as they face the vocabulary problems as well as they are anxious, stressed and fearful about committing mistakes which ultimately result into their inability to say something in English. Students found this activity rather inconvenient.

1.3.1.2 Fear of Committing Mistake while Speaking

As it has been observed by some researchers, fear of making mistakes is one of the major factors of students' hesitation to communicate orally in English classroom. (Robby 3)

From where does this fear come? Language learning is a continuous process and in this process one has to go ahead by "try and error" method. As it is a skill, it can only be developed by consistent practice. The students are afraid that they will commit mistake as they don't wish to make mistake while learning in the language class before their friends in general and the opposite gender in particular. It's a matter of prestige for them and they don't want to spoil their image so they prefer to be silent rather than speaking and committing mistakes. He/ She doesn't want to appear foolish in front of others and be laughed at foolish by others Again the correction by the teacher publicly in the class is also not liked by them as it hurts their ego. Thus, the fear of committing mistake observes that the fear is associated also with the matter of correction and anticipating the negative evaluation by the peers / evaluators / teachers.

Hieu also advocated the view that the students are ‘in the fear of that they would be laughed by at by other classmates or will be criticized by the teacher (1-2). This results into avoidance of active participation in discussion inside the class on the part of learners. The fear of committing mistakes in English speaking has always been a primary concern particularly in second / foreign language acquisition process among the students.

The teachers of language must be patient enough to develop an understanding among the students to commit more and more mistakes so that they can be corrected and repetition of such mistakes can be avoided in future.

Speaking before the others is one of the common phobias which the students face. This results into their minds going blank at the time when they attempt to speak. They forget and can’t just call out the content from their mind. (Baldwin in Maher 102)

1.3.1.3 Students feel Shy

Shyness is an emotional factor which plays a key role in not allowing students to participate in the class discussion actively. It has to do with the kind of upbringing a student has in his/her family or in the social background.

Robby asserts that some students are shy and their shyness is the result of their nature (natural) so they would light to be quiet most of the time and they don’t want anyone to disturb them (4). They lack confidence while attempting speaking and ultimately they withdrew.

He may be introvert, not having many friends and would like to be with himself / herself only. He/she doesn’t like even the approach from the classmates in whose company he / she spends lot of time in the class. Such students refrain himself/herself from any activity involving may at a time and so is true in case of speaking activity. This shows that being shy can be one of the primary problems in students’ activities in the classroom particularly in the class of speaking. Thus, this problem should be addressed so that the students can be helped to do their level best in their oral performance inside and outside the classroom (Gebhard cited in Januariza and Hendriani 470).

Such students should be identified and motivated to overcome their shyness and to take an initiative to start speaking as much as possible firstly with their close friends and then in the class. To cope up with the shyness the teacher must create friendly environment inside / outside the classroom so as to give them opportunities to learn by

making mistakes and students will not hesitate to come forward and speak in the classroom which is the first step towards developing speaking skill (Pesce 3).

1.3.1.4 Language Anxiety

Anxiety is a “Psychological phenomena, a state of apprehension, a strange fear that is only indirectly associated with an object” (Scovel 134). “It may negatively affect acquisition process of language and has always been highly influencing variables in all of psychology of education (Horwitz 124)

Having been nagged by the demand of good communication skills in general and speaking skill in particular, the students are suffering from the conditions like anxiety, nervousness, fear or apprehension which may prevent the EFL/ESL students / learners from achieving the desired goal. These feelings can exercise considerably negative effect on the process of developing the oral communication in the target language. Anxiety of speaking a particular language may affect performance of students. It may have influence over the quality of producing oral language. This makes the learner seem less fluent than they actually are. (Rana and Gida 39)

Taking anxiety as a primarily effective factor in the learning of language, Second Language Acquisition Researchers have attempted to discover the responsible factors that cause language anxiety within academic as well as social contexts and also have suggested a ways to deal with it. The language anxiety is a psychological barrier, it emerges out of learner’s “own self” - as an “intrinsic motivator” (Scovel 130). Learners’ self perceptions and perceptions about others e.g. friends, teachers, seniors, experts, examiners, others, etc. and target language communication environment / situations, students’ beliefs of language learning)

Communication apprehension affects students’ ability to communicate in the target language resulting into not gaining the confidence in speaking skill. It becomes worst when the students have no one to vomit out his/her feelings. Another reason for language anxiety may be the fear of being judged in Examination or Test or evaluation. The fear of being evaluated by their teachers may result into language anxiety (Liu and Wenhong 01)

Harmer, to overcome the language anxiety, suggested teachers need to observe the students to identify such cases so that they can apply proper teaching - learning method which suits to these students in the classroom.

To overcome the anxiety, the teachers have to be very careful and have to provide more and more opportunities to the students to speak through various activities. (Sato 17)

Positive feedback or reinforcement can also play a key role in decreasing the level of students' language anxiety (Keramida 40)

Language anxiety can be dealt with to a some extent by providing the positive, encouraging and friendly environment in the language classroom.(Chan in Noon 177)

Sometimes teacher should accept even variety of replies from the students in the beginning and that would help the students to take an initiative to start speaking in the class. Be restrained from “Negative Criticism (oral)” to encourage creativity in learner (Nunan 175)

TABLE 1.1 Reasons of Language Anxiety

Why do Students feel worried / tensed / uncomfortable/ anxious speaking English?
• fear of committing mistake
• Scolding by teacher for mistake while speaking
• Fear of making negative impression before opposite gender in the class if he/she commits mistake
• making bad impression before teacher in the class if he/she commits mistake
• others will not understand the speech
• making mistake can affect image in the class negatively
• teacher's expectation is more than what a student can do
• Feeling inferiority complex
• speaking in the classroom before the class
• talking to the teacher
• teacher corrects mistake on the spot before the class
• classmates laugh and make fun of mistakes
• during presentation before class
• not able to remember the content of my presentation in English
• teacher insists on correct pronunciation
• grammar is weak

<ul style="list-style-type: none"> • Not able to recall the appropriate words while speaking
<ul style="list-style-type: none"> • fear of pronouncing the word incorrectly
<ul style="list-style-type: none"> • not able to find the exact equivalent for my words of mother tongue in English
<ul style="list-style-type: none"> • family / parents pressurize to improve English speaking
<ul style="list-style-type: none"> • other students in the class are speaking better English than he/she can
<ul style="list-style-type: none"> • With poor English speaking skill, the image in social life may get spoilt

1.3.1.5 Lacking Confidence

Communication apprehension is the major reason resulting in lack of confidence among the students in English language Speaking. The less confidence may also result if the students see that they are not being understood or are being misunderstood by the listener again and again resulting into gradual loss of confidence. It may also result from insufficient knowledge about language on the part of user. Scolding the students repeatedly for the mistakes they are committing may result into loss of confidence. Particularly, at a very first attempt, if he has been demotivated, the loss of confidence is severe and it may be difficult to regain it again.

“Students’ lack of confidence may be because of lack of enough of encouragement on the part of teacher. (Brown 69)

Students’ confidence can be boosted by providing the students more and more the opportunities to speak and providing them the maximum exposure of the target language regularly.

1.3.1.6 Motivation

Brown observes that “The most powerful rewards are those that are intrinsically motivated within learner. Because the behavior stems from needs, wants, or desired within oneself, the behavior itself is self-rewarding therefore. No externally administered reward is necessary (59)”

Motivation acts as essential element and performs primary role in students’ successful learning of a language. Stressing the role of motivation in language learning, Nunan opines that motivation can influence students’ hesitation to express in second (English)

Language and therefore it is a primary concern in ensuring the preparation of language learners to interact in target language.

By providing the motivation to the language learners, we can help the students to step out of their comfort zone gradually enhancing their interest and confidence in speaking English language. The motivation has to be provided by the teachers at school or the college and at home by parents or elder family members. (It doesn't matter whether the family members know that particular language or not but they must cooperate and motivate the learner to use English language at home). The teacher should try to provide the enough motivation to listen to English language from various sources around them carefully and motivate the students to participate in the class discussions in language classes. Lack of motivation may acts as the hindrance in language learning. When the students are not motivated properly, they cannot overcome their fear and language anxiety. They withdraw themselves from using language. Creativity, Variety and novelty in teaching language can motivate the students reducing the level of boredom and increasing their interest in expressing their thoughts.

One of the ways to cope up with this is to promote the awareness among the students about the importance of English language which can be motivating for English Language learners.

To communicate successfully, it is very essential that the meaning that you want to convey through your message must be communicate as well as received and interpreted by the listener. Any disturbance in any of these elements of communication (communicators, meaning creation, and context) can cause breakdown in communication. Advocating this thought, Ogili separates the major reasons of communication breakdown as the 'sender of the message and the receiver of the message' rather than the 'sent message and 'the medium or channel that contains message' and instead of 'meaning creation and feedback' (5). This idea can be supplemented by the 'context' which leads to communication breakdown. Thus, the classification of the factors that affect the oral communication is (1) Communicator / Interlocutor (2) Meaning Formation (3) Contextual.

1.3.2 Problems Related to Communicator

1.3.2.1 Students View / Ideal L2/3 Speaker' Perception

To learning and to use second language in a foreign context is mainly attached to the constructions of self on the part of learner (Arnold cited in Aydoğan 5). It has always been the wish of students to be fluent in L2/ L3 oral communication. The students have in their mind the picture of an ideal L2/3 Speaker. While conversing with the students about “What do they mean by good L2/3 Speaker?” (Ideal L2/3 Speaker), It was found that they had in their mind the very high and accurate parameters for an ideal speaker of L2/3 (English) with which the Students form their ideal image of L2/3 speaker with reference to communication. It can be understood that the students want to possess these high qualities as a part of their own self-image.

In students' perception, the characteristics of ideal L2/3 speaker are “speaking flawlessly, no grammatical or pronunciation errors, and as easily as a native speaker with certain accent” Their expectation is very high about ‘ideal speaker’ which result into anxiety and stress.

1.3.2.2 Other Interlocutors in L2/3 Communication

To understand the L2 communication, attention has also to be paid to the role of both participants in conversation as both are considered as two sides of single coins. Students' view of their counterpart in communication remarkably can affect their way of interacting in communication of L2/3 (English).

- The presence of opposite gender as an interlocutor might motivate the speaker to enhance his/her level of proficiency in L2/3 and exhibit comparatively high level of accuracy and care in their L 2/3 speaking skill.
- Embarrassment may result in coeducation classes where girls feel embarrassed due to mistakes they may commit before boys and vice versa. This pushes actually the learner to think and rethink as well as improve accuracy level of their communication. Sometimes this factor also affects negatively.
- Whether the interlocutor / counterpart is native speaker or non-native speaker also matters to the learner. The interlocutor, if an expert may make the speaker conscious about his performance in L2/3 interaction. The learner finds it worrisome and difficult to interact with expert rather than the non-expert.

- It makes the learner nervous when he/she is asked to interact with the person of a higher rank or status in L2/3 language. (Teacher conducting Viva). The students find it difficult to interact in the presence of teacher (an expert) in language 2/3 communication. The students may feel low in confidence.
- Many a times the learner is haunted by the thoughts that whether the interlocutor will get what he/she speaks. Over-thinking about the interlocutors' comprehension leads to anxiety

L2/3 communication is always affected by the surroundings in which the learner stays. His language is definitely affected by the historical background he/ she has, gender that he belongs, social class, relationship, family, friends etc.

1.3.2.3 The Fear of Speaking in Front of the Others

- The L2/3 language learners are many a times over concerned about the way they will be evaluated by the interlocutors about their performance in L2/3 interaction. Actually is the fear to face the interlocutors (most of the times unknown).
- Mistakes – “If I commit the mistake, I shall loose the face” (impression that the other person would get of me). “What would other think of me if I am not able to communicate correctly?”
- In front of L2/3 proficient teacher or students who are well worse in the target language and expect the same.
- The speaker has a fear of exhibiting lower level of language proficiency than others
- Negative feedback

1.3.2.4 Problem in Meaning Formation: How to Make the Message Intelligible

In the process of transferring the message, misunderstanding occurs while using L2/3 with different perceptions. For some of the students, how to say' (forgetting the word, expression) is his major problem rather than 'what to say'. For him, in L2 speaking, producing error-free sentences which are grammatically accurate is more important than only meaning transfer. These exhibit the student's concern regarding accuracy and quality of utterances which result into the problems that students experience in L2/3 oral communication.

1.3.3 L2/3 Oral Communication and Context (Social Setting)

- The fact that all the languages are spoken with reference to their social context has always been advocated by ESL and EFL researchers
- Not paying due attention to the social context in L2/3 oral interaction can also negatively affect the acquisition. Being away from a larger target-language community, the students normally communicate in their mother tongue among themselves. As a result of they don't have much exposure or have little exposure of the L2/3 inside (sometimes) or outside the classroom.
- In the education system normally, the target language has been taken of by the non-native teachers. The students are expected to use and speak the target language which is not common in their surroundings (family, friends and society). Thus, the non-native language teachers and learners are the input source of these learners for the target language most of the time.
- Writing skill has been dominant compared to the other language skills in the context of EFL / ESL language learning. This is the result of the use of conventional methods of teaching like the Grammar Translation Method.
- English has a compulsory status and is normally taught as a specific academic purpose rather than for developing the communication skills purpose. The students only aim to pass the exam.
- Attitude of teachers (technical / English) and students
- L2/3 speaking practice / communication is limited only to classroom conversation and is not useful for real life communication.
- No Exam to assess oral communication and listening skill.
- No enough opportunities to Practice L2/3 speaking skill.

1.3.4 Talking about L2/3 Oral Communication

Talking about target language (L2/3) has a great impact in motivation the students for developing oral performance in L2/3 communications. Frequently talking about the target language make the students conscious and remind them to use the language again and again in various life situations. It works as a sort of reminder for the students until it comes into their habit. "No enough opportunities for L2/3 students to discuss their

oral problems” is one of the essential reasons which may act as barrier in developing oral communication in an EFL / ESL context. Language learners often feel fear to speak anything when they are not able to get the speaker or when they get the idea that the counterpart has not got the intended message. Teachers must make them aware that misunderstanding and seeking clarification are the parts of any language learning process irrespective of skill levels of participants' language. Thus, teacher must encourage the students to use clarification strategies frequently in class when they don't understand. Talking frequently about the language positively and guiding the students, the teachers can create a positive environment within the classroom itself.

1.3.5 Topic of the Discussion

The topic (familiar / Unfamiliar) of the discussion can be one of the factors affecting the oral communication of L2/3 learner. The topic of a discussion may remarkably influence learners' use of target language (L2/3). If the topic is familiar, the Learner will be comfortable and will feel easy to recall words and phrases related to the topic. It will also boost his / her self-confidence. In case if the topic is unknown, the learner will be confused and will not be confident to oral communication.

Actually, when you have no idea about the topics unfamiliar for you, it is one of the factors that make speaking difficult or impossible. As day today topics of life are not dealt with in class discussions, students will definitely encounter the problems when they face this kind of conversation and situation. They are ready for grabbing an opportunity to practice every day topics than academic topics. In short, EFL / ESL learners practice the English language in the environment which can be called artificial it does not have any connection with the real life situation communication

1.3.6 Factors associated Language Teacher / Teaching

There are some factors associated with language teachers that affect the process of developing the English language speaking skill of students.

Time that is given to the activities and exercises for developing speaking skill is also not enough. Demotivating students by instant correction or scolding sometimes lead to discouragement and students refrain themselves from using language. Even teachers, sometimes, are not aware of their students' willingness to improve their pronunciation of English language and the problems /challenges they encounter in communication.

It's just because pronunciation does not have any marks in examinations or it may be because the teachers themselves are little aware about pronunciation and what it entails. The teachers have greater responsibility though the factors related to students cannot be ignored simultaneously.

1.3.6.1 Designing task / activity / Exercise for developing speaking skill

Language teachers have to keep in mind the proficiency level of his/her students while designing speaking tasks. If the teachers fail to do so, the result is frustration, inhibition or discouragement. The speaking tasks must be limited to the class only but should be extended to the day today situations to have the better practice of the speaking skill in English language. The teachers may divide the whole class into some groups according to their level of proficiency and can allocate the speaking tasks of their level. The students must be provided with the opportunities in the class as much as possible by the teachers. The teacher, most of the times, takes away the valuable practice time of the students by talking too much in the class.

1.3.6.2 Lack of Using Specific Strategies for developing speaking Skills

Language teachers help the students to gain confidence by developing some skills using following strategies.

- Preparing Students with minimal responses
- Script Practice and
- Use of language to talk about language

1.3.6.3 Using minimal responses

Students who lack the confidence to speak prefer to listen silently rather than participating in the discussion. Such students can be taken care of by providing them the minimal responses to at least start at the initial stage. These responses can be a great help to the students who want to begin and gain confidence. These responses are predictable, idiomatic in nature and are generally used to indicate affirmation, negation, agreement, doubt, disagreement etc. These ready-made responses help the students to concentrate on what the speaker is saying and not worrying simultaneously about how to respond.

1.3.6.4 Script Practice

There are some real life situation and conversation that are predictable in a particular context and this situation can be anticipated and scripted for students' practice. This script can have wishes, greetings, requests, apologies, comments, compliments, invitations, inquiry etc. as per their social use and contexts. Such kind of day today conversation practices can be scripted for different situations and can be given to the students to practice in the classroom. Even the students themselves can imagine situations and anticipate the questions and responses in the given situations. The teacher can guide them as and when required. The students can learn to manage the language in variety of situations through these script practices.

1.3.7 Teacher's Role

Teachers' role in developing second / foreign language skills among students is very important as they plan to provide students with proper situations and contexts to practice language in various communicative situations that facilitate students to express their thoughts in an appropriate manner and interact with others. . The teachers have multiple roles to play.

According to Nunan and Lamb the teachers play dynamic roles and the roles change according to the psychology of the language learners (134).

Byrne on the other hand, goes to the extent of saying that the teacher is an actor as he/she has to play or enact number of roles in the process of teaching and learning at different phases as per different situations.”

While conducting the activities for fluency the teacher generally plays a roles of manager, stimulator and consultant with a purpose that the students should interact. He should set up activities for language learning and have to be ready to assist whenever the learners ask for. The roles of conductor, organizer and monitor are played by the language teacher during accuracy activities. Therefore, language teacher's primary task is to make the students aware about what to practice in language learning and to ensure that they practice these activities at their best. He/ she also has to ensure the proper

organization of language tasks and also has to assess the continuous progress of the learners.

Nunan and Lamb considered the teachers' roles as the most difficult and problematic (137). For them teacher has to play the various roles as to control, to entertain and as disciplinarian as well as the person develops a sense of independence, self-confidence and make the learner behave responsibly. The teacher has to direct, threat and punish as a 'controller'. The teacher brings into the class the games, activities, incidents or stories as a part of being an 'entertainer'. He/she ensures that the rules are being observed and rectify and remedies any kind of misbehavior as a disciplinarian. The teacher who only teaches not paying too much attention and provides very gentle reminder effectively if he/she finds the class noisy is a there to develop a sense of independence and responsibility'.

So far as fluency in speaking is concerned, Harmer describes three primary roles that teachers can effectively play.

- (a) Prompter: offering suggestions when students try to get out of an unexpected confusion / situation to stop the students from getting into the frustration while reaching to the "dead end" of his language ideas
- (b) Participant: Here, the teacher participant in language activity in disguise, fill in the required information ensures continuity in students' activities and motivating students to communicate by providing the creative environment. At the same time Harmer advises the teacher to take care and play very limited and required role not dominating the speaking activity attracting all the attention to him or herself.
- (c) Feedback Provider: Reaction to the inappropriate expressions, correcting positively and making the students understand his mistake without demotivating him/her. (Harmer 87)

The teacher's role in developing language skills has a remarkable effect as The more consciously and carefully a language teacher plays his role in developing language skills, the more effective the learning on the part of students will be.

1.3.8 Feedback

Feedback is very important factor in developing language skills if it is used consciously and with care by language teachers. If not handled carefully, the negative feedback can affect the motivation level of the learner and also affect the process of developing language skills. Harmer points out that the teachers reaction to the students' performance / mistakes relies on the kind of learning stage of language, the kind of activity, the kind of mistake committed and the student who has committed the mistake. Normally, the feedback is given with reference to accuracy (language used) and fluency (spoken production) in the given activities.

The feedback can either be positive or negative. The purpose of providing feedback is not only to inform them how the performance was but also to provide the motivation and support in case if the students has committed some errors in the process of acquiring speaking skill.

Some of the techniques suggested by the researchers for feedback for improving fluency:

- Not interrupting in mid flow of communication (as he/she has to restart which a learner finds bit inconvenient)
- Correct gently
- reforming what he/she has uttered,
- appreciating correct part of the answer,
- pointing out the incorrect part
- praising for the effort that he/she has made
- modifying his/he answer and explaining the logic
- repeating and summarizing (recording spoken part /mistakes for further analysis and recommendations)

While suggesting the ways to give feedback for correcting the students for accuracy of the spoken form / expression, they suggest the teachers to ponder over following aspects.

- deciding “whether students / learners” mistakes to be corrected
- If yes, then what are the errors that have to be taken care of?
- In which ways should these errors/mistakes be resolved?

- By asking the learner to say again what he/she said and then making them aware about the error giving the chance the student to self-correct.
- Explaining directly why he/she is wrong and not asking the student say it again in the correct form themselves
- ask another learner / student to correct the error / mistake
- Providing hint through gesture to point out an error
- Providing feedback immediately on how good or bad the spoken performance was.
- Noting down the errors that a learner has committed and provide the feedback onto a next session
- Correcting students by making a facial expression, or hinting in spoken performance depending upon the kind of mistake committed. Not giving too intensive feedback as it may result into demonization in learning.

1.3.9 The use of Mother Tongue

Nunan and Lamb support the fact that the mother tongue assists in the second or foreign language teaching / learning in the way that it can be used to explain the grammatical terms along with lexis. Sometimes the procedures and the language tasks are also elaborated by the use of mother tongue. It facilitates the language learning process in one or the other way. (98)

Harmer (132) also supports the points raised by Nunan and Lamb for the fact that it is not advisable and even possible to wipe out the use of mother tongue in second / foreign language learning. Eradication of mother tongue from the language learning process may discourage the learners as they feel the need of the mother tongue at the initial as well as some other stages of learning the other tongue. So, the teacher should encourage and insist the students to make use of the English (FL/SL) Language and the teacher himself / herself must use the target language frequently to provide the students exposure of the same. Teachers are the primary source of target language input playing which really matters in second language acquisition. A teacher can be the inspiration for students if he is positive in his/her correction and suggestion to encourage and motive the students to make maximum attempt and to dare to commit mistakes as many as they can in the process of learning language. The mother tongue can be used at the lower level to facilitate

the process and to build the rapport between teacher and students. Gradually, the use of mother tongue can be curtailed.

Ur comment is discouraging when he says that it, sometimes, can be quite difficult to persuade some learners especially those who are “less motivated ones’ to make use of the language to be practiced - L2 (121). To restrict the students using their mother tongue, Harmer points out that the teacher has to ‘set clear guidelines’, making it clear to the students when they can use the mother tongue and when they cannot. He further points out that teacher must choose the language tasks keeping in mind the level of the students to ensure that they can communicate in the target language which really help to gain the confidence among the students (1-6). It is good to engage the students in challenging tasks but one must ensure that the students can perform that task. They are unable to perform. Going a step ahead, the English language should be the class language (the teachers have to remind the students again and again) and the friendly and comfortable English environment should be provided with conscious attempt by the teacher. As Ur points out, ‘there is no other option but to nag them every now and then.’ (122).

1.3.10 Factors related to Students / Learners

We must consider the fact that though the learners / students know the importance of their participation in the language tasks, they normally leave it to the teacher whose presence, they feel, is necessary to make the students use the target language in the class activities.’ (Ramirez cited in Pal)

Students are hesitant to speak inside and outside classroom in the English language. They feel fear somehow and therefore they are not enthusiastic about it. In the present situation, students find themselves in the new environment in the class where the teacher asks them to speak. This is exactly in contrast with what they used to do in the class at school where they simply used to receive the grammar lessons passively through grammar translation method in which teacher was at the centre. So, they hesitate a bit while adjusting themselves in this new situation where they are at the centre. They may take time to get motivated.

Kuhl in the study of Willingness to Communicate, he talks about (1) preoccupation (2) volatility (3) hesitation. These three lie at the base building the “Willing to Communicate” attitude. The others are individual differences language learning like, fear, motivation, language anxiety aptitude, language learning

strategies, and others (Dörnyei 1-7). Some students / language learners deliberately / habitually prefer to be silent (to avoid) and not to participate in discussions.

1.3.10.1 The Students Helping Themselves in Language Learning (Being Autonomous)

Students' role in language learning is as important as the role played by the teacher. Both are inevitable for successful teaching and learning of target language. Though the roles are different, they are expected to participate in teaching-learning process equally. The chief outcome that is expected from the modern communicative language teaching is to enhance the role of the learner in the process of language learning.

The most successful language learners are those who are autonomous accepting responsibility to learn, to reflect on the things that they are learning. Autonomous learners of language are described as those who are ready to develop the mindset that their own efforts are essential for success in learning language process and act accordingly. Even while getting engaged in tasks at home or trying to answer a question, they do not intend to please the teacher, or attain good marks but they just want to try to learn the language. They cooperate with the teacher and the other members of learning group in the interest of all.

Hedge (20) characterizes an autonomous learner as one who

- Is motivated on his/her own
- Likes to takes the initiatives
- Is very clear about what he/she wishes to learn
- Has his/her plans for following and achieving his/her own targets
- Is aware of his/her needs and works productively with the teacher to achieve goal
- Tries to learns inside and outside the classroom
- Use classroom based material and can build on it
- Is aware of how to utilize resources independently and properly
- Can adjust his/her learning strategies/style to improve learning
- Manage his/her time for language learning judiciously

Wenden talks about autonomous learner as the one “who (1) is motivated to learn (2) is fair guesser (3) can choose materials, methods and tasks (4) can select the

how to be evaluated (5) is active to the task (6) is willing to take calculative risks.” (Thanasoulas 117-18)

Dickinson identifies the characteristics of autonomous learner as ‘one who is active and independent in the language learning process, can identify his/her goals, can set his/her own goal, and can alter the goal to match with his/her own language learning needs and interests, can apply apt language learning strategies and can monitor and assess his/her own learning’’. (Gandhimathi 80).

Kohonen emphasizes the need of following characteristics with reference to the language learners: (36-37)

- (1) Confidence: Control over one’s body, behavior and the world at large
- (2) Curiosity: to have a desire to know about new / unknown things
- (3) Intentionality: willingness to work consistently to gain competence
- (4) Self-control: continuous attempt to have control over one’s action
- (5) Relatedness: to be conscious in dealing with others.
- (6) Communication: ability to transfer / exchange idea, feelings and experiences with others to develop trusts among the others.
- (7) Cooperation: to cooperate and manage oneself in group / team situations.

1.3.10.2 Speech Habits of the Students / Learners

Students’ speech habits have a great impact on the success of any communication. Speakers should an insight to anticipate as well as produce the appropriate forms of particular communication situations. They also have to take care variety of its aspects like; , appropriate grammar structures and complexity with reference to the audience, choosing appropriate words according to the listener, rephrasing, emphasizing, turn-taking, giving feedback, body language, characteristics, knowledge and interest / involvement level of the target audience, the topic being discussed, the setting / situation, speed of the speech, continuous checking and rechecking of whether the listener have understood what is being communicated etc.

1.3.11 Language Learning Environment

This is one of the essential factors affecting the speaking skill and this includes variety of physical locations, conditions and situations, contexts, social and cultural

setup in which the learner tries to learn the target language. It includes the culture of a home and school or classroom, how the persons at these places behave, react, interact with or treat one another. The teachers' dealing with the students and the way they provide the students exposure of the target language in facilitating learning target language are also the part of Language environment. The group of friends or people inside/outside the class that learner has will have a great impact on his / her language learning. The place i.e. the room in which the language class has been conducted, the kind language displayed on the surroundings (the walls, the notice board, instructions) use of audio – visual aids and latest technologies also the important parts of language learning environment. Sometimes policies of the educational institute and their implementation can be essential for generating learning environment. Physical facilities like enough light, proper air circulation and ventilation, enough space to sit for all, decorated class are more favorable to language learning than the insufficient light, suffocation, overcrowded class, dirt. In addition to above all how teachers and other people around him /her interact with learners /students and how the learners / students interact with one another form the learning environment for language.

Positive Language Learning-environment is created to encourage the students to engage themselves in learning tasks, to cooperate, to communication actively and to generate the trust among all others involved in this learning process. The language teacher facilitates everything in variety of ways leading the learner to learn. Negative Language Learning-environment may be the result of actions of both – language teachers and language learners. The following factor can lead the negative environment for language learning.

- If the teachers are in stress / in lack the support from authority for resources/ overloaded with other work than teaching language/ disrespected (as it may be the case when they particularly serve in technical colleges where the other faculty may emphasize the technical subjects rather than the language skills), not having patience while interacting with the students, not having enough time, there are chances that the teachers cannot perform at their best and in some cases, they may transfer the stress to the learner leaving them helpless.
- Unavailability of resources right from the proper classroom to the learning resources (books & technological equipment)

- Having fear, anxiety, fear, down self-esteem, feeling loneliness, not getting set in classroom etc. (Internal disturbances)
- External disturbances such as noisy surrounding, frequent quarrels and arguments among learners, frequent scolding by teacher on every mistake etc.
- Lack of awareness and motivation for developing communication skills.
- A persistent negative learning environment can cause neurological dysfunction that can lead to discouragement in language learning.

1.3.12 The Classroom setting to facilitate Students' Speaking Skill in English

Normally, in majority of the cases, the students are not able to find appropriate words to say something on their own and have the fear of committing mistakes. At times, they also feel nervous and shy as well. Providing good and conducive environment in the class may help the students to express themselves without having the fear and feeling shy. Along with the motivating and encouraging words, teachers should take care of following things.

- Seating arrangements in the classroom should be facilitating the communication among the students. It can be in circle so that the students can face one another and talk.
- Allow the students to express themselves while sitting. It is not necessary to stand if they are not comfortable.
- Initially students should be provided with the short sample pieces of conversation (a kind of exposure) on some chosen topics containing the vocabulary and sentence structures of day today conversation.
- Encourage pair work and group work and ask every member of team to express the ideas randomly. Sometimes, it must be kept voluntary. Avoid immediate corrections initially and allow them to complete their part.

Cotter is of the opinion that the role-play tasks facilitate the teacher to generate a very light, enjoyable and supportive environment in the classroom where students can be engaged and encouraged to practice and learn the other language. It is also important for the teacher to ensure the positive / favourable environment in the language class with careful correction and guidance so that the students can feel free to express themselves avoiding shyness or anxiety.

Researchers emphasize three crucial situations for effective learning of language as exposure of the target language, use of the target language and motivation. They also direct the ways to involve the learners in meaningful communication by providing a low stress environment and exhibiting the use of language in real life situations. Learners can learn the discourse skills too. They advocate the task based learning in preparing the communicative activities to improve the oral communication skills of learners.

1.3.12.1 Is your class willing / trying to speak? The Speaking Class

The students are said to have mastery over English language (second / foreign) if he /she speaks well rather than how he / she reads or writes. Even if the students have good marks in examination or even have an accent close to native speaker but if they are not able to express their thoughts appropriately, nobody would call them proficient in language. Learning English language is normally associated with “speaking the language”. Thus it becomes important whether the students /learners in the class are trying to speak or not.

Harmer proposed three stages for a language classroom through the PPP method: Presentation, Practice and Production (65-66)

Preparation: the students are given the chance to prepare and get ready for the speaking task. Presentation: The students are given the topic for discussion keeping in mind grammatical structures or specific vocabulary chosen to be taught.

Practice: the students are expected to practice the new language material provided. It is not possible to expect from them to speak as they need practice in the context of real life situations.

In presentation, students may feel frustration as speaking skill requires to master the skills like the ability to speak effectively needs both the knowledge of language elements and the skill to process this knowledge instantly i.e. ‘on the spot.’

1.3.12.2 Use of English outside the Classroom / School

Practicing second /foreign language outside the class or school is not easy to carry out because the students get less or sometimes no opportunity to practice the target language outside the classroom / school. The students have to be encouraged for using English outside the class / school by reminding and nagging them to search

out or create the opportunities themselves among friends or family members or in the surroundings or in the society. The students must be encouraged to bring the outside language problems into the class for discussion and solution. They should be guided about the outside sources of learning real life language.

1.3.13 Different roles Played by Teacher and students in Language Learning

The learning of second or foreign language largely depends upon the sincerity in the roles played by language teacher and language learner. The various roles and responsibilities carried out by these two stakeholders are discussed below.

1.3.13.1 The Roles that teacher plays:

The teacher's primary aim in language teaching is to apply the strategies to ensure that the students can express their heir thoughts in an intelligible manner in real life situations. According to Byrne, Teacher is expected to play the multiple roles at different times as an actor plays in a different movie. (Hedge 26)

1.3.13.1.1 Teacher as Controller

The language teacher's role as a controller includes the conditioning of the teaching and learning activities. Controlling here is in the physical sense of the term but providing what is essential and required systematically with careful planning for developing speaking skill of the students. Teacher controls the class in the sense that the learner gets maximum exposure of the target language and maximum possible opportunities to practice language inside / outside the classroom situations. As controller, the teachers are in charge of the class and of the activity taking place and are often leading from the front (Harmer 108).

1.3.13.1.2 Teacher as an Assessor

This is none of the important and inevitable role teacher has to play to assess the speaking skill to find out the problems still faced by learner and to guide him/her in proper direction. The teacher must make students aware about the strengths and weaknesses to motivate and correct / direct him/her respectively. As an assessor, teacher's feedback is very crucial. (Harmer 111) opines that this is where teachers need to act as an assessor giving feedback correcting and grading learners in different ways.

1.3.13.1.3 Teacher as Corrector

In the process of learning second / foreign language, students' attempts are, sometimes, likely to be resulted in mistakes which is very important for language learning. Teacher's correction plays an important part. When the students make mistakes in the classroom interaction, the teacher should correct them carefully and positively to encourage the students to go ahead further.

1.3.13.1.4 Teacher as an Organizer

The teacher, while engaged in language teaching tasks, has to plan many activities inside / outside the classroom. The teacher not only has to plan it but also have to organize these activities in the allotted time limit keeping in mind that the goal has to be achieved. The teacher has to organize activities like instructing the students, group work, pair work, presentations, feedbacks, corrections etc. The teacher also ensures the environment in which the learners interact actively. The teacher has to organize these activities very carefully.

1.3.13.1.5 Teacher as a Resource

The students are very curious and ask many questions in the process of learning a language. They may want to know how to pronounce a word or to know the meaning of a particular word. In these cases, the students may approach the teacher and the teacher becomes a source of information and knowledge: Resource. "When we are acting as a resource, we will want to be helpful and available but at the same time we have to resist the urge to spoon feed out students. (Harmer 110)

1.3.13.1.6 Teacher as a Prompter

While performing this role the teacher restricts him/herself to some limit in helping and tries to make the students independent from teacher. The teacher motivates and encourages the learner to think independently and creatively. (Harmer 109)

1.3.13.2 The Different Roles played by Language Learner:

Willis observed the roles played by language learner in the following phases of language learning. (53)

1.3.13.2.1 The pre task stage: the learners will

- Jot down important words and phrases (keeping a record of useful points from the pre task activity).
- Spend the allotted time to prepare / rehearse the given task.

1.3.13.2.2 During the task the learner will

- Execute the given task individually or in groups.
- Prepare for reporting how they prepared and presented the given task and share discovery / experience that they had during this process
- Practice for presentation to the class
- Present the report before the class

1.3.13.2.3 The Post-Task Stage: The students will

- Go on with activities from which can help them to practice particular language features from the task.
- Ask questions about any feature which they have marked.
- Practice words, phrases and sentence patterns from the different activities.
- Note down important language items which they want to refer in future.

1.4 Conclusion

To conclude, the above discussion of the factors affecting the speaking skill of EFL /ESL learner/student leads us to realize that both teachers and learners of the language along with some external factors affect the process of developing the speaking skill. It is the all above factor discussed contribute to the learning of a language in general and speaking skill in particular. Avoidance or Negligence of any of the above factors on the part of a teacher or a learner may hinder the process of developing the speaking skill of EFL /ESL student / learner.

1.5 RESERCH METHODOLOGY**1.5.1 The Hypothesis and the Objectives of the Research**

The hypothesis of the study is - “there are factors hindering the process of developing the speaking skill of the students of the Degree Engineering Colleges of South Gujarat with reference to the present scenario.” The main objective of this research is to diagnose the factors hindering the process of developing the speaking skill of the students of Degree Engineering colleges of South Gujarat and to ponder over the possible solution with reference to the present scenario. In doing so, the

following objectives will also be met with specifically. This study will try to discover

1. the psychological factors hindering the development of speaking skill of students
2. the factors related to the syllabus taught hindering the development of speaking skill of students
3. the linguistic factors hindering the development of speaking skill of students
4. the factors related to teaching methodology that affect the development of speaking skill of students
5. the factors related to learning / acquisition process that affect the development of speaking skill of students

1.5.2 Methodology

The survey was conducted for collecting data from the students and faculty of Degree Engineering Colleges across south Gujarat through a questionnaire having close ended as well open ended questions as per the requirement. The ELT expert was also asked questions for the purpose of collecting the data. Structured / Unstructured Interviews in the form of speaking test were conducted to collect the data from the students. A speaking test for assessing the speaking skill was carried out to find out the area in which they feel difficulty while speaking in real life situations.

1.5.3 Subjects of the Research

More than 1000 students of (GECs and SFIs) semester 3 (Who studied Communication Skills in previous semester) and the faculties (of communication skills) of degree engineering colleges (affiliated to Gujarat Technological University) of South Gujarat Region were the subjects from whom the data was collected through questionnaire. The experts of English Language Teaching was consulted to collect the experience that they have to achieve the stated objectives.

1.5.4 Data Collection Instrument

The survey was conducted for collecting data from the students of Semester 3 and Communication Skills faculty of Degree Engineering Colleges across south Gujarat through a questionnaire having close ended as well as open ended questions as per the

requirement. The questionnaire was distributed using Google Forms in the presence of the researcher. The students also had a speaking test. The questions were asked to expert of English Language Teaching from Gujarat regarding factors that hinder the development of speaking skill of engineering students. Questions in Structured / Semi Structured forms were used as an instrument for collecting the data through speaking test of students of engineering discipline.

1.5.4.1 Students' Questionnaire

The students' questionnaire was administered among more than 1000 students of 3rd semester of Degree Engineering Colleges affiliated to Gujarat Technological University, Ahmedabad, Gujarat. It consists of 30 questions ranging from multiple choice and close-ended to open ended items. The students were given as much time as they needed.

1.5.4.2 Teachers' Questionnaire

The teachers' questionnaire was administered to 40 teachers teaching Communications Skills to the degree engineering students. It consists of 30 questions ranging from multiple choice and close-ended to open ended items through which they share their experiences with reference to the research objective set.

1.5.5 Data Collection

1.5.5.1 Pilot Study

The term 'pilot studies' refers to mini versions of a full-scale study (also called 'feasibility' studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule. Pilot studies are a crucial element of a good study design. Conducting a pilot study does not guarantee success in the main study, but it does increase the likelihood (Roland and Teijlingen 1). The purpose of the pilot test was to check for clarity of language and content, establish an appropriate time of completion and see if the revision of the whole questionnaire would be needed for the actual test.

The research survey questionnaire has been piloted with 5 teachers and 50 students. The major objective of the pilot study was to check whether the instrument worked as intended with reference to the set objective or not. Surely, this initial study helped us to identify ambiguous and unclear items in the questionnaire so that the questions could be revised,

restructured and changed to achieve the appropriate data. Once the pilot study was over, the questionnaires were administered to the sample selected for the study.

1.5.5.2 Data Analysis and Interpretation

The quantitative data was analyzed in percentage and was presented in tabulated and graphical form for better visualization, understanding and interpretation. The qualitative data was also summarized and presented in graphical or tabulated form to interpret with reference to our stated objectives. Then, the both kinds of the data was collectively analyzed to reach out to the final conclusion.

The data was interpreted in the following categories with reference to the objectives set.

1. The major factors hindering the development of speaking skill of Engineering students studied in Vernacular (the medium other than English at School Level)
2. The major factors hindering the development of speaking skill of Engineering students studied in English Medium at School Level
3. The major factors hindering the development of speaking skill of GEC students studied in Vernacular (the medium other than English at School Level)
4. The major factors hindering the development of speaking skill of SFI Engineering students studied in Vernacular (the medium other than English at School Level)
5. The major factors hindering the development of speaking skill of Male Engineering students studied in Vernacular (the medium other than English at School Level)
6. The major factors hindering the development of speaking skill of Female Engineering students studied in Vernacular (the medium other than English at School Level)
7. The major factors hindering the development of speaking skill of Engineering students studied in Rural Area
8. The major factors hindering the development of speaking skill of Engineering students studied in Urban / City Area
9. The major factors hindering the development of speaking skill of Engineering students from Teachers' perspective

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CHAPTER – 2

The Review of Related Literature

2.1 INTRODUCTION

A review of related literature is an essential aspect of any research or investigation. The term “review” refers to revision or having “glance over” or “referring back”. It refers “to locate”, “study” and “evaluate” the reports of related researches, reviews of published articles, research papers as well as reports of observation related to the individuals. The literature review is the means of promoting a greater understanding of the research problem and considers it as crucial to ensure the prevention of duplication. For John W. Best, “review of related literature is a valuable guide in the process of defining the research problem, identifying its significance, deciding tools of data collection as well as to choose apt study design and data sources” (41).

A review of related literature aims at number of purposes in the process of research. It helps the researcher to get himself / herself acquainted with vast and varied knowledge in the field of research. It facilitates the previously applied methods, tools and techniques, regarding the similar related studies conducted in the past which assist him/her in the hypotheses formation for the study he/she is willing to undertake. It also provides an appropriate rationale to the investigator for the present research and helps in reaching more definitive statement of the research problem. By having glance at the publication /studies of the other researchers, the new researcher can easily make his/her way out of unnecessary and irrelevant research topics, futile efforts and out of the time concepts which have already been attempted or been discarded so as to collect appropriate and relevant data for the intended research.

2.2 The Review of Related Literature

1

Title: Factors Negatively Affect Speaking Skills at Saudi Colleges for Girls in the South

Researcher: Mona. M. Hamad

Objectives: to investigate factors that affect English Language Speaking Skills negatively with reference to:

- a) Teachers of Language
- b) Learners of the Language (Students)
- c) Text and syllabus
- d) The techniques and methods of ELT used.
- e) The environment in the process of teaching / learning.

Subjects and Methodology:

- 150 students of dept. of English
- Descriptive Research
- The lady teachers interviewed with respect to learners' responses
- Questionnaires for students and instructors
- Data analysed using SPSS.

Findings of the Research: The factors that affect the speaking skill of students

1. Using of the mother tongue in classrooms.
2. Learners have fear in while speaking in public, on phone or while presenting before a class
3. Habituated to translate anything in mother tongue
4. Curriculum not having enough exercises for the improvement of listening and speaking skills
5. Lack of use of various effective strategies to develop language skill
6. No use of the activities like, assignments, role-playing, conducting debates, etc.
5. Listening skill is more emphasized on given time than the speaking skill.
6. Lack of using labs in developing listening and speaking skills.
7. Audio Visual devices are used scarcely to exhibit speaking models.
8. Number of students are more than 30 Language teaching class.
9. Habituated to search and use translation of every expression

Suggestions:

1. Stop or decrease the use of mother tongue in the L2/3 learning classes
2. Using and encouraging various techniques and method of teaching language
3. Concentrate on how to Listen and speak exclusively in the language-lab hours.
4. Increasing the time of practice of listening skills and speaking skills in the curriculum from 3 hours to 6 hours to improve speaking skill effectively.
5. Form Language clubs and society of English Language in the institution.
6. Students in the English Language class of should be limited to thirty at maximum.

Title: Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers' Attitudes

Researcher: Kamal Heidari Soureshjani and Parisa Riahipour, Islamic Azad University, Shahrekord Branch, Shahrekord, Iran

Objective:

- First, to get the insight and views of teachers /students of language with reference to the factors that may affect the speaking practice of learning language negatively on the part of learners
- Second, to find out the similarities and differences between attitudes of the learners and language-teachers with respect to issues

Subjects and Methodology:

- 15 language teachers (both male and female) 10 boys and girls (language learners) from two different languages were selected randomly
- 70 language teachers and 120 language learners were randomly selected to answer to the questionnaire items.
- Statistical package: Social Sciences (SPSS) used for quantitative and qualitative analyses.

Findings of the paper:

The most demotivating factors as per the students' data analysis:

- teachers' getting angry and shouting
- teachers' discrimination between poor and strong students
- not using audio visual equipment and materials including CDs, DVDs, etc.

The least demotivating factors as per the students' data analysis:

- applying the language learnt in day today life situation
- the way teachers articulate the language
- the teachers' mocking of students' mistakes.

The most demotivating factors as per the teachers' data analysis:

- Expectation of the teacher to be grammatically correct all the time
- heedless behavior of teachers
- Teachers' examination-oriented teaching
- teachers' dissatisfaction of their job

The least demotivating factors as per the teachers' data analysis:

- the teachers' ridiculing of students while making a mistake
- size of classroom
- teachers' only attention to intelligent students and ignoring the lower ones

3

Title: Factor Effecting Students' English Speaking Skills

Researcher: Marriam Bashir, Assistant Professor, University of Education, *Lahore*

Objective: to investigate the factors effecting students' English speaking skills at secondary level.

Subjects and Methodology:

- students of Std. 9th and 10th
- teachers teaching English to these students
- questionnaires (Likert scale) for students and teachers.
- descriptive Research
- analysis of the questionnaires through frequencies and percentages

Findings of the paper:

Factor Effecting Students' English Speaking Skills

Teachers' Response Analysis:

- English should be medium of instruction and must be promoted in the classrooms for daily use in the school. It will benefit the students.
- English language communication cannot be improved as per our expectations unless it is made mandatory to communicate in English.
- English cannot be better medium of instruction compared to student's mother tongue. It will be also convenient to transfer information/ instruction/ using mother tongue compared to the other tongue or foreign / second language. (Still 60% instructors disagreed to the statement about their use of mother tongue while teaching English.)
- Student may feel shyness or they are not motivated to communicate orally in English language class situations.
- Majority of the students (62%) never respond in English.

- 43% teachers agreed on the use of material (other than prescribed texts) for the enhancement of the students' speaking skill
- More than half teachers agreed that school does not provide the environment for speaking English language.
- 50% of the teachers accepted that they communicate with one another in teaching English.

Students' Response Analysis:

- The teachers do not use English to instruct in the class in English Language Teaching (72%).
- The best medium for instruction is only English compared to their mother tongue (56%).
- Use of mother tongue by the teaches in English language teaching class (58%).
- They do not reply in English Language in the class (40%).
- Lack of use of participatory methods on the part of teacher in English Class (76%).
- 49% students disagreed that they have English medium environment in school
- 45% students disagreed that they were speaking of English language with their classmates.
- Teachers do not use the Audio Visual Aids in ELT (78%)

4

Title: Factors Affecting Students' Speaking Performance at Le Thanh Hien High School

Researcher: Nguyen Hoang Tuan, Tran Ngoc Mai, University of Thu Dau Mot, Vietnam

Objectives: to investigate

- the problems that the students face while learning speaking English Language
- factors affecting their learning of speaking skill

Subjects and Methodology:

- 203 Students of 11 classes and 10 teachers
- Questionnaires
- Observation of the classes to know the teachers' execution of teaching speaking
- the way the students perform
- the problems the students face in teaching speaking (Qualitative Data)
- The quantitative data from questionnaires by analyzing it in an Excel program.
- frequencies / percentages /Descriptive statistics used

Findings:

Teachers' questionnaire data Analysis

- Students speaking skill / performance is affected by the knowledge of topic about they speak (90%)
- Students speaking skill / performance is influenced by the the listening that they do (80%).
- To motivate students to speak regularly can be one of the essential factors improving speaking performance (80%).
- Giving feedback constructively and positively may boost speaking performance (70%)
- Level of confidence also matters in oral performance. (70%)
- The time take for preparing speaking performance and the pressure that they have to perform well also exercise large influence over their speaking practice / performance (40%).

Students' questionnaire data Analysis

- Pressure for performance is the most affecting factor in speaking performance (47%).
- The level of anxiety may influence the speaking performance of the language learner (40%).
- The time allotted to speak for learner may also affect the learner's speaking performance (38%).
- The knowledge of the topic on which the learner is speaking (81%).
- Motivate the learners to speak has high influence over speaking performance (41%).
- Confidence while speaking (62%).
- Time to prepare the speaking task (27%)

Class Observation

- Less time given to the learners to prepare and perform their speaking tasks by the teacher.
- While working in groups, students hesitate to contribute their part in English language. Some speak too little and some students do not speak at all.

- Students prefer to use mother tongue in group discussion tasks.
- Lack of attentiveness on the part of students while listening to other student's performance. They were observed talking among themselves during the performances not listening with concentration.
- Students sound quite nervous during their performances before the class. Some of the students fail to speak anything and remain silent.
- They tried to read from the paper directly not attempting to speak orally as they found it difficult to memorize the structures and words.
- The teacher stopped the students and corrected the mistakes instantly.
- Less time allotted. The students tried to manage many things in a period of 45 minutes. They had to hurry in every task given.

5

Title: The Construction of Oral Problems in an EFL Context: An Innovative Approach

Researcher: A. Jamshidnejad

Objective investigate the oral problems in EFL learning and communication

- to be aware of the complexities and issues with reference to EFL/ESL

Subjects and Methodology:

- Two groups : Language Teachers and Language Learners from English Department
- Interviews of both the groups were conducted.

Finding of the Study:

❖ **Perception of the Ideal Language 2 Speaker:**

- Speaks the language fluently
- Perfect and Fluent accent in the use of language
- Accurate pronunciation in language use
- Speaking very fast / fluently
- Using the Grammatical Structures correctly
- To achieve native speaker like fluency

❖ **Other Interlocutors' perceptions in Language 2 interaction / Communication**

- Co-Education: Learners feeling Embarrassed as a result of being conscious in the mixed class where female students feels embarrassment due to mistakes they make in the presence of male students and vice versa.

- Communication with either expert may have effect on the speaking performance in EFL communication
- While communicating with the people belonging to higher status, the learners, performance is affected.
- Thinking too much about whether the interlocutors will understand what the learner is saying. This makes him/her anxious / stressful in L2/3 communication and affects the communication negatively.
- ❖ **The Fear of Speaking in Front of the Others:**
 - The learners are over concerned about how they will be evaluated by others regarding their language proficiency level and these thoughts discouraged the learner in L2/3 communication.
 - Teacher's expectation in classroom
 - Concern that they may exhibit the lower level of performance compared to other learner / fellow learners.
 - the fear evaluation that they will be rated as lower level of performer
- ❖ **Problems in creation of Meaning:**
 - Pronunciation
 - Stress
 - Choosing correct words
 - Appropriate Grammatical structures
- ❖ **Not getting enough Opportunity to Practice L2/3 Oral Communication**
- ❖ **Not getting enough to Talk About L2/3 Oral Communication**
- ❖ **Topic of the Discussion**

6

Title: A Critical Study of the Teaching and Testing Communication Skills at the Undergraduate Level in Gujarat Technological University

Researcher: Mr. Yogesh Ramani, Assistant Professor, Department of Communication Skills, Marwadi Education Foundation, Rajkot, Gujarat, INDIA

Objective:

- To share some experiences of teaching and testing communication skills
- To share the observations of the author as a facilitator of communication skills theory class / the Digital English Language Laboratory (DELL).

- To point out the issues encountered by teachers and learners in the language learning and teaching process.
- To share some suggestions with respect to the problems observed

Methodology: Observation in teaching the subject

Observations of the Study

- Students are not getting the opportunities to practice communication skills particularly oral skills
- The students of rural background or from regional medium school having educated parents are normally communicating in good English as the parents are in touch with teacher and are getting updates about their children's development.
- Lack of opportunity to practice English communication skills, specifically the oral communication skills.
- Priority is assigned to technical subject rather to the language skills aspects right from std. 11 Science Stream.
- Teachers also influence the learners to give importance to fundamental technical subjects. To pass written exam is enough.
- Technical teachers / Professors have an attitude that basic technical concepts can be explained in vernacular language and the teachers themselves use mother tongue as students may feel it difficult to get if explained in language. Naturally, students observe and follow them. *'Students hardly listen but they follow what teacher actually does.'*
- Students are not interested in communication skills as a subject because it is more of a theory than a practical.
- They are not interested in learning language skills. Teacher explains the term communication is' but hardly carries out practically in the class.
- Traditional Lecture teaching-learning method, assignments given to students.
- Large classes
- Insufficient time given to com. skills
- No Digital Language lab
- Students have expectation that the teachers of Communications skills to develop their English communication skills in their vernacular tongue as the students are from rural background and have studied in vernacular medium.

7

Title: Understanding L2 Speaking Problems: Implications for ESL Curriculum Development in a Teacher Training Institution in Hong Kong.

Researcher: Zhengdong Gan

Objectives:

- to find out the problems related to English speaking skills of ESL
- to understand the problems of ESL students in the process of their English development orally

Subjects and Methodology:

- Students of teacher's training college
- 20 students (year 4 pursuing B.Ed. programme)
- semi-structured interview carried out
- Open Coding is done through reading, re-reading and annotating

Findings of the Study

Factors Causing Problems in Speaking

- Vocabulary is not enough
- Grammatical accuracy is not up to the mark
- Pronouncing imperfectly
- Less opportunities to express in English language
- Not focusing on language development in the syllabus
- Poor Language Input and language atmosphere other than classroom situation

8

Title: Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language

Researcher: Muhammad Tanveer

Objectives: To investigate

- the psychological and linguistic factors that result into language anxiety for foreign / second language learners in developing listening and speaking skills in English
- the socio-cultural aspects that influences and result into language anxiety for foreign / second language learners in developing listening and speaking skills in English

- Manifestation is language anxiety learners at various phases
- The techniques applied to deal with language anxiety effectively

Subjects and Methodology:

- Second/foreign language learners / teachers / practitioners.
- Questionnaire, semi-structured and focus-group interviews
- The data of interviews was analyzed and interpreted through grounded theory techniques

Findings of the Study

Cognitive and Linguistic Factors Related to Classroom Procedure

- Rigid and Formal Classroom Environment
- Presentation before the classmates in the class
- Anxiety regarding committing mistakes
- Tension about being evaluated by others
- Role of Language Instructors
- Variations in Individual's "self-perceptions"
- Linguistic Difficulties
- Pronunciation
- Grammar
- Vocabulary

Social and Cultural Factors

- Social Environment for the L2/3
- Not enough Exposure to the Second / foreign Language
- Difference in cultural background
- Status in society and self-identity
- (Male/female) Gender

Title: Factors Affecting English Speaking Problems among Engineering Students at Thai-Nichi Institute of Technology

Researcher: Supatsorn Jindathai

Objectives:

- To discover the factors that affect English language speaking problems of degree engineering learners with respect to their (a) attitude, (b) motivation, (c) personality
- to compare the reasons of problems in oral communication with reference to learners' (a) gender, (b) exposure to L2 (c) managing in English Language Learning and teaching

Subjects and Methodology:

- The samples consist of (a) 154 engineering students, (b) 77 freshmen (c) 75 were sophomore
- Sample selected through Stratified Random Sampling
- Self-compiled questionnaire applied in two ways: (a) open-ended questions in first part containing gender, age, years of study, and subjects (b) close-ended questions having 37 questions
- Measured through five-point Likert scale

Findings

- The highest concern voiced by students: (1) Extra-curricular activity such as - field trip with foreign instructors (2) the activities outside class. This suggest that learners want to get in touch with day today life situations in which they get the maximum chance to practice English Language speaking with non-native speakers.
- The learners are worried about the insufficient time given to the speaking classes with teachers
- Fewer opportunities to speak / practice English speaking with persons they are in touch (Parents and other family members). They want to boost their self-confidence practicing English their family members. They also complain about not squeezing time to practice Speaking due to their study overload.
- Problem in practicing speaking with their friends
- They are highly worried about their mistakes and being laughed at by others for their grammatical and structural mistakes in speaking English language.
- They are bit motivated but to use English but they could not manage to practice Speaking skill outside the classroom.
- The final concern of the students' is about not improving their Oral communication skills and not having enough confidence in interacting with non-native speakers / foreigners.
- Learning English is not wasting time for them.

- Students are conscious that the English language skills are essential in higher education and for further careers opportunities in future.
- Found no remarkable difference in issues of speaking English faced by boy and girl students of the degree engineering college with reference to their confidence level.

10

Title: Socio-Pedagogical Factors affecting Language Skills among Engineering College Students.

Researcher: Chandrakanthi, S., and Ananthasayanam. (2003) (thesis)

Objectives:

- To find out the relationship of (a) language skills, (b) language aptitude (c) verbal Intelligence with respect to technical undergraduates.
- To find the influence of family members, college language environment and personal characteristics in communication skills of engineering undergraduates (socio-economic factors).
- To study the effect of pedagogical factors on communication skills of engineering undergraduates (study habits and locus control, learning approaches and styles)

Subjects and Methodology:

- Engineering undergraduates
- Probability sampling techniques applied
- Descriptive survey method and Quantitative approach
- Tool: CALSAP (Computer Assisted Language Skills Assessment Package)
- Data analyses done through 't'-test, Correlation, ANOVA technique

Findings:

- Cohesion among the members of the family facilitates language development
- The freedom to express one's feelings and ideas influences the language skills
- The feelings of aggressiveness and disagreement in the family affect the development of language skills.
- The parental care and cordial relationship among the family members are necessary for developing language skills.

- The freedom to decide and choose independently enables the learner to be assertive, and hence improves his language skills.
- Recreational activities enable the students to enhance their language skills.
- The organization factor does not affect the communication skills of engineering undergraduates
- the family knowledge of language of lower and middle class students cannot help the students in developing their speaking skill
- campus environment promotes the language skills among the selected engineering students
- The relationship between the staff and students, students and the management are necessary to facilitate the language skills among the students.
- The aspects such as curriculum, course content and academic standard do not affect the English speaking skill of engineering undergraduates.
- The peer group environment factors do not affect the language speaking skills of engineering undergraduates
- The teaching methodology, teachers' treatment of students and teaching facilities do not cause much influence on the language skills
- the institutional factors influence the language skills of the high group to a greater extent, whereas it does not support low and moderate groups
- Being persistence does not cause much influence on the language skills
- Cooperativeness does not influence speaking skills among the selected engineering undergraduates.
- Emotional stability does not affect the language skills.
- The influence of emotional control on language skills is evident.
- Being courteous influences the language skills
- Sociability factor does not affect the language skills.
- Leadership qualities do not affect the communication skills of engineering undergraduates.
- The attitude towards life enhances the language skills
- Attitude towards self does not affect the language skills among the selected engineering students.
- The home environment factors and planning of work may not cause much influence on the language skills of the adult learners

- Reading and note taking habit does not cause significant influence on language skills
- Planning of subjects does not influence the communication skills.
- Lack of habits of concentration could be one of the reasons for low performance in the area of language skills.
- Habits such as referring to previous question papers and learning important sections may not affect the language skills
- General study habits and attitudes do not affect the language skills among the selected student
- Classroom and extra-curricular activities help the learners improve their language skills.
- Study habits have significant effect on the communication skills of engineering undergraduates of high group, whereas such factors do not influence the language skills of the students of low and moderate groups L
- Locus of control does not affect the language skills.
- Independent thinking and learning do not affect the language skills
- Lack of interest and participation in classroom learning may hamper language skills
- Collaborative learning style influences language skills
- Dependent learning style affects the language skills.
- Competitive learning style does not influence the language skills
- Participative learning style promotes language ability.
- learning for reproduction does not cause much effect on the speaking skills of the sample
- Meaningful learning approach also does not affect the language skill
- approaches to learning do not affect the language skills among the selected students
- The motivation to learn is essential in the area of language skills
- Attitude towards learning influences the language skills among the selected students.
- Discipline affects the language skills

To conclude,

- Some of the socio-pedagogical aspects influence communication skills of the students. Socio-economic status, family environment, college environment and a

few personal characteristics are found as essential social factors influencing the communication skills of engineering undergraduates.

- Students' language skills are affected by the Economic status of the family.
- Economic independence can lead to equality of family members, gives better atmosphere for language learning skills.
- The educational qualification and profession of parents or family affect students' commitment to language learning.
- If the enough chances are provided in the family to communicate, the learners are motivated to learn the language effectively.

11

Title of Thesis: Psychological Factors Affecting Sudanese EFL Learners' Oral Performance. A Case Study of Sudan University of Science and Technology

Researcher: Elhadi Nasr Elhadi Mustafa

Objectives: The study attempted to:

1. Discover the level of influence of self-confidence, aptitude, anxiety in developing speaking skill
2. Investigate these psychological factors, so as to find out those which hinder Sudanese students most when speaking English.
3. Give some suggestions for learners, teachers and educationists to assist them in identifying the major factors affecting English Speaking Skill.

Subject and Methodology:

- 100 students were selected from the third and fourth year of– College of Languages – English Department, Sudan University of Science and Technology.
- A questionnaire, containing 16 statements, was distributed during formal class.
- Statements: 1 to 8 (aptitude and self-confidence), 9 to 16 (language Anxiety).
- Data was statistically analyzed by SPSS (Statistic Package for the Social Sciences).

Findings: Most of the learners

- can't communicate in English fluently with English teacher
- can't speak English well with their classmates.
- can't speak English well in front of the audience
- are not able to figure out what to do to correct their English accent.
- Are feeling fearful about initiate the communication in English.

- feel shy while communicating in English.
- do not have self-confidence when speaking English
- do not think that they will speak perfect English some days.
- have fear making mistakes while speaking English
- feel nervous while someone is speaking English.
- get nervous when speaking English in lecture.
- do not feel sure and relaxed when speaking English.
- fear speaking English in public places.
- are in constant fear of forgetting their speech”
- feel confused when they miss a word while speaking English.
- have fear speaking English with native speakers

To conclude,

- University students have psychological factors that affect them negatively in speaking performance such as lack of self-confidence, not having aptitude and having anxiety leading to failure in acquiring speaking skill effectively.

12

Title: Factors Affecting Students’ Learning English Speaking Skills: A Case of second year students of English Department in Gambella College of Teachers Education

Researcher: Chot Pal

Objectives: Pertaining to the general objective, the study aims to attain the following specific objectives:

- To identify the factors related to teachers that affect students’ learning of English speaking skill.
- To find out the students-related factors that affects their learning of English speaking skill.
- To find out the factors related to learning-environment that affect students’ learning of English speaking skill.
- To identify factors related to the teaching-learning materials used inside outside the class.

Subjects and Methodology:

- Students and Teachers Gambella College of Teachers Education
- Descriptive Research

- Questionnaire and interview are used as instruments
- Classroom Observation

Findings:

1. Teachers were not found playing active roles in the process of developing English speaking skills of the students
2. Teachers were not using any particular technique, strategy or an activity (pairs work, group work / discussion, role-play activity, dialogue enacting, describing a picture, debate, storytelling and personal interview) which might be applied in developing speaking skill class to motivate them to speak English.
3. Teachers were not giving the chance to the students to listen to the audios or videos and asking them to say before the class what they have understood to check students' listening ability and oral fluency.
4. Students were also not given practice in speaking through presentation individually or in groups. Students were allowed to ask for feedback or correction of their mistake/doubts but the pronunciation aspects were not covered in order to help students speaking English with correct pronunciation.
5. Teachers were found with improper activity design.
6. Students were given less time to perform for speaking tasks/exercises.
7. Students who found it difficult to perform or commit mistakes were scolded in the class before others.
8. Teacher lack sensitivity in his/her approach to the students.
9. Lack of activities on the part of English teachers to connect them to real life situation of the students outside the class.
10. Students were not speaking much English inside the classroom that definitely affect the learning of speaking skill of all the other students of the class.
11. Less active participation was observed on the part of students in the classroom discussion. Students were not aware about evaluating their weakness and strengths in the process of developing English speaking skills.
12. Students hardly got the chance to listen to the English Language on radio programs (BBC or VOA) and to watch TV programs like, BBC or CNN) from the point of view of Foreign English speaking skills examples.
13. Some students might have felt frustrated because they found the foreign English Language speaking more complex.

14. Students were facing problems in English grammar and vocabulary which resulted into lot of hesitation in speaking English.
15. Overcrowded classes were not arranged and organized properly to provide the language learning environment.
16. Modern learning equipment and resources were not available.
17. Language laboratory was not available in the college.

13

Title: Teaching Speaking in ESP Classrooms

Researcher: Martin Štěrba

Objectives: To find out

- Whether participation in the particular designed activities give boost to students' self-confidence
- Whether piloting these designed activities result into better fluency in speaking language
- Whether students find it comfortable to communicate in their day today situations after they study their study through the activities of the programme
- Whether motivation to involve in self-study to the students can be provided through these activities
- The effect of the designed activities the opinions of the students about English Language Speaking

Subjects and Methodology:

- The students of second year (Hotel Keeping and Tourism Study Program)
- A Survey through questionnaire
- Actual Classroom Observation.

Findings:

- Students opined that
 - (1) The activities helped them prepare for the real-life communication situations that they might require in future.
 - (2) The finding supported that the activities give boost to students' self-confidence
 - (3) The level of fluency also increased through these activities

(4) These activities designed for purposes of an ESP classroom proved to be a very helpful in developing of students' English Language Speaking Skills as well as for their professional life.

14

Title: Measurement of Factors Affecting English Speaking Skills of Students at The Foreign Languages Department of Van Lang University

Researcher: Le Thi Ngoc Diep

Objectives:

- to discover the students' limitations in learning to speak English Language through quantitative analysis
- formulating suggestions and recommendations to develop students' English Language Speaking skills

Subjects and Methodology:

- EFL students of Van Lang University, Vietnam.
- Qualitative methods used (to explore impact factors and suggest the research model) and,
- Quantitative methods used (to evaluate responsible factors using questionnaires through SPSS)

Findings:

- the role played by grammar is very important in developing English speaking skill of students of the university
 - The students do not feel confident to interact with foreigners due to the fear of being wrong.
 - Only grammar teaching is not enough
 - the nature of language has to be considered
 - confidence in the students is to be developed in the language learning process
 - Natural way of learning language has to be used
 - The grammar along with speaking practice has to be taken care of.
 - Pronunciation has also to be considered and practiced regularly
 - Teachers' pronunciation makes strong impact on the pronunciation of students' language learning.

- Real life situations and contexts and frequent practice are important for students to improve their speaking skill.
- The teachers should also adopt flexible approaches to get the expected results.

15

Title: A Socio-linguistic Study to Investigate the Factors Affecting L2 Oral Communication at Postgraduate Level in Pakistan

Researcher: Misbah Rosheen Khan, (English language Institute, King Abdulaziz University Saudi Arabia)

Objectives:

- to find out the extent of motivation and attitude affecting English language learning and usage
- to evaluate (1) level of English language proficiency among students (2) students' oral proficiency through a test (3) to study the relation among attitudes and motivation with reference to ESL from the point of view of socio-economic status.
- to study the relationship of differences of attitudes and English speaking performance and use among three different social groups of learners.
- to find out how the social level become an instruments in English Language Learning.

Subjects and Methodology:

- The participants: 120 boy and girl students (First and final years) of Masters programme.
- 40 participants randomly selected (English Department, Management Sciences and Political Science)
- The questionnaire (Attitude Motivation Battery in Gardner, 1985) with Likert Scale modified to match the needs of the said research
- to check the oral proficiency level of the participants (spoken part of the language), "TOEFL iBT" section of speaking was used

Findings:

- In the whole group, significant relationship is witnessed between the oral proficiency and the social variable (motivation, attitude and the learners' socio-economic status)
- The higher socio economic class students were found to be more proficient in speaking English by the virtue of being the part of privileged class in the society. (Luxurious life, education / study in esteemed institutions, traveling inside and outside the country, more chances of interaction with native speakers of English) They get the maximum chances to drill the English language inside and outside the classroom.
- Data analysis shows that the students from middle class left behind the upper class by getting highest scores speaking test.
- Oral proficiency and the learners' attitudes are also found interrelated. In spite of high attitude of upper social class learners, they were not able to outperform middle social class learners in speaking test.
- With high scores in the speaking proficiency test, the middle social class students have exhibited high positive attitude towards English language learning and are very conscious and aware of their social status and wish to enhance their social class by developing English Language speaking skill.
- The lower class students stood last in their oral performance as they get fewer opportunities to interact in English and even they hardly get the chance to study in English medium schools. They scored the lowest score in the test as underprivileged
- The middle class, having the high attitude in learning English language, are the most motivated among all. They had the highest desire to learn.
- The less positive attitude of lower class demotivated them and they refrained themselves from learning English language. They are not proficient enough to communicate in English effectively. The learners who are from lower class of society have scored the lowest scores in all results. They are very much worried about the learning and the practicing language skills in English.
- The middle class students wish to learn English language for the reasons like passing examinations, getting jobs etc.

16

Title: Teaching English as a Second Language: Factors Affecting Learning Speaking Skills

Researcher: Dr. B. Madhavi Latha

Objectives:

- To identify the factors that affect learning of speaking skills and
- To suggest feasible / possible solutions.

Subjects and Methodology:

- Students of the college
- Observation as a teacher
- Self-experience as a teacher

Findings: The factors that affect learning of speaking skills discovered in the study are,

- Education
- Employment
- Social Mobility
- Inhibition on the part of learner
- Lack of knowledge of topic
- Less vocabulary
- Poor non-verbal communication
- less confidence
- Lacking enough motivation
- Poor listening
- Language Anxiety
- Domination of good performer students of class
- Background of the family
- Rural background
- Using mother-tongue L2 Class
- proper orientation is missing
- Indian phonological interference
- The style of Mother Tongue and its effects on other tongue
- Competent (Certified) teachers (qualified)

- Building rapport
- Building confidence
- Teaching facilities
- Utilizing different methods, techniques and strategies of teaching language

17

1. Michael Swan: A Critical look at Communicative Approach (1)

Swan suggests the following points to be considered while dealing with Communicative approach.

- Meaning and Use (explain not only rules of grammar but also the rules of communication)
- Appropriacy is the real goal of language (learner should not only be structurally Competent but communicatively competent)
- Skills and Strategies: Predicting Skills, vocabulary (classroom text might be away from real life situations so provide real life material for language practice)
- Learners must have Exposure to the appropriate sample of targeted language.
- “tabula rasa” fallacy – (Don’t think that the learner is like a blank slate because S/he has some linguistic structures of his/her mother tongue)

2. Michael Swan: A Critical look at Communicative Approach (2)

Swan explores some pedagogical aspects of Communicative Approach in the second part.

- Syllabus Design: He talks about the “Incompetent School Leaver” who “knew grammar but don’t know how to ask the glass of water” through the old syllabus.
- Communicative Syllabus is needed where Use of the taught structure, more than one meanings of a word and meaningful expression are concentrated.
- Both Structural Vs Functional elements of Syllabus are Important in applying communicative approach in language teaching.
- Creativity in message delivery should be exhibited and practiced
- The phrase “the really life fallacy” is used to suggest that language should be as much close to real life as possible.
- “Information Gap Exercise” : Providing some information to one learner and he/she would pass the given information to another learner.
- Authentic Material containing real life language should be provided.

18

Title: An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills

Researcher: (1) Dina A. Al-Jamal (2) Ghadeer A. Al-Jamal

Objectives: To find out

- The way the learners see EFL English speaking skill
- students' perspectives with respect to "University" in the consideration of oral skills

Subjects and Methodology:

- 1 to 4 years' EFL students of universities of Jordan
- Sample selected through Stratified random sampling technique
- Data Collection through Survey Questionnaire with Likert Scale
- Semi structured Face to face Interview

Findings:

- Majority students accepted that their English communication skills are poor.
- In an interview a student told that they have been taught and asked to remember the grammar points all the while and ask them to focus on rules.
- Most of the students participating in the study were unhappy with their English language performance as they feel that they are asked to emphasize more on linguistic competence compared to communicative competence.
- Number of students also affects the language class as they cannot focus on speaking skill in such class.
- Absence of motivation from the teachers
- Frequent use of mother tongue by the teacher and students in their interactions
- More than 400 participants were aware of the need for speaking skill.
- more than
- Majority accepted the fact that they lack of particular course for developing speaking skill
- Classes, being so large, make the demonstration of speaking skill difficult
- Limited exposure of English language in class
- The content is not relevant with reference to the student's day today / real life communicative needs

- major focus remains on descriptive aspects of language rather than the aspects practiced in the real world

19

Title: Foreign language anxiety of students studying English Language and Literature: A Sample from Turkey

Researcher: Şenel Elaldi (219-228)

Objectives: to find out

- 1. Level of the individual anxiety of the students in preparatory class (beginners) and in final grade as graduation candidate
- 2. Level of anxiety among students based on used instrument (FLCAS) in preparatory (beginning) class and in final year
- 3. foreign language anxiety among learners in above both grades with respect to the gender of the students

Subjects and Methodology:

- Preparatory (beginners) students (124)
- descriptive study
- Data collection through - Foreign Language Classroom Anxiety Scale (FLCAS)
- (SPSS) 18.0 package used for analysis
- Analysis through frequencies, arithmetic mean, percentages, independent sample t-tests, standard deviation

Findings:

- The students reported a moderate anxiety as beginners.
- The results show that the students have an average level of anxiety both in preparatory level and in higher level.
- Study explains that there is no decline of language anxiety while moving from preparatory class (beginning) to fourth grade class.
- It has also been observed that the level of language anxiety seems to be higher in the fourth grade than it was in their preparatory class
- The language anxiety level slightly increases with the higher grade

20

Title: Perceptions and Problems of English Language and Communication Abilities: A Final Check on Thai Engineering Undergraduates

Researcher: (1) Krich Rajprasit, (2) Panadda Pratoomrat (3) Tuntiga Wang

76

Objectives: to find out

- The way the final-year engineering undergraduate see their own levels of English language Speaking proficiency
- The problems that they face in communication
- The way they see their abilities while performing English language related practice in Professional communication effectively
- the feedback of English instructors and students regarding ESP courses

Subjects and Methodology:

- 130 participants (females and males)
- a questionnaire on English language and communication skills
- interview questions for English teachers
- The quantitative and qualitative data analysis approaches
- Questionnaire analysis was done through descriptive statistics means, frequencies, percentages, standard deviations, etc.)
- The data analysis of the interviews done through codes

Findings:

- A fair level English Language proficiency discovered: expressive skills (speaking and writing) found the most problematic skills for students
- Among all four language skills, the students found speaking the most difficult
- Looking at the separate items related to speaking section (from the basic levels to advance), students only used only basic words, expressions and phrases, simple questions from familiar subjects. (Poor Speaking Skills)
- Second most difficult was writing among language skills when complicated tasks are given. The reading task was performed in better way than the writing.

➤ **The feedback from Teachers**

- The ability of the engineering students to apply English Language in real life situations cannot be developed effectively by the present course of ESP.
- The reading skill is found the best of all language skills,
- Students' ability to use English language in small talks with teachers (taking permissions, asking questions etc.) was bit satisfactory.
- The students reacted positively to work in group language tasks. They were motivated and productive both in these group tasks

- The students were more feeling comfortable in performing set of defined instructions.
- Students were not performing well when they were told to go free practice (e.g. preparing role-plays on their own) as the students lack creativity in this activity
- Some students set unrealistic goals with respect to learning English. (class will prepare them instantly to face interviews). This is not possible as the students cannot do basic conversation on their own.
- In most of the cases grades/scores are more important than the actual language abilities / skills.

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CHAPTER - 3

Data Collection, Analysis and Interpretation

3.1 Introduction

The present chapter takes care of analysis of the collected data, its interpretation and analysis as well as comparative analysis. Data analysis and interpretation is one of the most essential stages in the process of research. After collection of data, the researcher processes data through coding and tabulation with reference to different categories. The wide data is arranged into few manageable groups and tables for analysis. The investigator may use any programme or software of computer at this stage to analysis of the collected data and this helps the investigator to save time and energy. Once the entire data was fed in a programme or software, the results were obtained in the form of charts, tables and figures. After the collection and analysis of data was done, the investigator accomplished the task of drawing interpretations from it. The investigator tried to avoid personal bias and misleading conclusions while interpreting the analyzed data. The data was collected using research tools of questionnaire and semi structured interview in the form of speaking test. Questionnaire was administered to Degree Engineering Students of both Government Engineering Colleges and Self-Financed Colleges of South Gujarat affiliated to Gujarat Technological University. Questionnaires were also administered to the teachers of these colleges. A speaking test was conducted for students to investigate the problems faced by engineering students while speaking in real life situation.

3.2 Total Population and Sample for Data Collection: The students of degree engineering colleges of south Gujarat had been selected to be studied in the present research. There are three Government Engineering Colleges (Bharuch, Surat, Valsad) and 16 Self-financed colleges in the south Gujarat Region. All three GECs were selected to collect the data using questionnaire through Google form. As the number of self-financed colleges is large and not all the colleges granted permission for data collection, the representative colleges were selected based on geographical locations across the South Gujarat. Non-Probability Convenient sampling technique was used to decide the sample size from the total population to facilitate the data collection process. It was also suggested by the expert during the Research Week Review and DPC members to conduct the speaking test in the college where researcher serves for the ease of data collection.

TABLE 3.1: Regional distribution for Data Collection

Region	Total No. of SF Colleges	Selected SF Colleges	Total No. of Govt. Colleges	Total No. of Govt. Colleges
Bharuch	4 Colleges	2	1	1
Surat	6 Colleges	3	1	1
Navasari	3 Colleges	2	0	0
Bardoli	2 Colleges	1	0	0
Valsad, Vapi	1 College	1	1	1
Total	16	9	3	3

TABLE 3.2: Total Population

Total Population of 3 GECs	Total Population of 9 SFI s
1200	3420

3.3 The sample taken for the study (for administering questionnaire)

TABLE 3.3: Sample Size

Variable	Sample taken	Sample / 100%
GEC students studied in Vernacular medium	500	40%
SFI Engineering students studied in Vernacular	350	≥10%
Male Engineering students studied in Vernacular	650	
Female Engineering students studied in Vernacular	150	
Engineering students studied in Rural Area	360	
Engineering students studied in Urban / City Area	450	
Engineering students studied in English Medium at School Level	250	

- 200-degree engineering students who had completed studying the subject “Communication Skills (2110002) were selected as sample for speaking test.
- The teachers of English teaching “Communication Skills” in Degree Engineering Colleges across Gujarat were selected for data collection through questionnaire.
- Selected Expert was unanimously decided by the Supervisor and Doctoral Review Committee Members. The special precise questionnaire was prepared for data collection.

3.4 Data Collection Instruments

Data for the present study was collected through

1. Questionnaire for students, Teachers and Expert. (open ended and close ended questions)
2. Speaking test for students (Asking basic questions about their lives)

3.5 Data Collection Procedure

The researcher obtained the permission to collect the data from the principal / Director of the all colleges by meeting them personally. All of them permitted in writing / orally to collect the data with the help of the assigned faculty of the institutes. Before the actual data collection, the questionnaires were piloted on 50 students and revised for number of times for the purpose of attaining the accuracy. Experts, Supervisor and Doctoral Progress Review Committee Members also nagged the researcher for every question by raising their doubts. The researcher personally went to the college classrooms and collected data through Google forms. The data for the speaking test was collected from the Government Engineering College, Valsad where the researcher has been serving for last 8 years. Students, without any prior intimation / information or announcements, were called suddenly and asked some basic questions related to their personal life. The conversation is recorded for the purpose of analysis. The pilot study of the speaking test was also done with 30 students and the criteria for analysis of students' speaking skill have been derived from the same pilot study. The purpose was to have an idea of the actual language that they use with reference to the criteria that are derived through pilot study.

3.6 Limitations of the study

Though the researcher personally went to the colleges to collect the data explain the questions they had doubts, it might happen that the students might have manipulated data of his/her institute.

3.7 Data analysis of Students' Questionnaires

Data analysis of Students Questionnaires had been done with respect to following variables.

1. The major factors hindering the development of speaking skill of **GEC students studied in Vernacular** or the medium other than English at School Level
2. The major factors hindering the development of speaking skill of **SFI Engineering students studied in Vernacular** or the medium other than English at School Level
3. The major factors hindering the development of speaking skill of **Male Engineering students studied in Vernacular** or the medium other than English at School Level
4. The major factors hindering the development of speaking skill of **Female Engineering students studied in Vernacular** or the medium other than English at School Level
5. The major factors hindering the development of speaking skill of **Engineering students studied in Rural Area** at school level
6. The major factors hindering the development of speaking skill of **Engineering students studied in Urban / City Area** at school level
7. The major factors hindering the development of speaking skill of Engineering students studied in **English Medium** at School Level

3.7.1 Data Analysis of the responses by Vernacular Medium Students of Government Engineering Colleges of South Gujarat

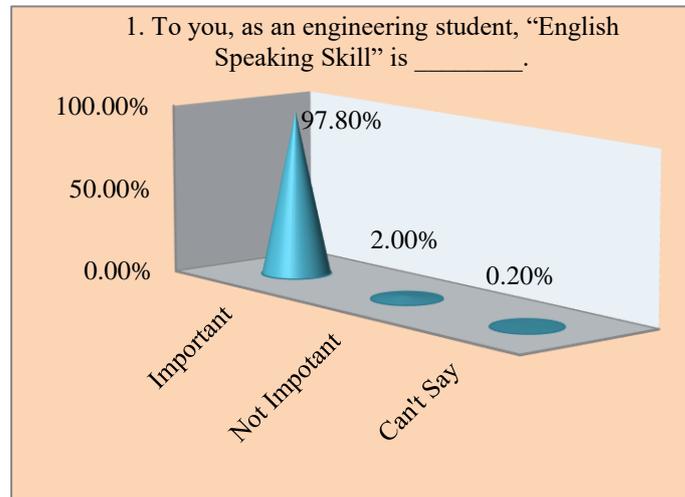


FIGURE 3.1: Graphical Analysis of Q.1 (GEC Students' Responses)

This first question was asked to investigate whether the technical students realize the importance of English Language Speaking Skill or not. From the above analysis, it is clearly evident that the technical students understand the importance of English Language Speaking Skill as 97.80% of the respondents said that this skill is important to them. Only 2% students considered it as unimportant and 0.20% could not say anything about it as they were not sure.

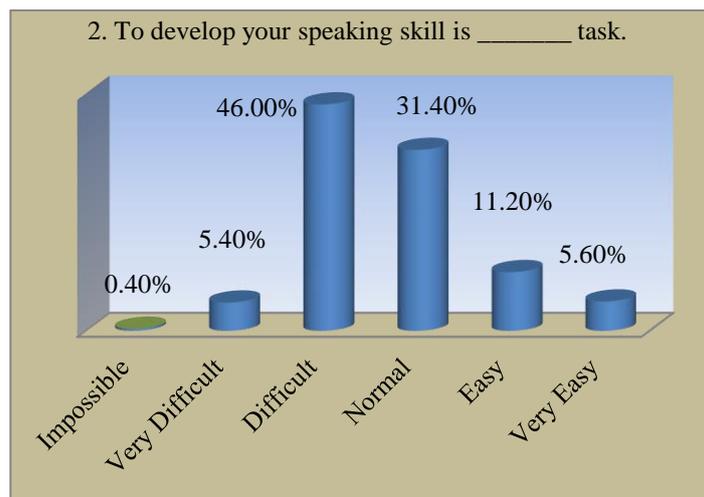


FIGURE 3.2: Graphical Analysis of Q.2 (GEC Students' Responses)

This question was included to investigate Engineering Students for how they feel about developing their own speaking skill. “It’s just because you direct your efforts with reference to what you feel or believe about yourself.” It can be observed from the above column chart that 51 % of the students felt it difficult / very difficult to develop their speaking skill while 31% of the students considered this process as normal. Rest felt it easy / very easy.

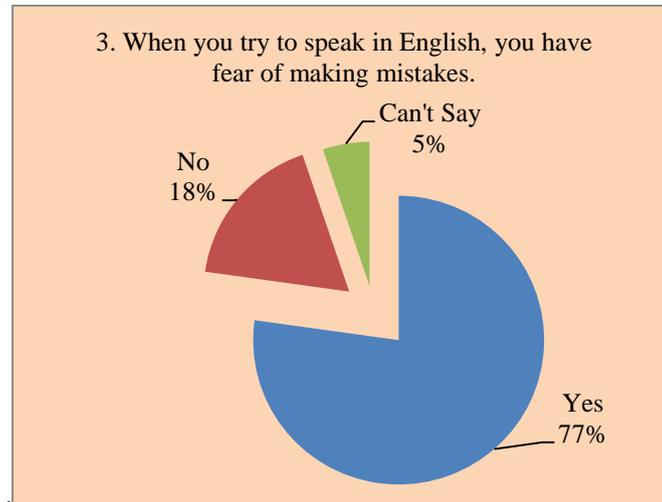


FIGURE 3.3: Graphical Analysis of Q.3 (GEC Students’ Responses)

This statement was given to know whether students’ speaking skill is affected by the fear of committing mistakes while attempting to speak English. 77% of students confessed that they have fear while trying to speak English and only 5% students denied where as 18% students were unable to say anything about the statement.

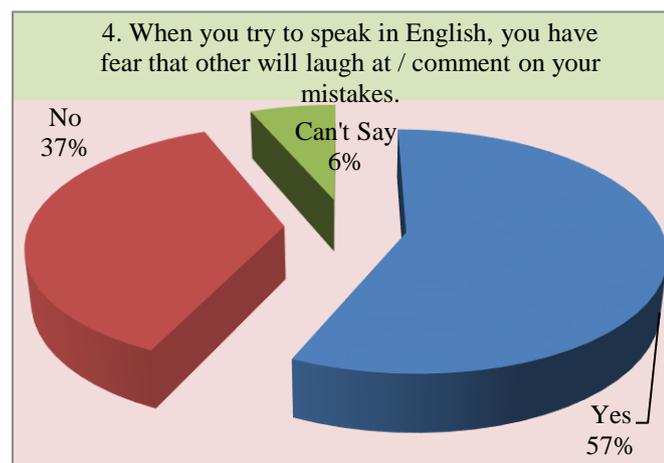


FIGURE 3.4: Graphical Analysis of Q.4 (GEC Students’ Responses)

This statement is used in questionnaire with a purpose to know if others’ comments / laughing affect the performance of Speaking skill of students. It is discovered that 57% of the

students had fear about others' comment or the fear of being laughed at while attempting to speak something. 37% of the students said to have no such fear and rest 6% couldn't say anything for the same.

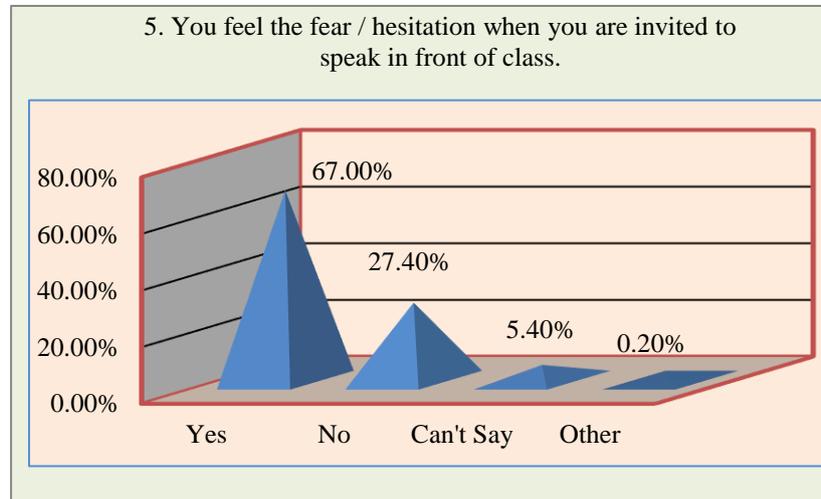


FIGURE 3.5: Graphical Analysis of Q.5 (GEC Students' Responses)

This statement was given to know if the speaking in front other students in the class (though familiar) can affect the process of developing speaking skill students. To react to this statement, 67.00% of the students accepted that they felt fear / hesitation when they were invited to speak in front of class. 27.40% students did not agree to the statement and rest 5.40% students couldn't say anything. Only one student said

"If I have knowledge of that particular task or topic then I don't feel hesitation or fear"

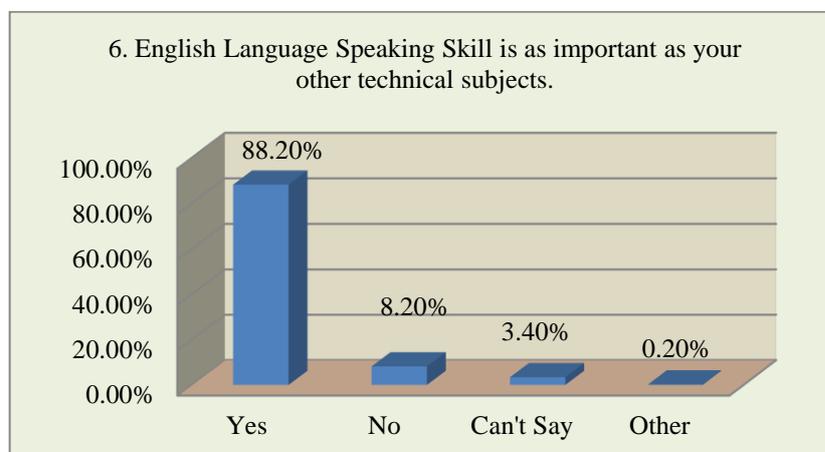


FIGURE 3.6: Graphical Analysis of Q.6 (GEC Students' Responses)

This statement was included just to check the attitude of students towards Speaking Skill with reference to other technical subjects. It is found from the data that 88.20% of the students feel that English Language Speaking Skill is as important as their other technical subjects. Only 8.20 % respondents did not feel the same. 3.40% students couldn't say anything and only 1 student said, "Not for all subjects but important than few subjects"

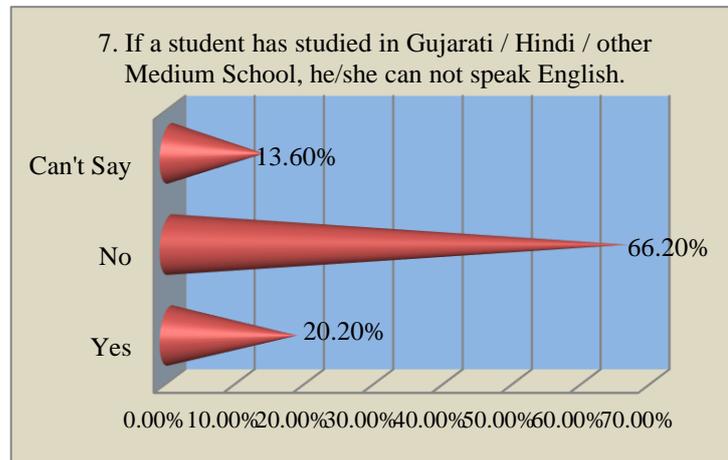


FIGURE 3.7: Graphical Analysis of Q.7 (GEC Students' Responses)

This statement is added to the questionnaire to know if the students believe that studying in vernacular medium schools may hinder the process of developing their speaking skill or not. To this statement, 66.20% students reacted negatively and agreed that they do not have such belief. This is a positive sign because this belief / attitude may affect the language learning process negatively. Still, 20.20% of the students reacted positively to the above statement. They need to be guided and counseled not to believe so by giving examples of people who could make it. 13.60% did not give their opinion.

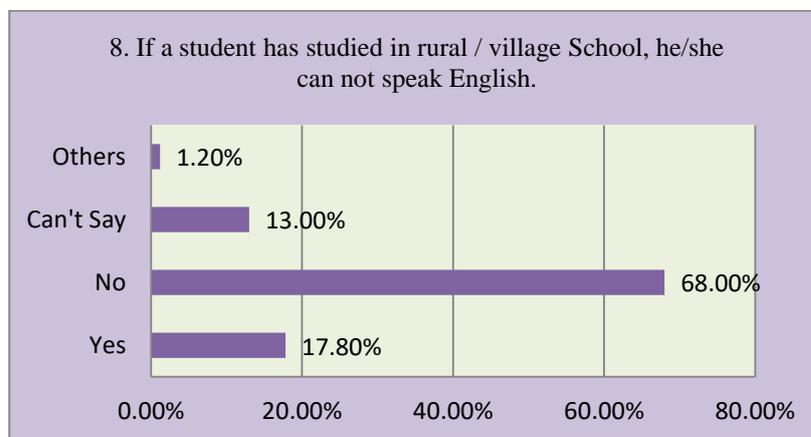


FIGURE 3.8: Graphical Analysis of Q.8 (GEC Students' Responses)

The statement no. 8, given to the students, has been observed working as psychological barrier in developing the language skill of students in general and speaking skill in particular. While attempting this question, 68.00% students show their disagreement to the statement “if a student has studied in rural / village School, he/she cannot speak English.” That is really a positive sign on the way to learning a second/ third language like English. Such attitude, that still 17.80% have, may hinder the development of speaking skill of those students. In this case 13.00% students did not react either positively or negatively.

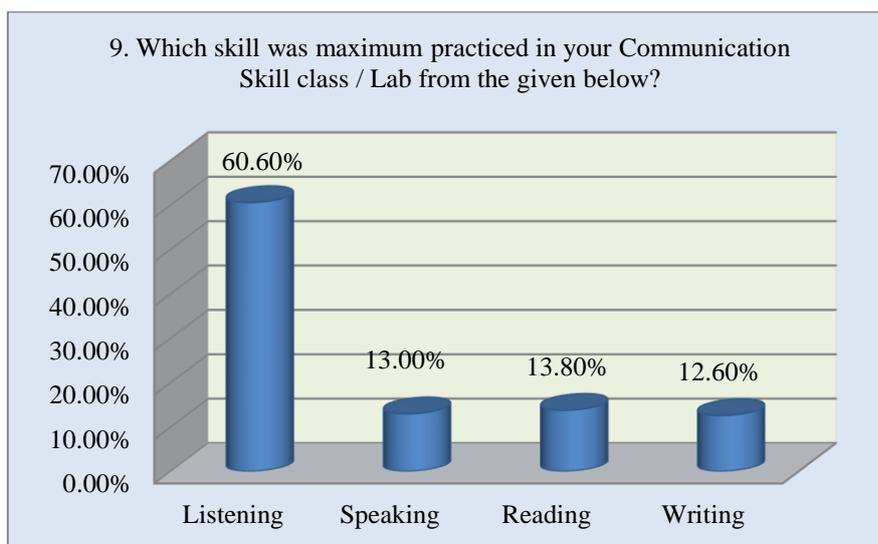


FIGURE 3.9: Graphical Analysis of Q.9 (GEC Students' Responses)

The question no. 9 was added with the purpose to identify - “which skill, among all four language skills (Listening, Speaking, Reading, Writing), is practiced maximum in the Communication Skills class or lab?” Answer to this question would give us the idea about the following.

- Is Speaking Skill practiced at maximum in the Communication Skills class/lab?
- Are we concentrating on only one skill out of four at the cost of other three language skills?
- Do we need to concentrate more on speaking skill more if it is not being practiced the way it should be?

Majority of the Students (66.60%) opined that Listening skill of the students is practiced maximum in the class compared to other language skills. Only 13.00%, 13.80% and 12.60% students voted for speaking, reading and writing skill as maximum practiced skill respectively.

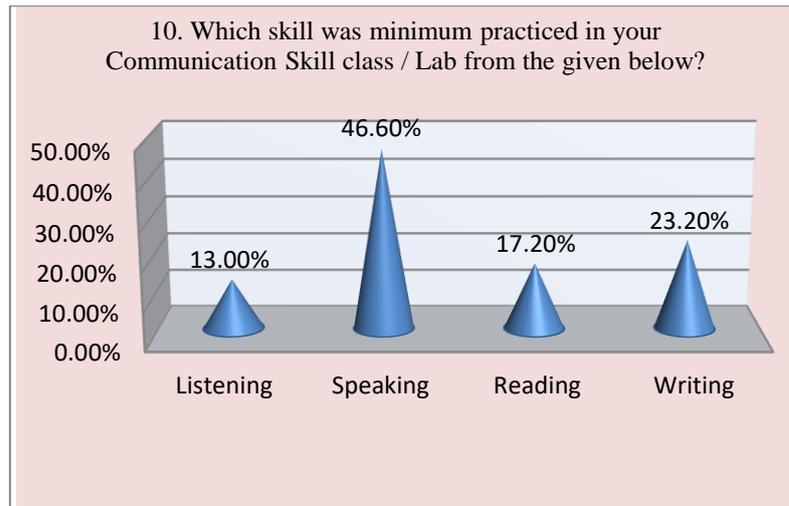


FIGURE 3.10: Graphical Analysis of Q.10 (GEC Students’ Responses)

Question 10 of the questionnaire aimed to discover - “which skill, among all four language skills (Listening, Speaking, Reading, Writing), is practiced minimum in the class or lab?” Answer to this question would give us the idea about the following.

- Is Speaking Skill practiced at minimum in the Communication Skills class/lab?
- Are we concentrating on only one skill out of four at the cost of other three language skills?
- Do we need to concentrate more on speaking skill more if it is not being practiced the way it should be in the class?

46.60% students replied that speaking skill of the students is practiced minimum in the class compared to other language skills. Only 13.00%, 17.20%, and 23.20% students voted for listening, reading and writing skill as practiced more than speaking skill in class.



FIGURE 3.11: Graphical Analysis of Q.11 (GEC Students’ Responses)

This question is related to how students, after studying Communication Skills in Semester 1 / 2, feel about the syllabus content. Whether the content covered in the syllabus helped them in any way to develop their speaking skill or not. While answering the question, 83% students found that the present syllabus of Communication Skills can help them developing their communication skills. Only 8% respondent denied and 9% students were not able to decide upon the given question. These responses exhibit that the students did not have any complaint with the content of the syllabus.

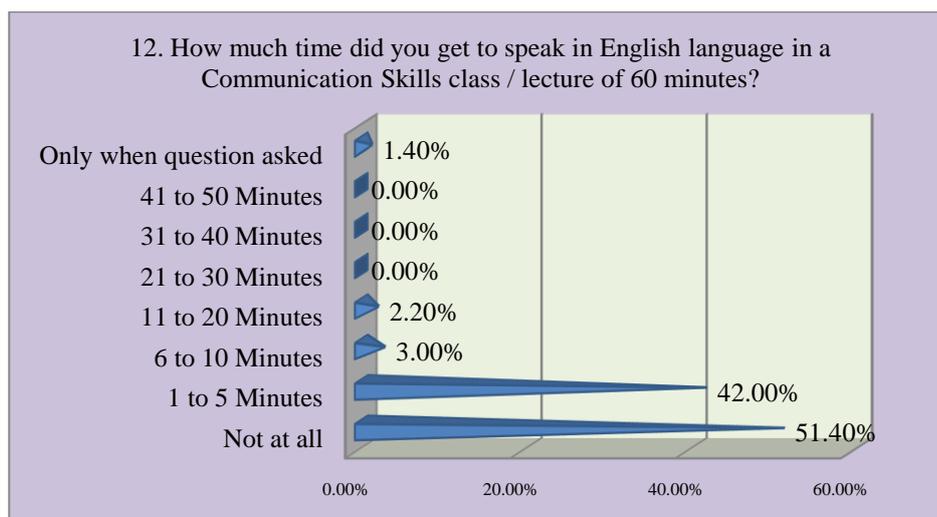


FIGURE 3.12: Graphical Analysis of Q.12 (GEC Students' Responses)

“Speaking Skill of students is more a matter of practice rather than mere instructing or guiding.”

Just to investigate whether the opportunities to speak English are provided to the students in the 60 minutes lecture or not, this question was accommodated in the questionnaire. Analyzing the responses in the above chart, it can be observed that 51.40% of the students chose the option that they did not have the opportunity to speak in the class at all. Whereas, among those who got the opportunity to speak something in the class at maximum are 42% students who got the opportunity to speak for less than five minutes. 1.40% students only spoke something when asked by teacher. Only 3.00% students got the chance to speak for 6 to 10 minutes in lecture of 60 minutes. The analysis shows that majority students do not get the enough opportunities to interact in the class.

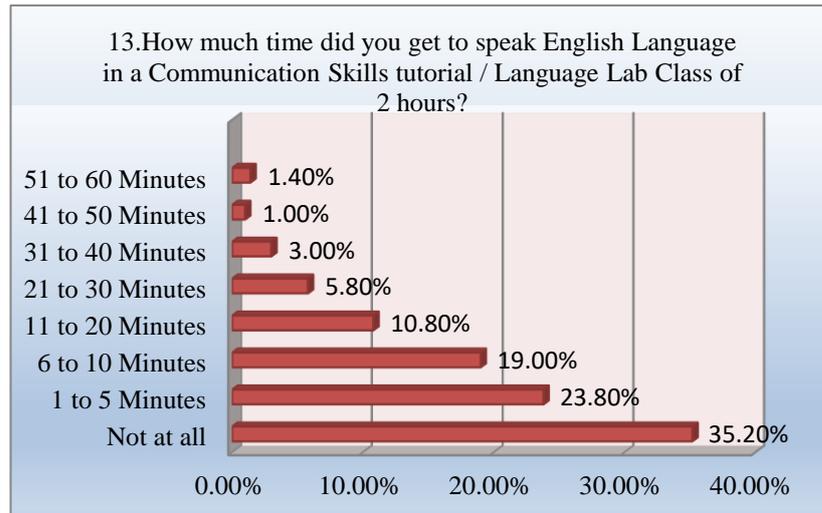


FIGURE 3.13: Graphical Analysis of Q.13 (GEC Students' Responses)

Engineering students have 2 hours for Language Lab per week where they are expected to perform the practical tasks (Practice English Language writing and speaking through some pre-planned tasks). The purpose of this question is to see whether the students are able to get the enough opportunities in Lab Sessions or not with reference to speaking skill. On generating the analysis in the above graph, it can be observed that 35% of students expressed that they did not speak at all English Language in a Communication Skills tutorial / Language Lab Class of 2 hours. (The reason may be lack of taking initiative on the part of students or it can be the difficulty on the part of teacher to accommodate all the students into the Speaking Activities due to any reason). Still, 23.80% of the students got the opportunity to speak 1 to 5 minutes in a Lab session. 19.00% students admit that they get 6 to 10 minutes to speak. (These may be the students who take initiative and were eager to perform.) More than that 10.80% and 5.80% students got the opportunity to speak for 11 to 20 and 21 to 30 minutes in a Lab session respectively. (These students might be very active in the class and might have considerable command over English Language and are very enthusiastic to perform every time). Rest might be good and confident in their communication.

In above scenario, majority of the students either did not get the opportunity or those who got the opportunity only got hardly 1 to 5 minutes which is very less in terms of English as second or third language (as in most of the cases of Gujarati medium students) and that too when student normally do not get environment or enough opportunities outside the classroom situations.

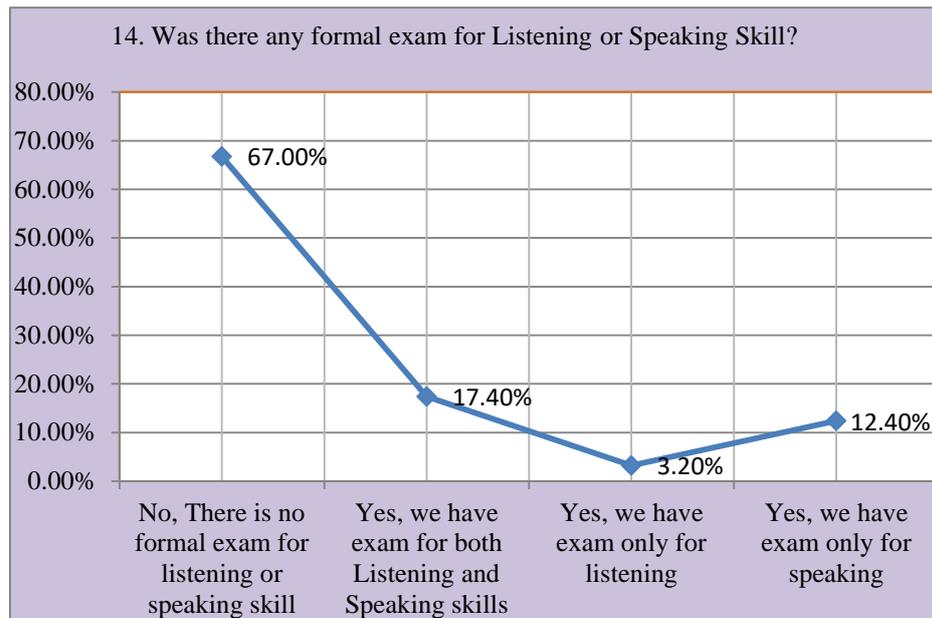


FIGURE 3.14: Graphical Analysis of Q.14 (GEC Students' Responses)

Evaluation of language skill is very essential to get an idea about the progress of the students with reference to that particular skill. As per Gujarat Technological University Scheme of examination in Semester 1/2, there is Mid Semester Exam, an internal evaluation (formative assessment) and a Semester End Exam. Previously there used to be External Viva Exam which indirectly might be considered as evaluation for Speaking Skill if examiner wanted it to be like that. At present, there is no such form evaluation and grading of Listening and Speaking skills as such. But the government and Private institutes may have a practice of arranging such evaluation of speaking and listening at institute level.

This question was asked just to investigate whether there is any formal exam conducted for Listening or Speaking Skill in respective engineering institutes by language teacher or at institute level. On analysing the data, 67.00% students said that they did not have any kind of formal exam for listening or speaking skill where as 17.40% students replied affirmatively that they had such evaluation. Rest of the respondents 3.20% and 12.40% said that they had exam only for listening and speaking respectively. The responses point out the need of formal evaluation for listening and speaking skills by the university.

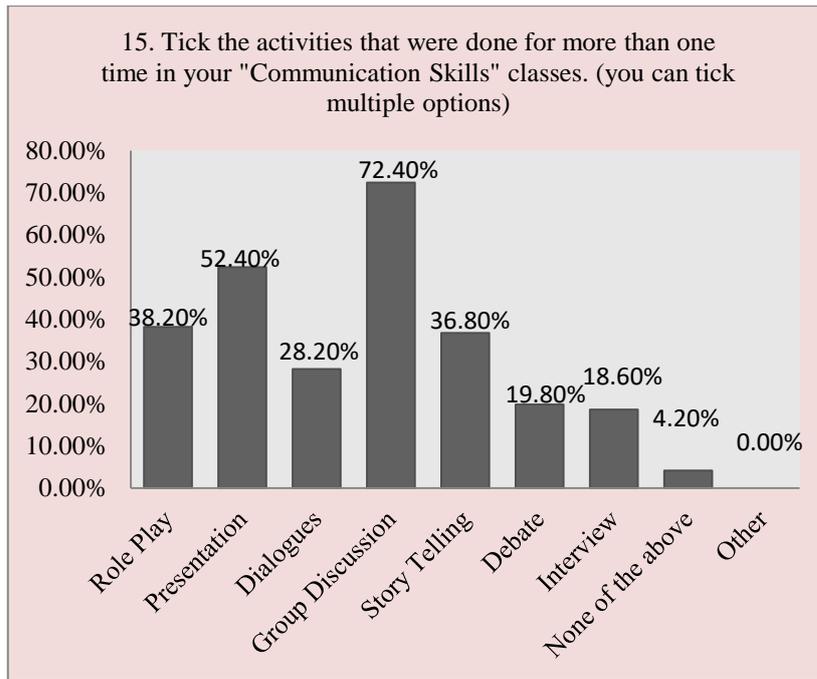


FIGURE 3.15: Graphical Analysis of Q.15 (GEC Students' Responses)

The activities in the English Language Lab Session are essential for the development of speaking skill. It matters and contributes to students' language learning if they are repeated frequently. The questions related to Lab Session enquiring about the frequency of the activity is asked to see if the activities for practicing language is repeated or is just done for once. The highlights of the responses reveal that 72.40%, 52.40% and 38.20% students said to have the repetition of Group Discussion, Presentation and Role Play respectively in Communication classes. It seems that teachers have tried to repeat these three activities for more than one time in the class.

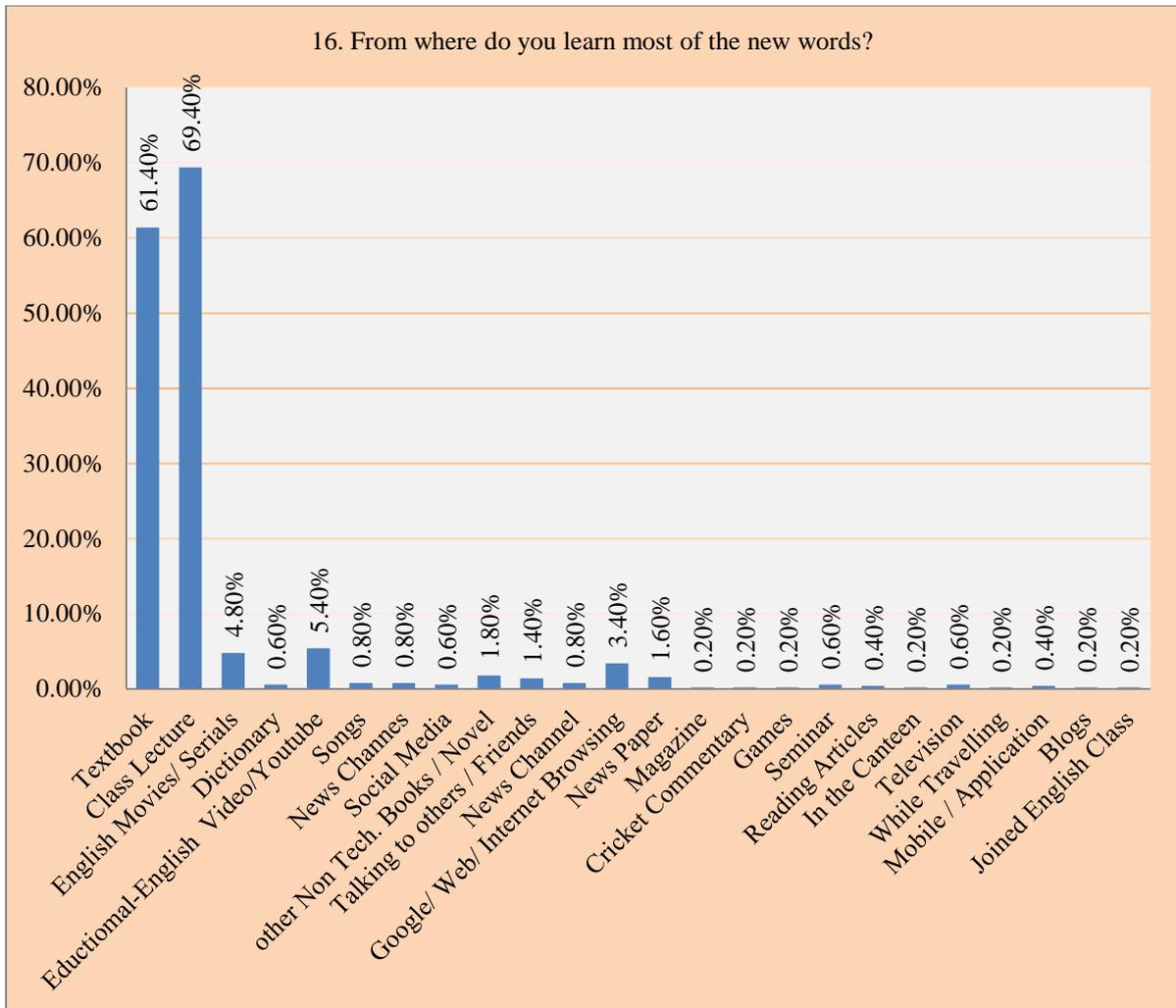


FIGURE 3.16: Graphical Analysis of Q.16 (GEC Students’ Responses)

The major problem that the Engineering students face is recalling word at the time of speaking. This, sometimes, results into feeling of low confidence and de-motivation on the part of students. This question digs out the sources from where / whom the engineering students learn new words. The analysis of the data shows that the major source of learning new words for them is either text-book or Class lecture as 61.40% and 69.40% students expressed respectively. Though they have multiple convenient options available with them, they are not conscious about using them effectively for learning new words.

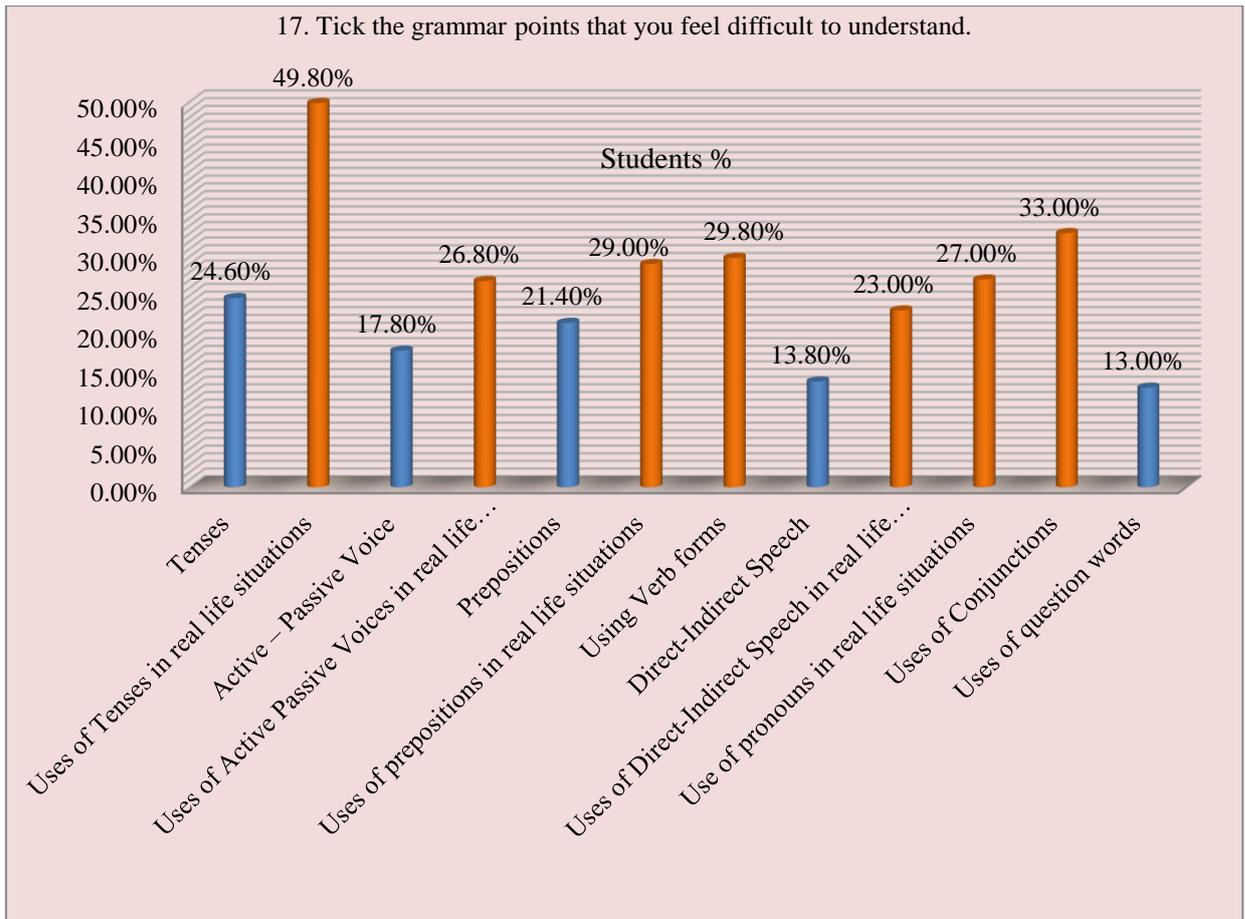


FIGURE 3.17: Graphical Analysis of Q.17 (GEC Students' Responses)

The vernacular medium students learn grammar of English Language during their study in the school. The knowledge of grammar is very useful in forming and using correct sentence structures while speaking. The basic purpose of this question is to know whether students are comfortable in the basic units of grammar and more than that whether they are aware about using these grammatical units and structures in real life situation of their daily life. They can better tell us about the same. They were asked to choose the grammar points that they feel difficult to understand and they were deliberately given the basic grammar topics and their uses as options from which they have to make choices. They were also allowed to choose multiple options as they might face problems in more than one grammatical topic.

From the analysis of the responses it was discovered that

1. They had knowledge of grammar but more than that they were not aware about how to use this knowledge in real life situation.

2. 24.60% students admitted that they face problem in understanding of Tenses where as 49.80 % students confessed that they were not aware of using Tenses in real life situation
3. The second grammar point in which the 33% students were not comfortable was the use of Conjunctions in real life situations.
4. The 29.80% and 29.00% students said to have difficulty in the use of verb forms and using prepositions in real life situation.

From the data, it is evident that students might have the knowledge of a grammatical unit but when it comes to apply this knowledge in real life situation (orange coloured columns), they face problems. The teachers need to concentrate on not only imparting knowledge about a grammatical topic but also they need to make their students practice for how to apply this knowledge in real life situation. This practice, at the end, will surely result into develop confidence among the students to speak an appropriately.

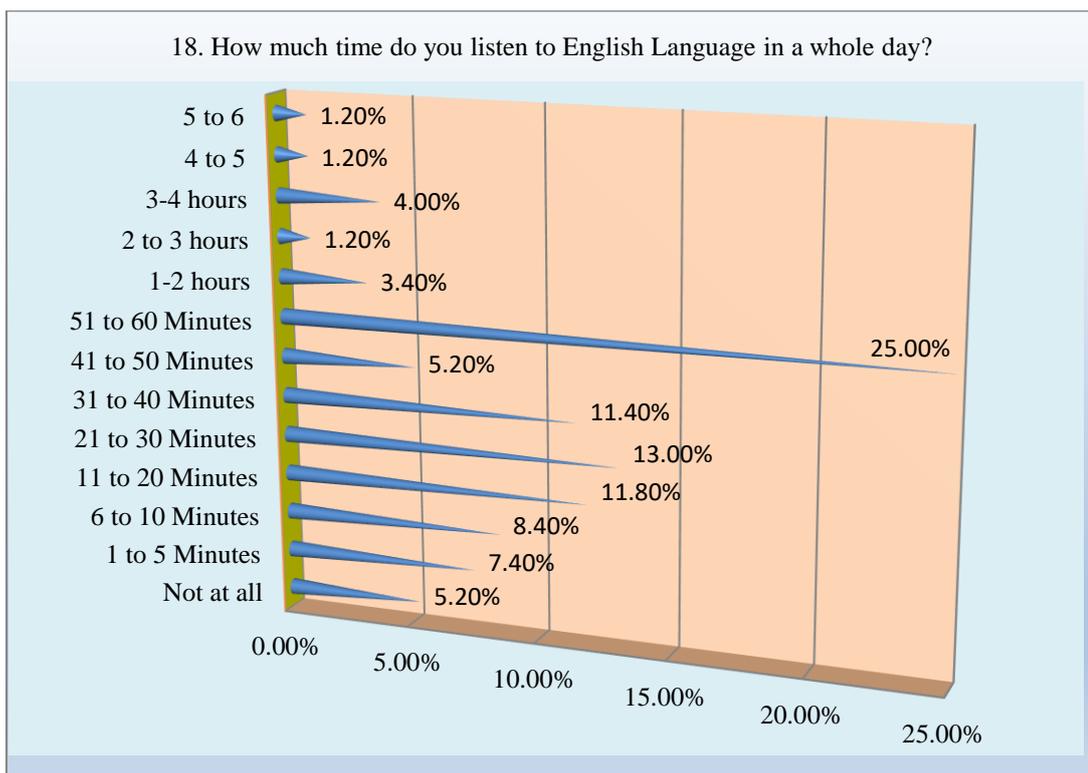


FIGURE 3.18: Graphical Analysis of Q.18 (GEC Students' Responses)

The way the mother tongue is acquired makes us believe that “A good listener can be a good speaker”. Listening skill is very essential if one wants to develop his/her speaking skill. To get the idea about the listening skill practiced by the engineering students, they were asked about

how much time they listen to English Language in a day. From the above chart it can be seen that 25.00% students listen to English Language for about an hour in a day. 62.40% students listen to English Language for less than 60 minutes. Rest only 12.60% students informed to listen to English Language for more than an hour.

In this situation teachers can help students provide extra sources for listening practice and monitor the process.

This data exhibits that the students of Technical Institutes in Gujarat are not conscious about their listening skill. It can be said that they only listen whatever comes on the way without making conscious efforts. Most of the students listen to lectures and do not make deliberate efforts to listen English Language in their routine.

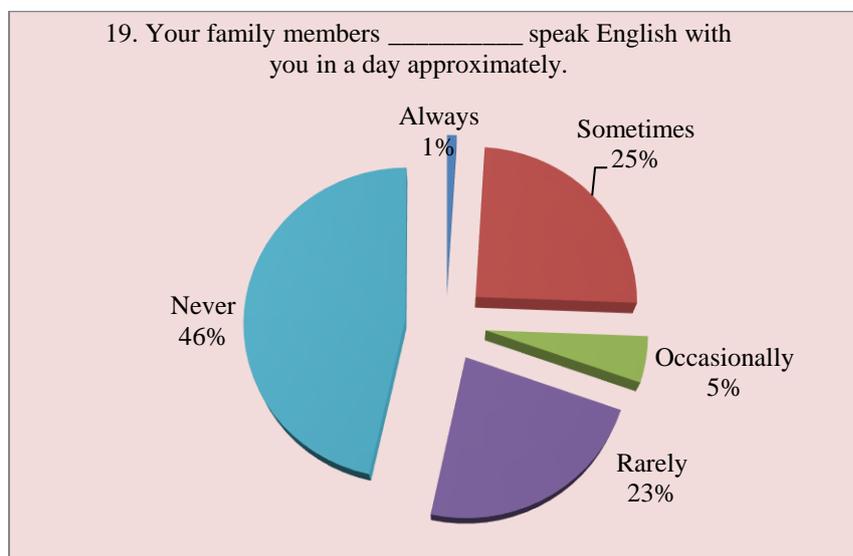


FIGURE 3.19: Graphical Analysis of Q.19 (GEC Students' Responses)

The language learning is always supported and benefited by the surroundings /environment in which the learner lives. This is question is an attempt to find out whether the family members speak English with the learner or not. As it can be observed in the above pie chart 46.00% of the students are in the situation wherein their family members never speak English at home with the learner. It matters as the learner has been staying with his/her family members apart from academic hours. 23.00% students said that their family members speak English rarely where as 25.00% said that their family members sometimes use English language.

This can be taken as a challenge on the part of teacher as they need to put in extra efforts to ensure that their students listen more apart from class hours.

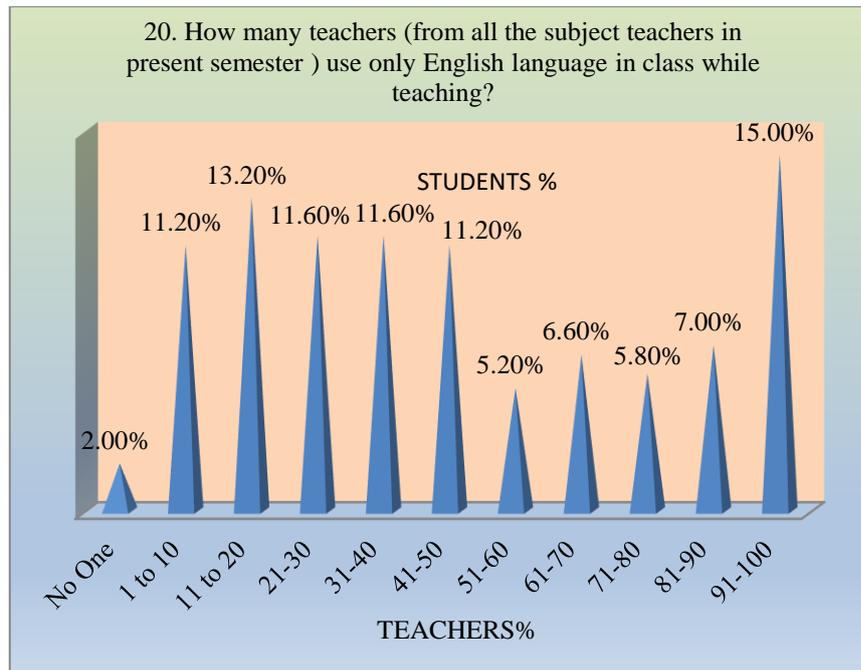


FIGURE 3.20: Graphical Analysis of Q.20 (GEC Students’ Responses)

Use of English Language on the part of all the teachers (of all the subjects) is desirable in the students are expected to speak in English Language. Teacher, if plans it out, can better exhibit the language model than any other person. This question was included to know if the teachers use English language in teaching of their subjects or not. The analysis brought out the fact that only 15.00% students said that all the teachers teach using English Language. Almost 50.00% students confessed that less than 50% teachers only teach in English.

Blending of vernacular language with that of English for understanding is good but, in doing so, directly or indirectly, we signal them that it’s ok if you use English with me. The students would choose easier option. Teachers should gradually move to only English Language in their teaching to provide model language to the students so that they can learn to express themselves.

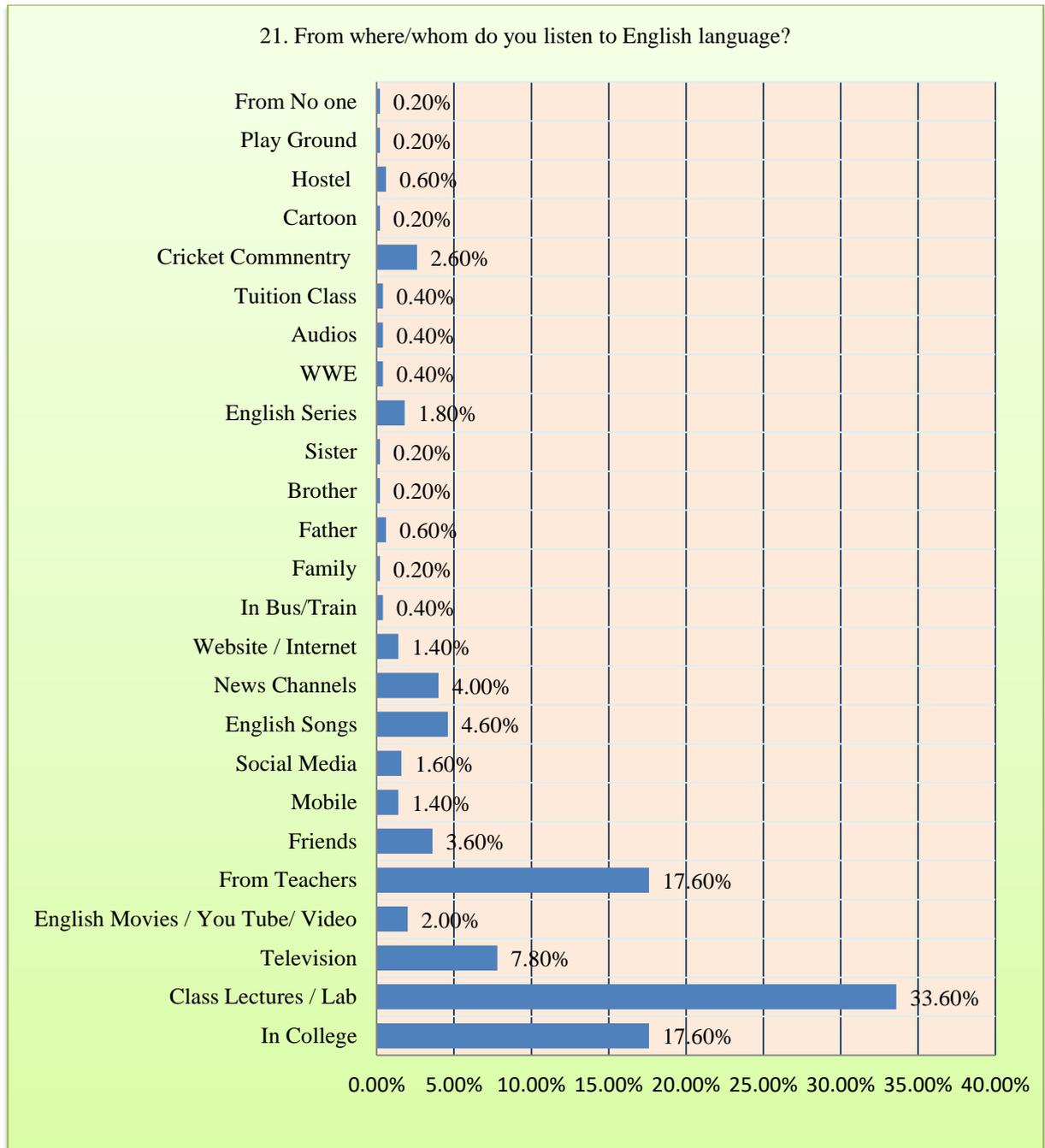


FIGURE 3.21: Graphical Analysis of Q.21 (GEC Students' Responses)

When asked about the major source for their listening, it can be observed that 33.00%, 17.60% and 17.60% Students, as shown in the above chart, listen to English Language in class, in the college and from the teachers respectively. At the most, 7.80% listen to English Language from Television. The teachers need to make them listen to English outside the college which is very essential for developing their speaking skill.

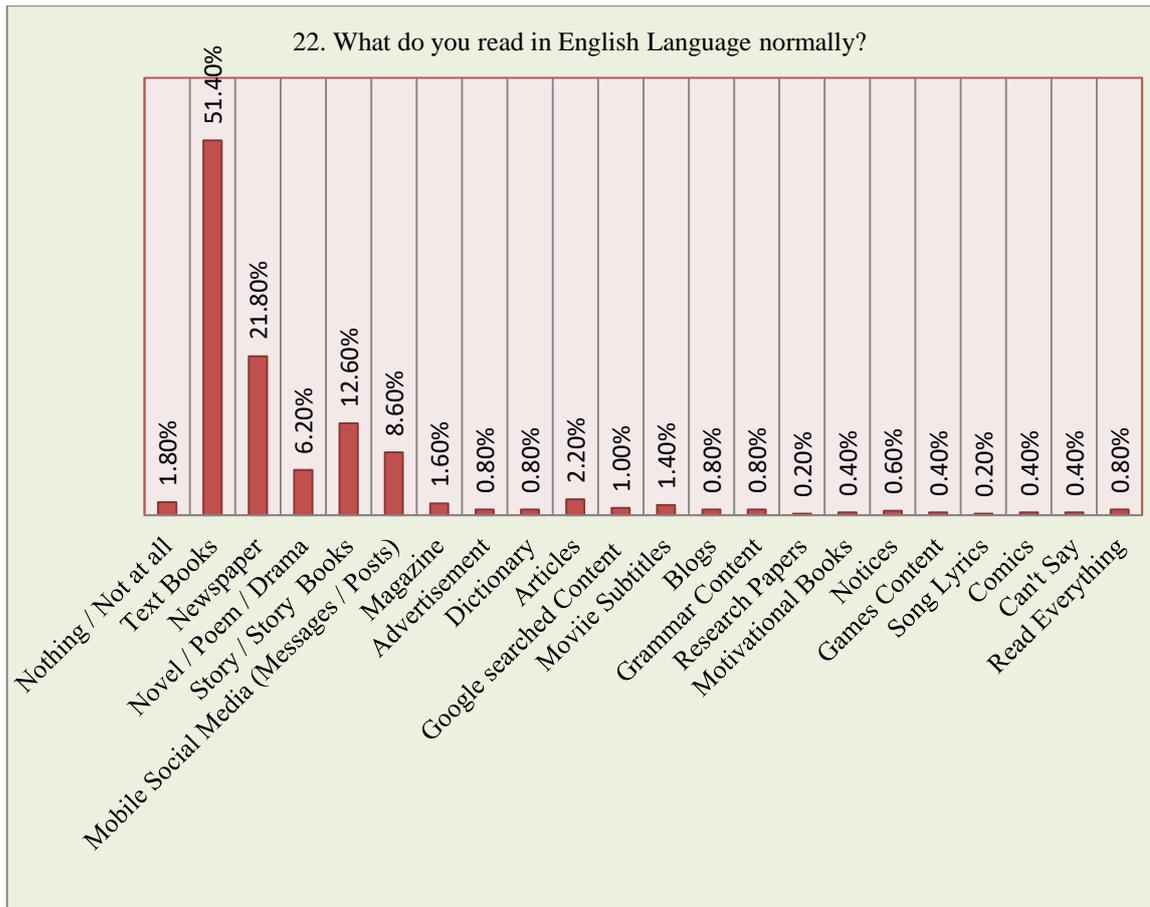


FIGURE 3.22: Graphical Analysis of Q.22 (GEC Students' Responses)

Reading habit is very essential in terms of developing vocabulary and knowing sentence structures which ultimately supports and strengthens the speaking skill of the students. To have an idea about their reading resources, this question was included in the questionnaire. The responses reveal that majority of students i.e. 51.40% rely on only textbooks. It is quite interesting that 21.80% also read newspapers. In other sources, 12.60%, 8.60% and 6.20% students also refer story books, Social media messages and Literature (novel /poem/ drama) from the point of view of language learning. Teachers need to make students aware about the reading material from where they can be benefited. There are other sources which they do not use at their best.

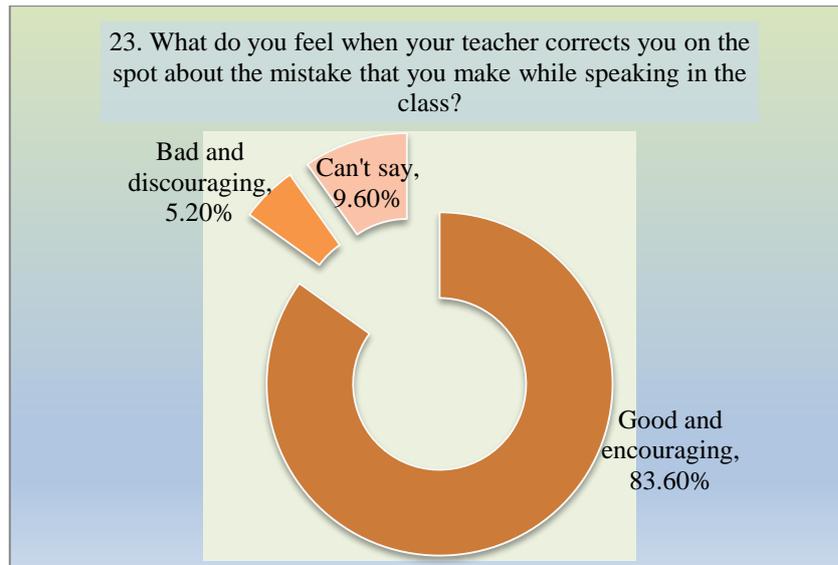


FIGURE 3.23: Graphical Analysis of Q.23 (GEC Students' Responses)

Correction of students' errors is an important phase of developing speaking skill. But the immediate / on the spot/ instant correction of the errors may demotivate the students to speak for the next time. But the investigation shows that 83.60% students found it good and encouraging when their teacher corrected them on the spot about the mistake that they made while speaking in the class. Only 5.20% students found it bad and discouraging whereas 9.60% students could not decide what to say.

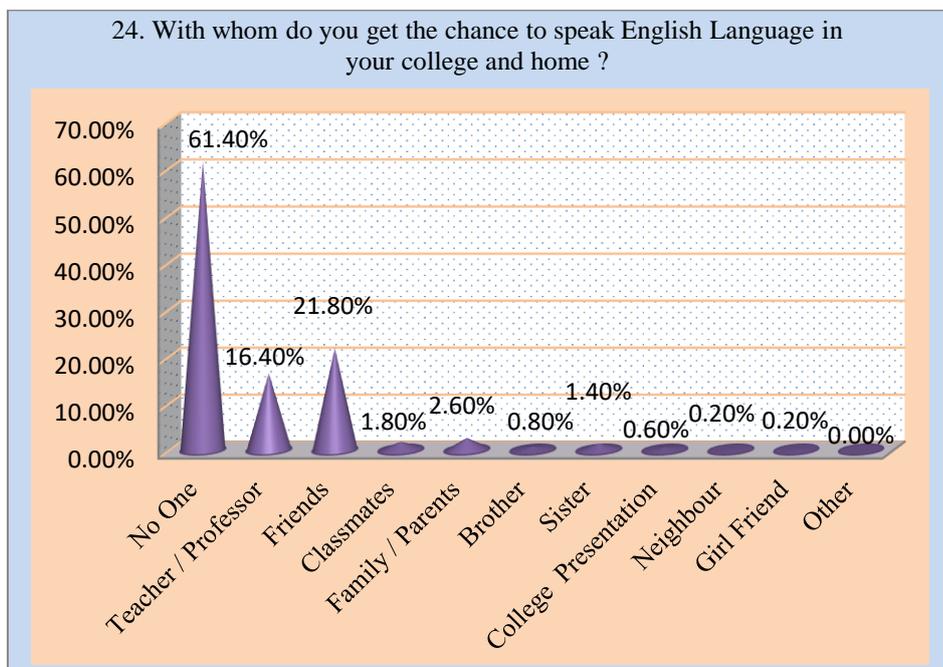


FIGURE 3.24: Graphical Analysis of Q.24 (GEC Students' Responses)

Speaking is one of the language learning skills which, like other skills, have to be practiced a lot to develop proficiency. Through this question, an attempt was made to discover with whom the students get the opportunity to speak. The responses point out that 61.40% students confess that they did not get the opportunity to interact with anybody. 21.80% students said that they got the opportunity to interact with their friends and 16.40% students got the chance to interact with teachers. Very few ($\leq 3\%$) got the opportunity to interact with their family, classmates, and neighbour or during presentation.

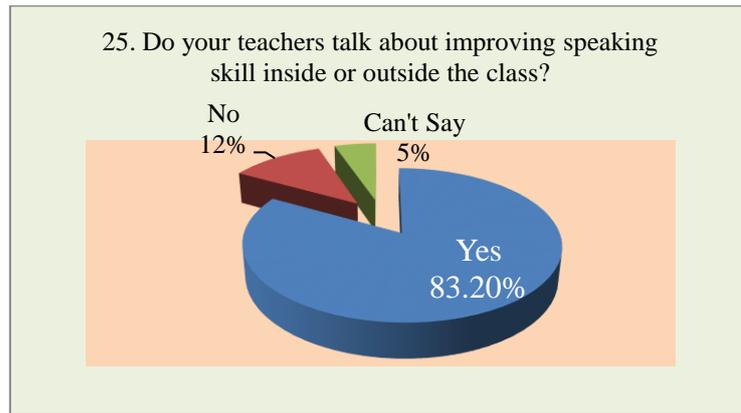


FIGURE 3.25: Graphical Analysis of Q.26 (GEC Students' Responses)

Talking about target language frequently is also one of the ways of encouraging the students / learners in the process of language learning. In reply to this question, it became evident that teachers do talk about developing speaking skill inside or outside the class to encourage the students to speak.

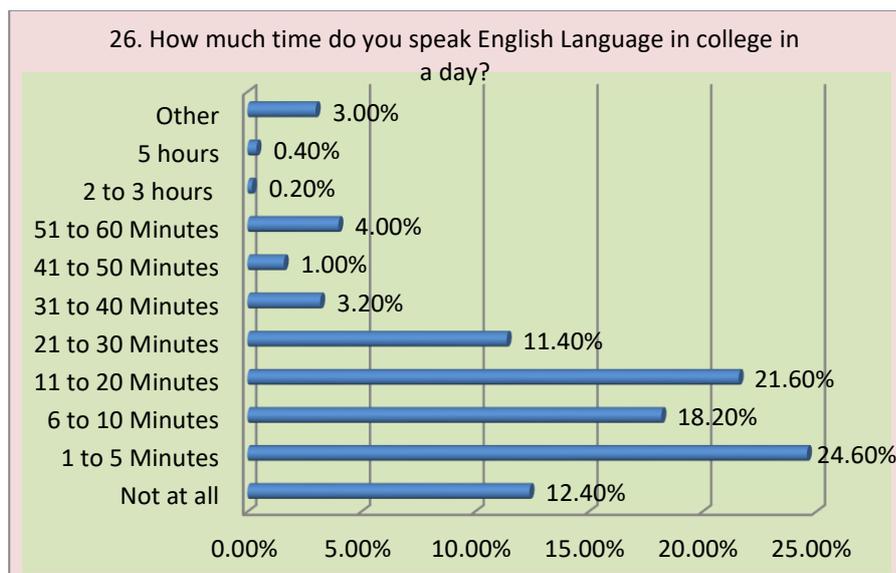


FIGURE 3.26: Graphical Analysis of Q.26 (GEC Students' Responses)

The purpose of this question is to know whether the students practice during college hours speaking skill enough to be comfortable at it. The analysis discovered that 12.40% of students do not speak English language at all in college hours. 24.60% said that they speak but only for 1 to 5 minutes in a day during college hours. 18.20%, 21.60% and 11.40% students speak English in college for 6 to 10 minutes, 11 to 20 minutes and 21 to 30 minutes respectively. In short, 88.2% students speak English hardly for less than 30 minutes which is really too less time to be a good speaker.

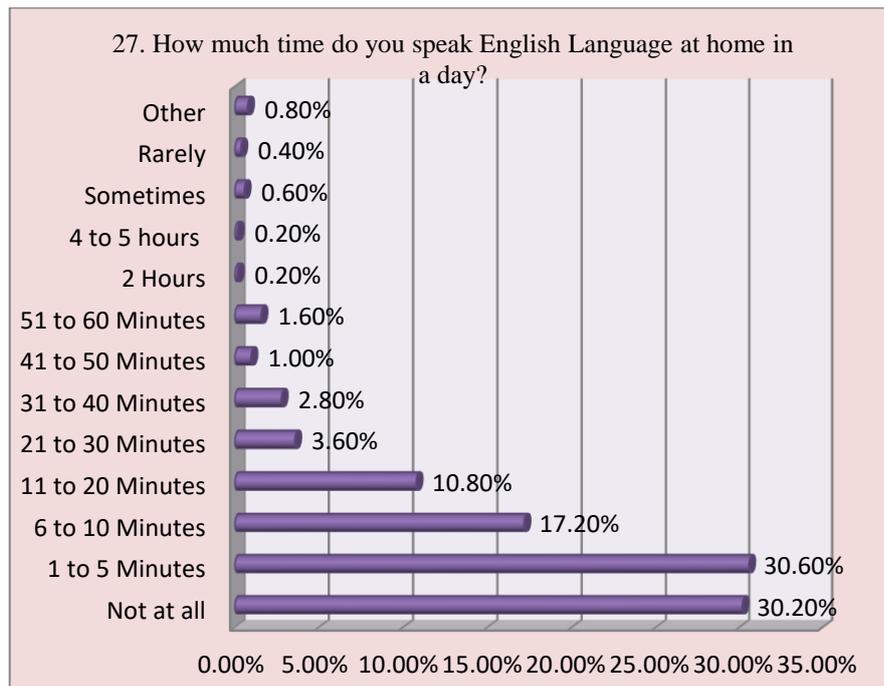


FIGURE 3.27: Graphical Analysis of Q.27 (GEC Students' Responses)

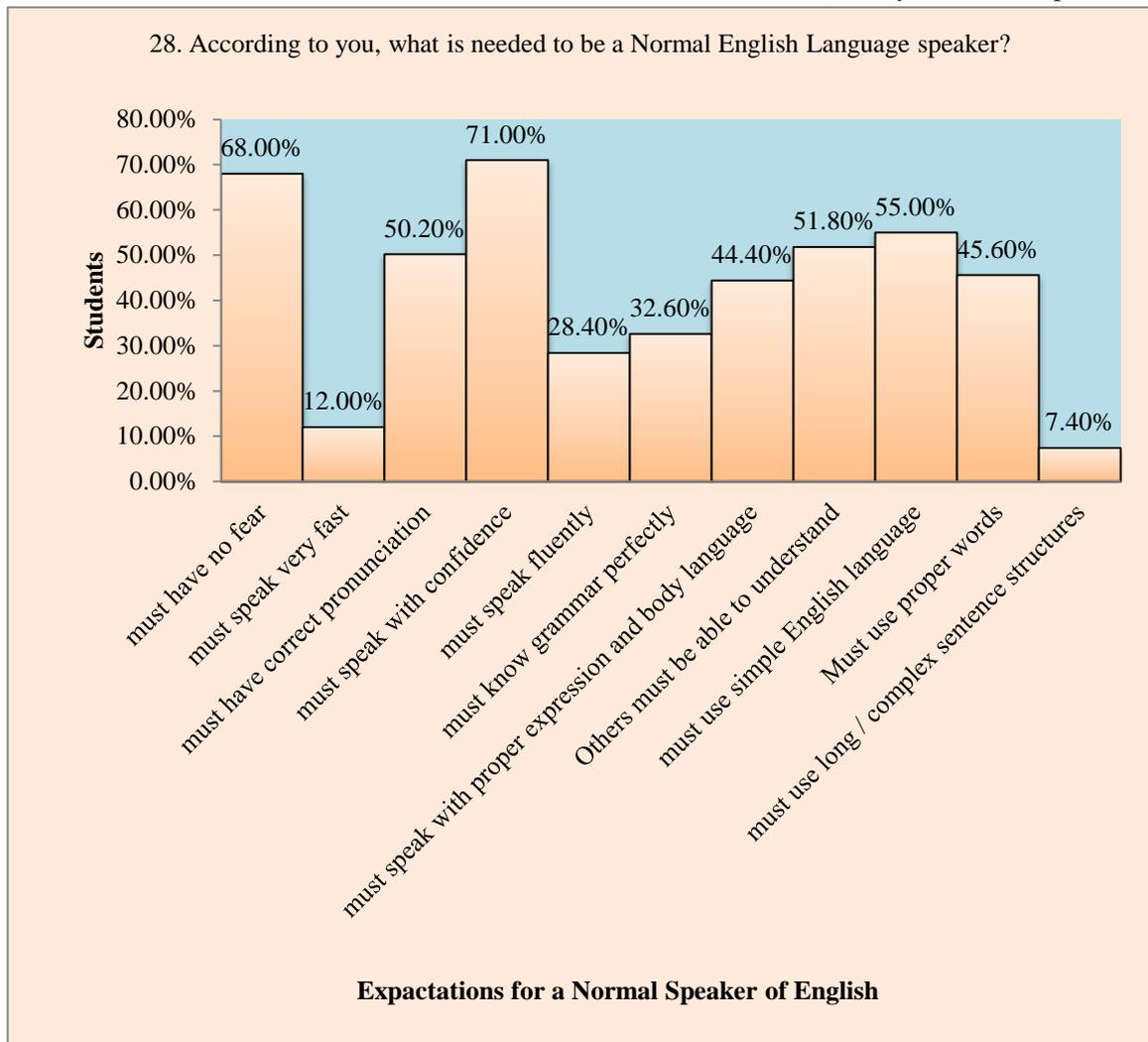


FIGURE 3.28: Graphical Analysis of Q.28 (GEC Students' Responses)

As a skill, it doesn't matter how much you know about the language unless it is practiced again and again. To know the frequency of practicing speaking skill done by the students, it was asked to them about how much time they speak English Language at home in a day. The figures give the picture that 30.20% of students accepted that they do not practice English language speaking skill at home at all. 30.60% students said that they practice Speaking skill only from 1 to 5 minutes at home in a day. 17.20% and 10.80% students speak English at home for 11 to 20 minutes and 21 to 30 minutes in a day. In short, majority of the students do not speak English at home.

Sometimes, Learners' expectations about the normal English speaker become hindrance in the process of developing their speaking skills. It means that when learners are not able to achieve the level that they imagine a normal speaker should have, they hesitate to speak. They decide to speak only after achieving that level which is not possible unless they start speaking. As per

the analysis of the above question about their expectations of a normal English Language Speaker, the following four are the most expected characteristics of English language speaker.

1. must speak with confidence
2. must have no fear
3. Others must be able to understand
4. Must have correct pronunciation

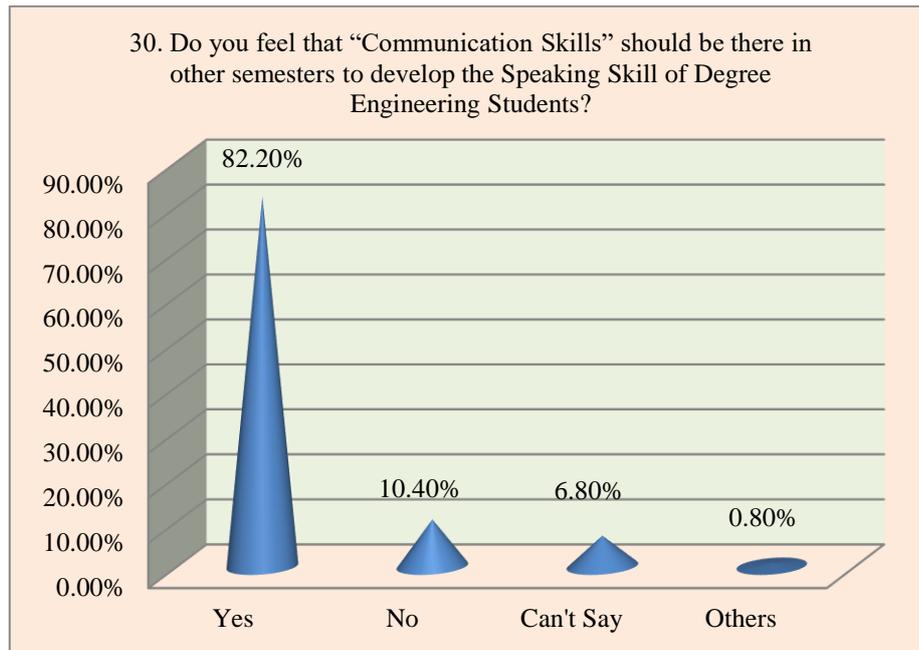


FIGURE 3.29: Graphical Analysis of Q.30 (GEC Students' Responses)

The 82.20% students felt the need of including Communication Skills in other semesters too.

3.7.2 Data Analysis of the responses of Vernacular Medium Students of Self-Financed Degree Engineering Colleges of South Gujarat

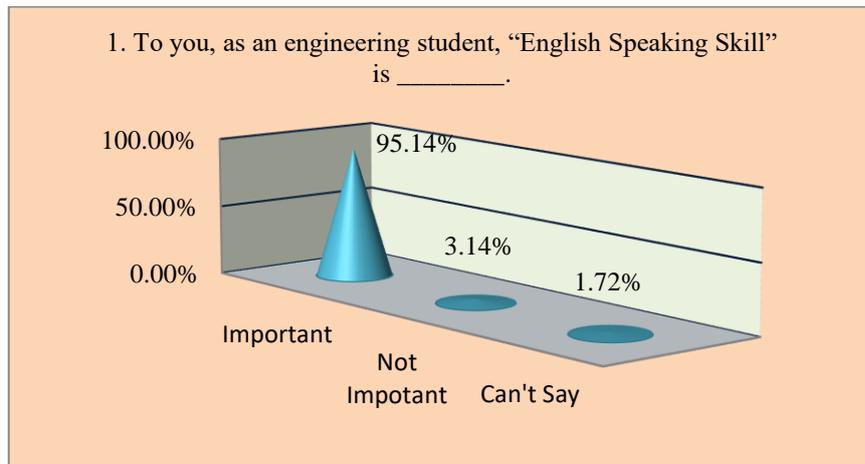


FIGURE 3.30: Graphical Analysis of Q.1 (SFI Students' Responses)

This first question was asked to investigate whether the technical students of self-financed colleges realize the importance of English Language Speaking Skill or no. From the above analysis, it is clearly evident that the technical students understand the importance of English Language Speaking Skill as 95.14% of the respondents said that this skill is important to them. Only 1.72% students considered it as unimportant and the rest could not say anything about it as they were not sure.

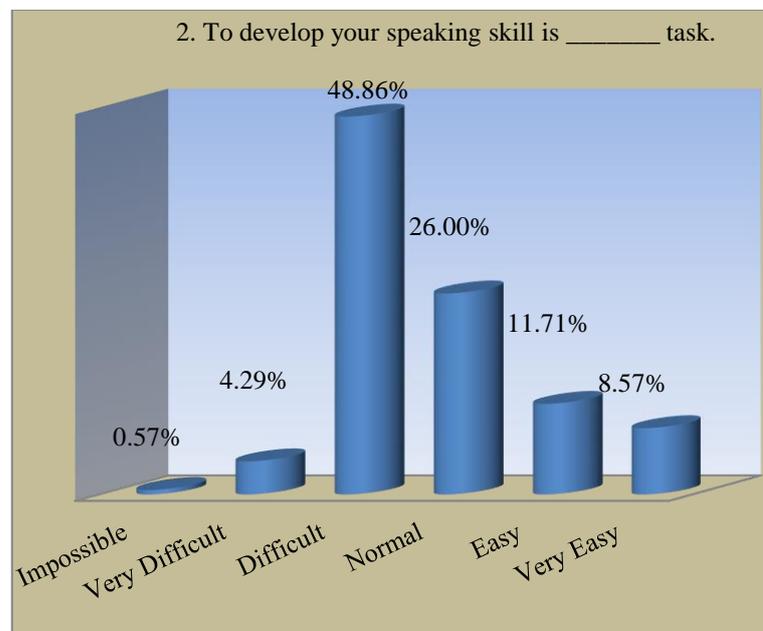


FIGURE 3.31: Graphical Analysis of Q.2 (SFI Students' Responses)

This question was included to investigate Engineering Students about how they feel about developing their own speaking skill. “It’s just because you direct your efforts with reference to what you feel or believe about yourself.” It can be observed from the above column chart that 53.72% of the students find it difficult / very difficult to develop their speaking skill while 26.00% of the students consider this process as normal. Rest felt it as easy / very easy. Still, Majority half of the students need to be aware that this process of Speaking Language is normal if they practice it regularly

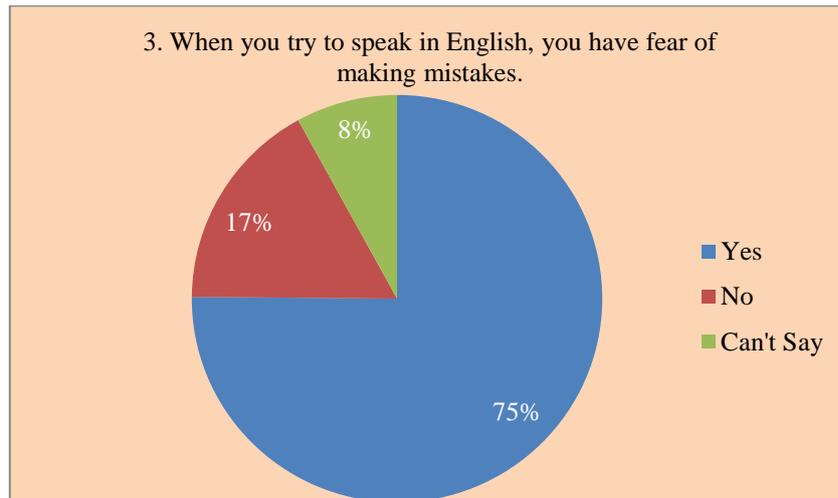


FIGURE 3.32: Graphical Analysis of Q.3 (SFI Students’ Responses)

This statement is given to know whether students’ speaking skill is affected by the fear of committing mistakes while attempting to speak English. 75% of students confessed that they have fear while trying to speak English and only 17% students denied where as 8% students were unable to say anything about the statement.

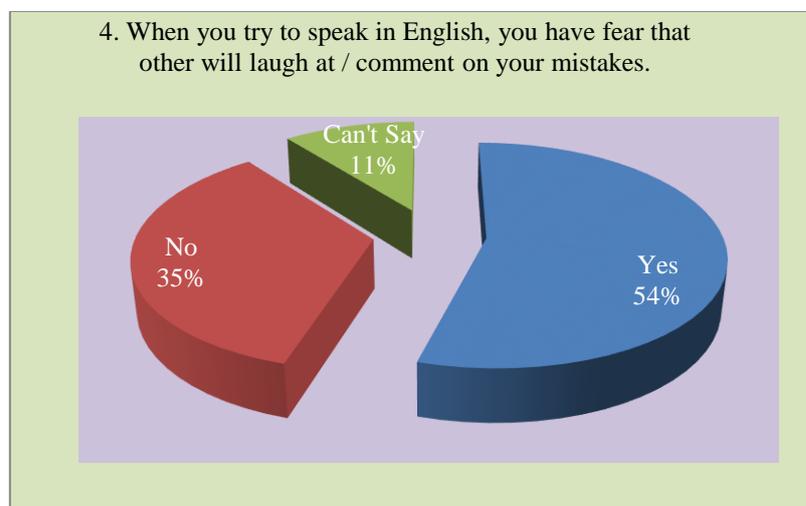


FIGURE 3.33: Graphical Analysis of Q.4 (SFI Students’ Responses)

This statement is used in questionnaire with a purpose to know if others' comments / laughing affect the process of developing Speaking skill of students. It is discovered that 54% of the students have fear about others' comment or the fear of being laughed at while attempting to speak something. 35% of the students said to have no such fear and rest 11% couldn't say anything for the same.

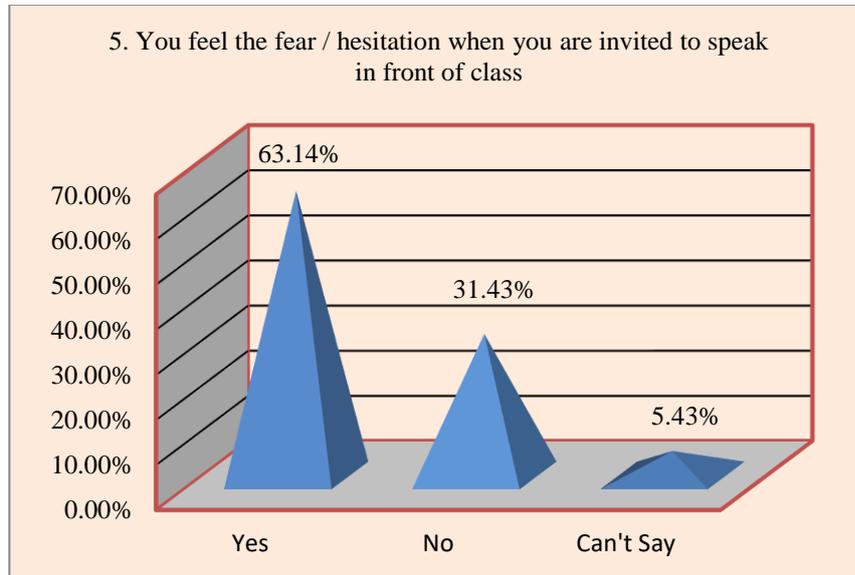


FIGURE 3.34: Graphical Analysis of Q.5 (SFI Students' Responses)

This statement was given to know if the speaking in front other students in the class (though familiar) can affect the process of developing speaking skill students. To react to this statement, 63.14% of the students accepted that they felt fear / hesitation when they are invited to speak in front of class. 31.43% students did not agree to the statement and rest 5.43% students couldn't say anything.



FIGURE 3.35: Graphical Analysis of Q.6 (SFI Students' Responses)

This statement was included just to check the attitude of students towards Speaking Skill with reference to other technical subjects. It is found from the data that 86.00% of the students feel that English Language Speaking Skill is as important as their other technical subjects. Only 9.43 % respondents did not feel the same. 4.57% students couldn't say anything and only 1 student said, "Not for all subjects but important than few subjects"

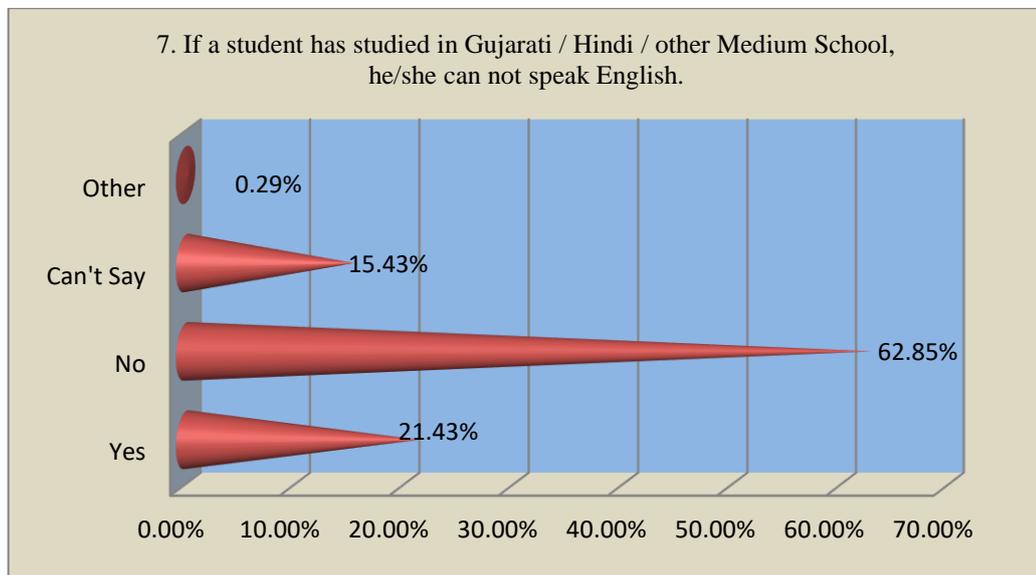


FIGURE 3.36: Graphical Analysis of Q.7 (SFI Students' Responses)

This statement is added to questionnaire to know if the students believe that studying in vernacular medium schools may hinder the process of developing their speaking skill or not. To this statement, 62.85% students reacted negatively and agreed that they do not have such belief. This is a positive sign because this belief / attitude may affect the language learning

process negatively. Still, 21.43% of the students reacted positively to the above statement. They need to be guided and counseled not to believe so by giving examples of people who could make it. 15.43% did not give their opinion.

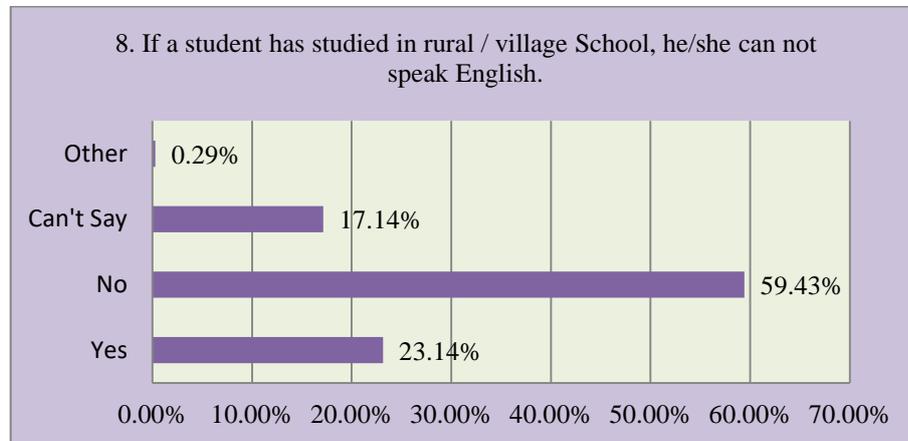


FIGURE 3.37: Graphical Analysis of Q.8 (SFI Students' Responses)

The statement has been observed working as psychological barrier in developing the language skill of students in general and speaking skill in particular. While attempting this question, 59.43% students show their disagreement to the statement “if a student has studied in rural / village School, he/she cannot speak English.” Such attitude, that still 23.14% have, may hinder the development of speaking skill of those students. In this case 17.14% students did not react either positively or negatively.

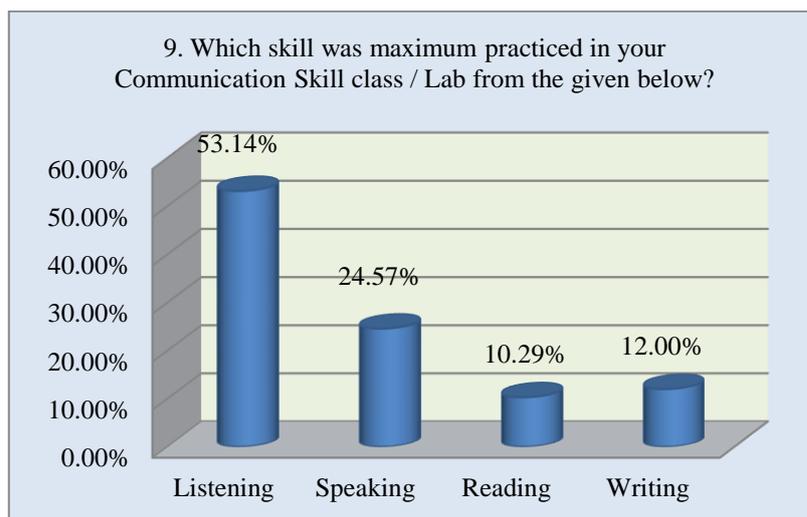


FIGURE 3.38: Graphical Analysis of Q.9 (SFI Students' Responses)

Majority of the Students (53.14%) opined that Listening skill of the students is practiced maximum in the class compared to other language skills in the class/lab. Only 24.57%,

10.29% and 12.00% students voted for speaking, reading and writing skill as maximum practiced skill respectively

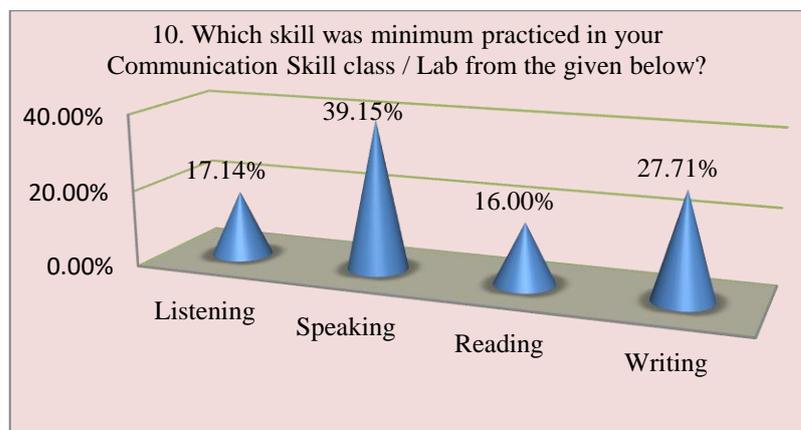


FIGURE 3.39: Graphical Analysis of Q.10 (SFI Students' Responses)

39.14% students replied that speaking skill of the students is practiced minimum in the class compared to other language skills. Only 17.14%, 16.00%, and 27.71% students voted for listening, reading and writing skill as maximum practiced skill respectively.



FIGURE 3.40: Graphical Analysis of Q.11 (SFI Students' Responses)

This question related to how students, after studying Communication Skills in Semester 1 / 2, feel about the syllabus content. Whether the content covered in the syllabus helped them in any way to develop their speaking skill or not. While answering the question, 78% students found that the present syllabus of Communication Skills can help them developing their communication skills. Only 15% respondent denied and 7% students were not able to decide

upon the given question. These responses exhibit that the students did not have any complaint with the content of the syllabus.

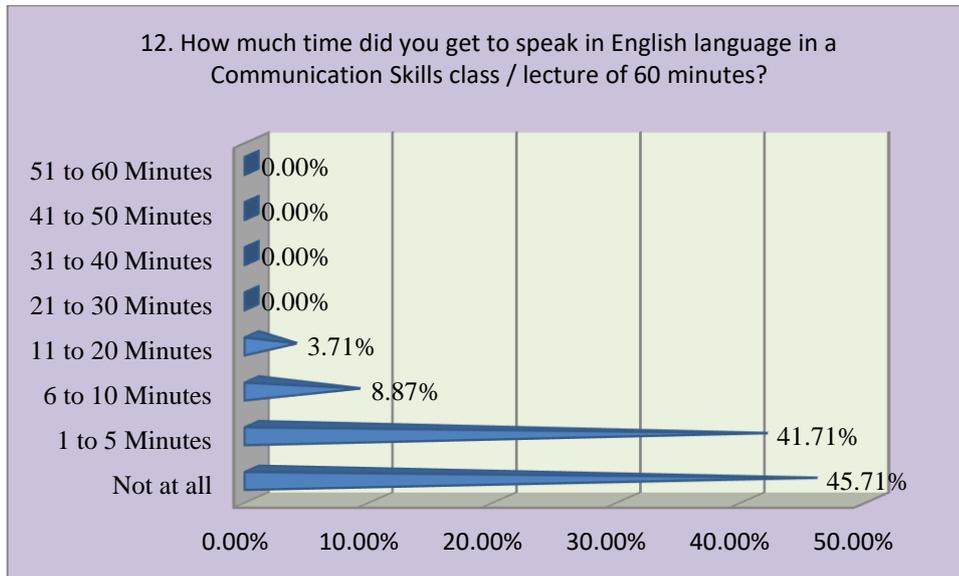


FIGURE 3.41: Graphical Analysis of Q.12 (SFI Students' Responses)

Just to investigate whether the opportunities to speak English are provided to the students in the 60 minutes lecture or not, this question was accommodated in the questionnaire. Analysing the responses in the above chart, it can be observed that 45.71% of the students chose the option that they did not have the opportunity to speak in the class at all. Whereas, among those who got the opportunity to speak something in the class at maximum are 41.71% students who got the opportunity to speak for less than five minutes. Only 8.87% students got the chance to speak for 6 to 10 minutes in lecture of 60 minutes. The analysis shows that majority students do not get the enough opportunities to interact in the class.

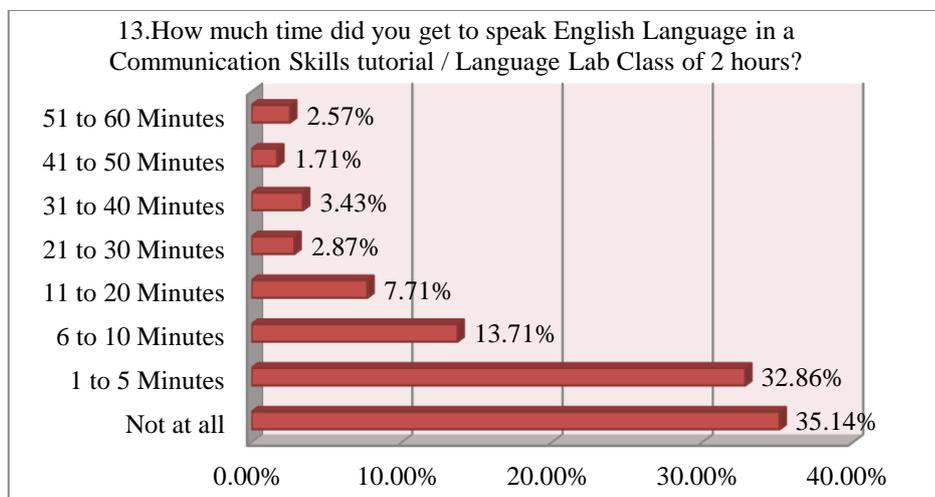


FIGURE 3.42: Graphical Analysis of Q.13 (SFI Students' Responses)

The purpose of this question is to see whether the students are able to get the enough opportunities in Lab Sessions or not with reference to speaking skill. On generating the analysis in the above graph, it can be observed that 35.14% of students expressed that they did not speak at all English Language in a Communication Skills tutorial / Language Lab Class of 2 hours. Still, 32.86% of the students got the opportunity to speak 1 to 5 minutes in a Lab session. 73.71% students admit that they get 6 to 10 minutes to speak. More than that 7.71% and 2.86% students got the opportunity to speak for 11 to 20 and 21 to 30 minutes in a Lab session respectively.

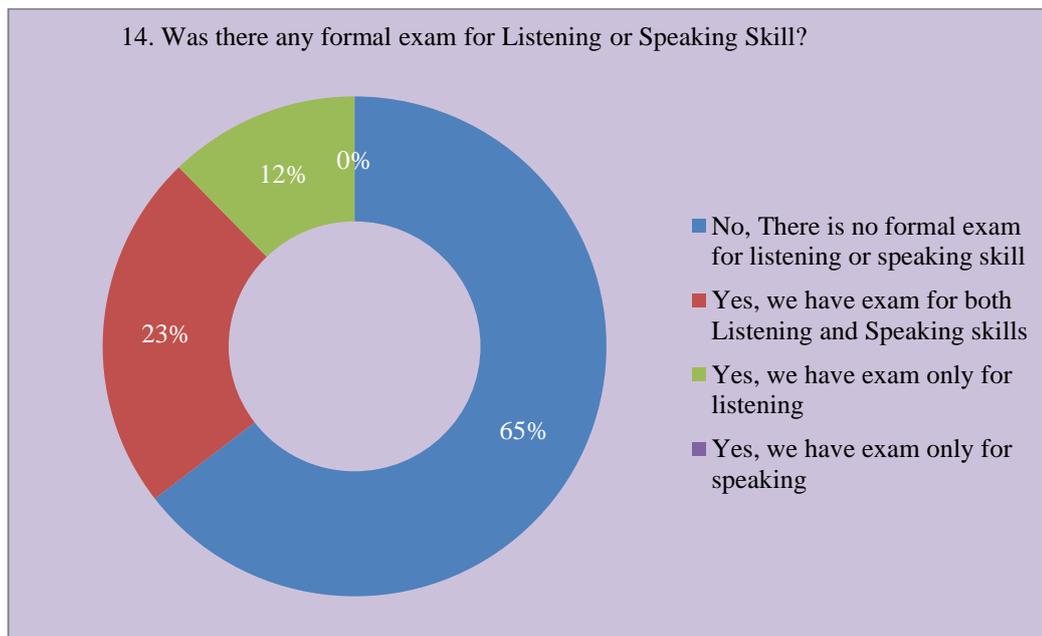


FIGURE 3.43: Graphical Analysis of Q.14 (SFI Students' Responses)

This question was asked just to investigate whether there is any formal exam conducted for Listening or Speaking Skill in respective engineering institutes by language teacher or at institute level. On analysing the data, 65.00% students said that they did not have any kind of formal exam for listening or speaking skill where as 23.00% students replied affirmatively that they had such evaluation. Rest of the respondents 12.00% said that they had exam only for listening. The responses point out the need of formal evaluation for listening and speaking skills by the university.

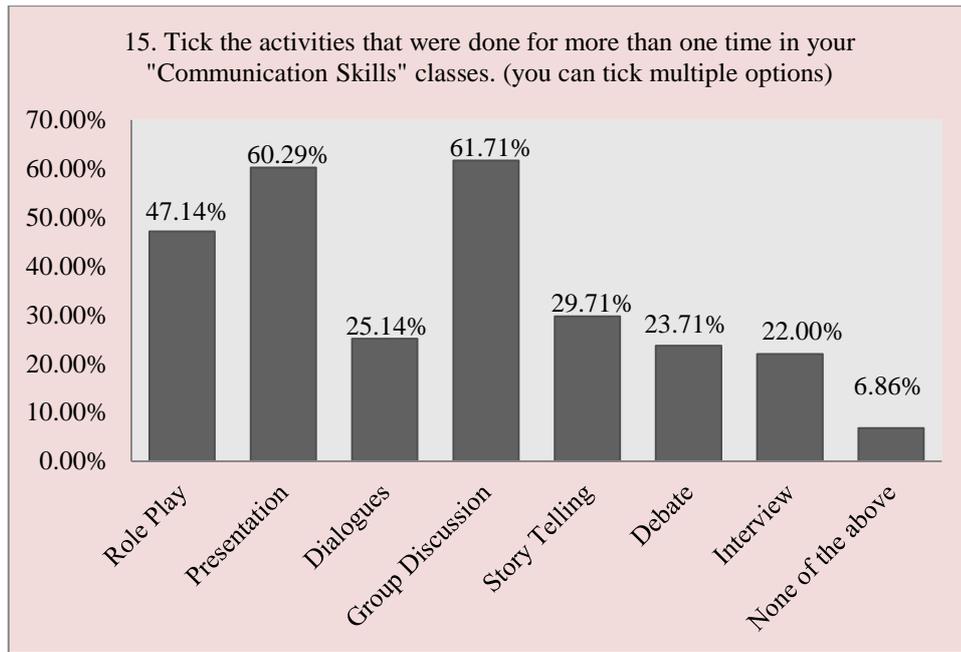


FIGURE 3.44: Graphical Analysis of Q.15 (SFI Students' Responses)

The questions related to Lab Session enquiring about the frequency of the activity is asked to see if the activities for practicing language is repeated or is just done for once. The highlights of the responses reveal that 61.71%, 60.29% and 47.14% students said to have the repetition of Group Discussion, Presentation and Role Play respectively in Communication classes. It seems that teachers have tried to repeat these three activities for more than one time in the class.

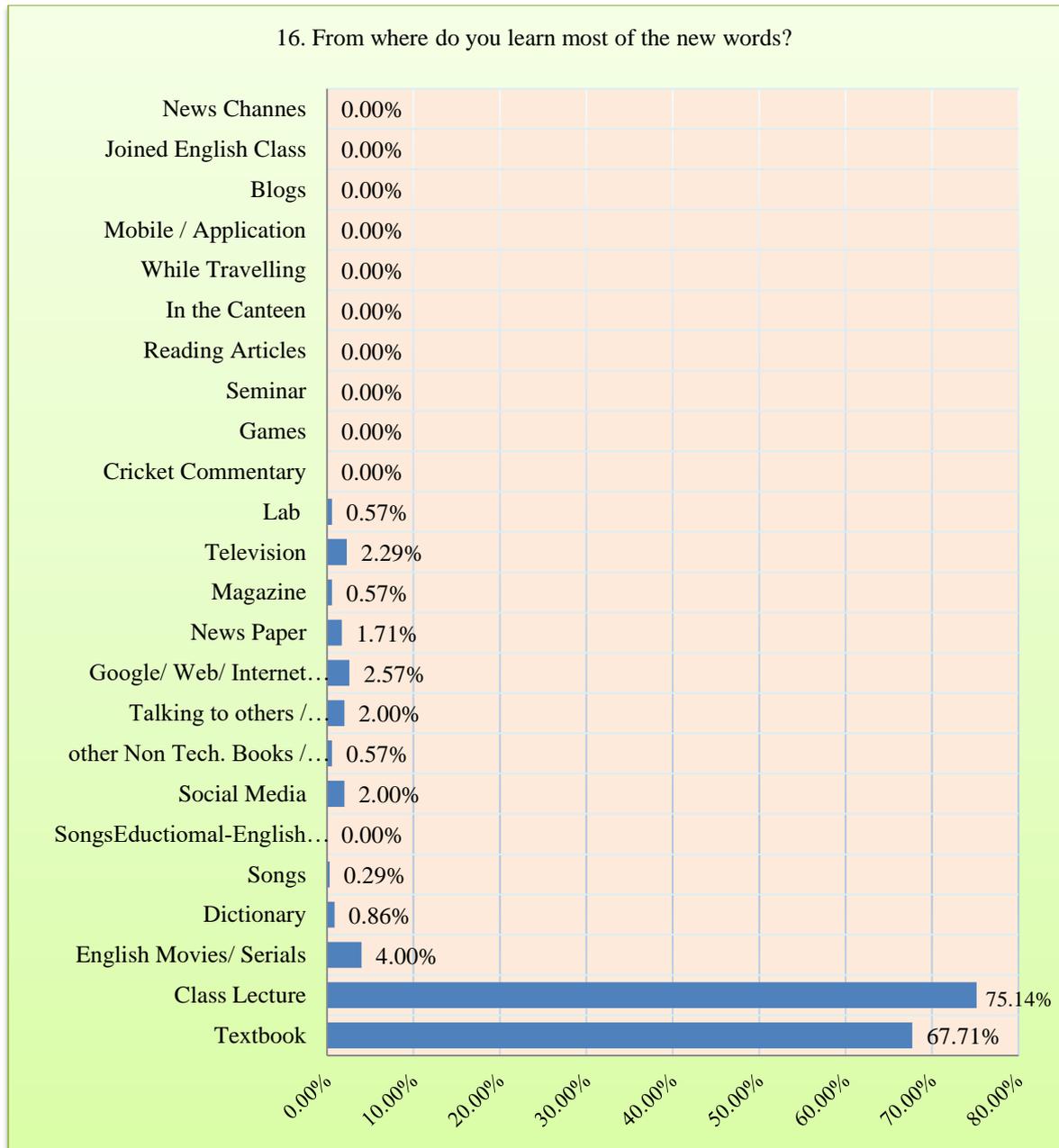


FIGURE 3.45: Graphical Analysis of Q.16 (SFI Students’ Responses)

The major problem that the Engineering students face is recalling word at the time of speaking. This, sometimes, results into feeling of low confidence and de-motivation on the part of students. This question no. 16 digs out the sources from where / whom the engineering students learn new words. The analysis of the data shows that the major source of learning new words for them is either text-book or Class lecture as 75.14% and 67.71% students expressed respectively. Though they have multiple convenient options available with them, they are not conscious about using them effectively for learning new words.

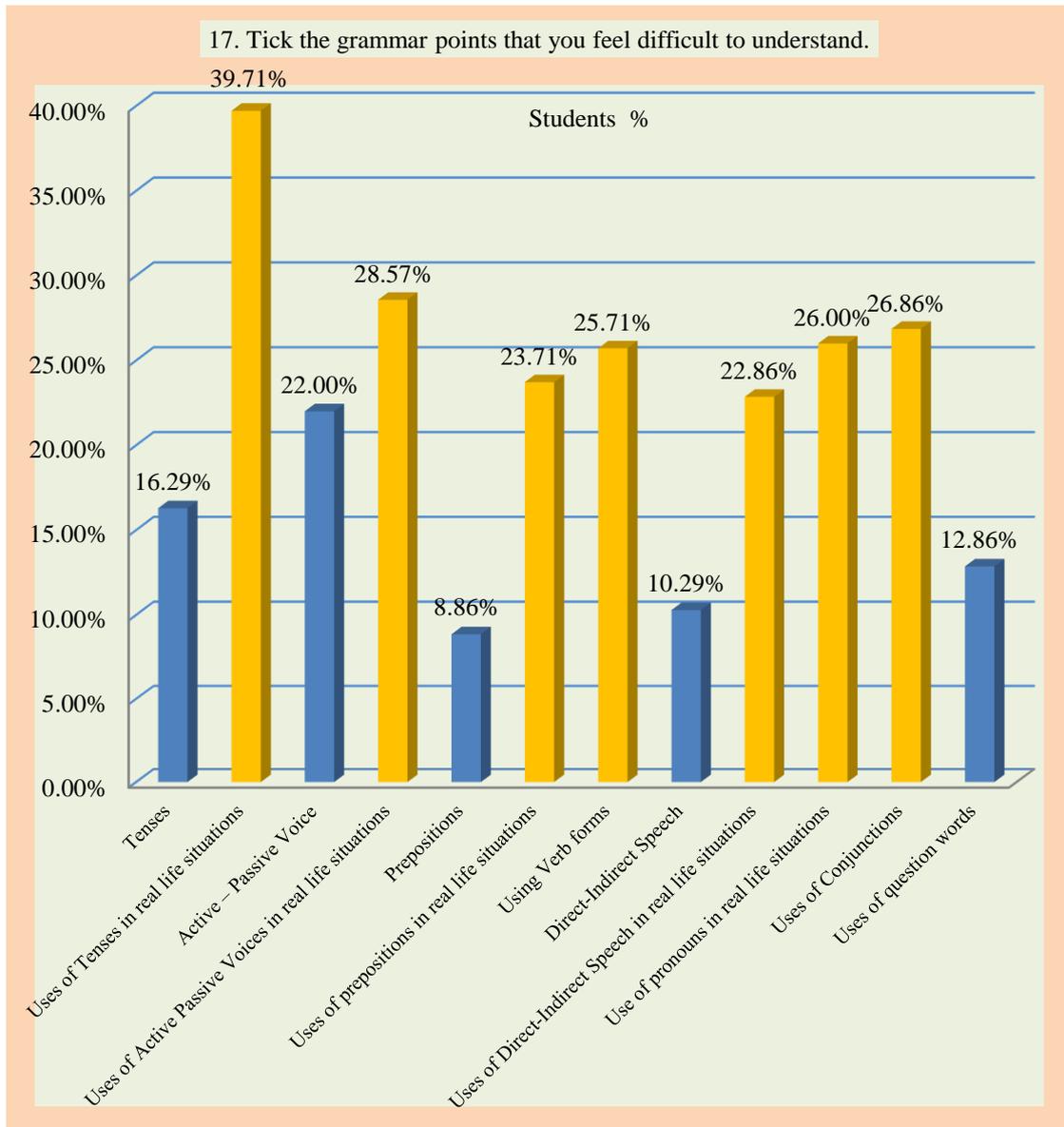


FIGURE 3.46: Graphical Analysis of Q.17 (SFI Students' Responses)

From the analysis of the responses it was discovered that

1. They had knowledge of grammar but more than that they were not aware about how to use this knowledge in real life situation.
2. 16.29% students admitted that they face problem in understanding of Tenses where as 39.71% students confessed that they were not aware of using Tenses in real life situation
3. The second grammar point in which the 28.57% students were not comfortable was the use of Active-Passive in real life situations.
4. The 26.86% and 26.00% students said to have difficulty in the use of conjunctions and pronouns in real life situation.

From the data it is evident that students might have the knowledge of a grammatical unit but when it comes to apply this knowledge in real life situation (orange coloured columns), they face problems. The teachers need to concentrate on not only imparting knowledge about a grammatical topic but also they need to make their students practice for how to apply this knowledge in real life situation. This practice, at the end, will surely result into develop confidence among the students to speak an appropriately.

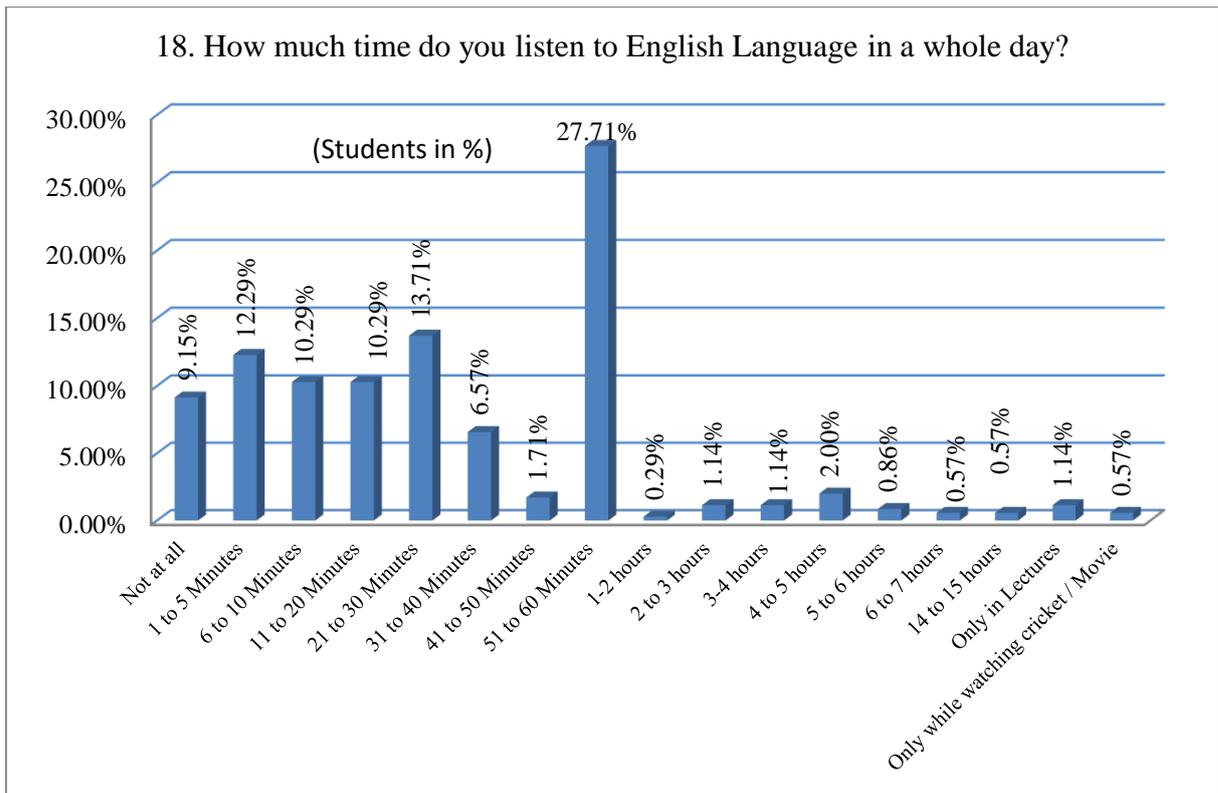


FIGURE 3.47: Graphical Analysis of Q.18 (SFI Students' Responses)

To get the idea about the listening skill practiced by the engineering students, they were asked about how much time they listen to English Language in a day. From the above chart it can be seen that 27.71.00% students listen to English Language for about an hour in a day. 64.00% students listen to English Language for less than 60 minutes. Rest only 8.28% students informed to listen to English Language for more than an hour.

This data exhibits that the students of Technical Institutes in Gujarat are not conscious about their listening skill. It can be said that they only listen whatever comes on the way without making conscious efforts. Most of the students listen to lectures and do not make deliberate efforts to listen English Language in their routine.

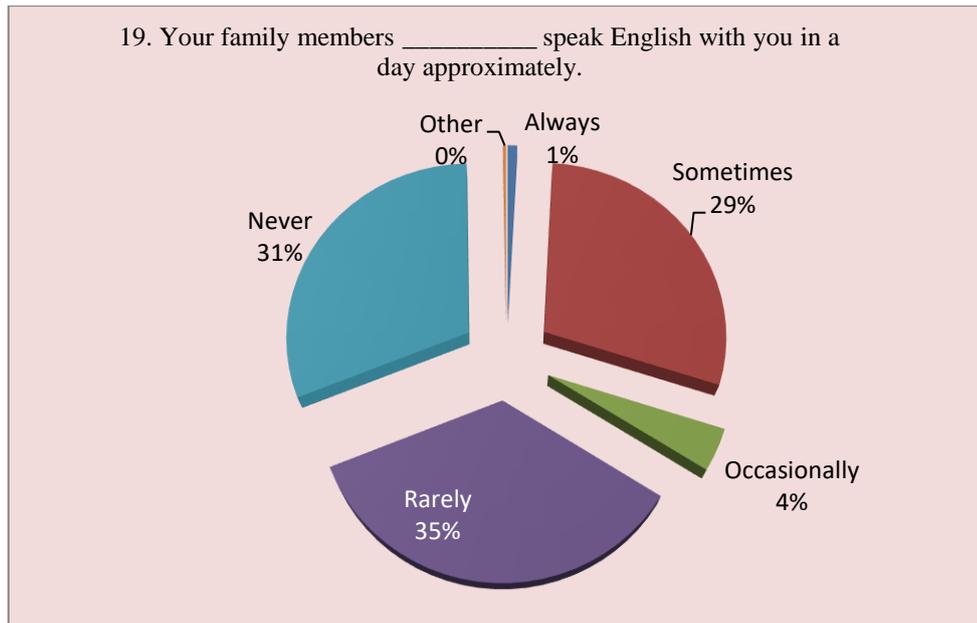


FIGURE 3.48: Graphical Analysis of Q.19 (SFI Students' Responses)

The language learning is always supported and benefited by the surroundings /environment in which the learner lives. This is question is an attempt to find out whether the family members speak English with the learner or not. As it can be observed in the above pie chart 31.00% of the students are in the situation wherein their family members never speak English at home with the learner. It matters as the learner has been staying with his/her family members apart from academic hours. 35.00% students said that their family members speak English rarely where as 29.00% said that their family members sometimes use English language.

This can be taken as a challenge on the part of teacher as they need to put in extra efforts to ensure that their students listen more apart from class hours.

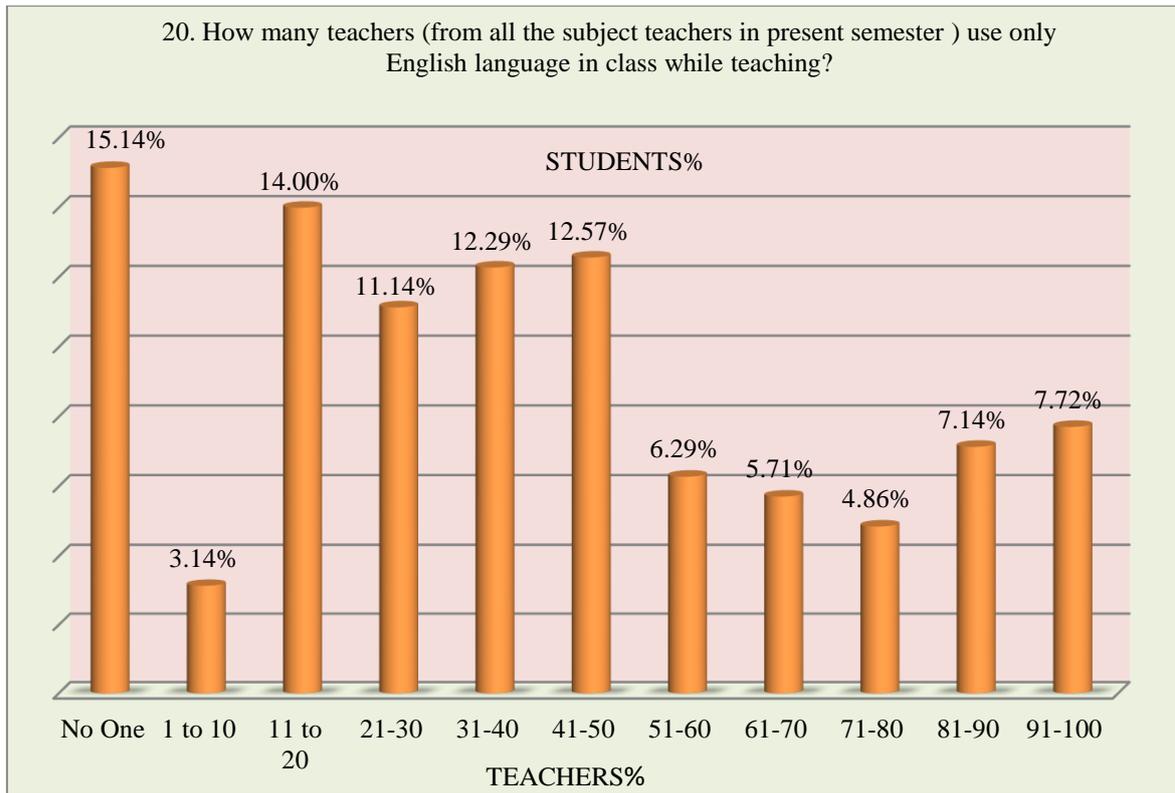


FIGURE 3.49: Graphical Analysis of Q.20 (SFI Students' Responses)

Use of English Language on the part of all the teachers (of all the subjects) is desirable when students are expected to speak in English Language. Teacher, if plans it out, can better exhibit the language model than any other person. This question was included to know if the teachers use English language in teaching of their subjects or not. The analysis brought out the fact that only 7.71% students said that all the teachers teach using only English Language. Almost 54.28% students confessed that less than 50% teachers only teach in English.

Blending of vernacular language with that of English for understanding is good but, in doing so, directly or indirectly, we signal them that it's ok if you use English with me. The students would choose easier option. Teachers should gradually move to only English Language in their teaching to provide model language to the students so that they can learn to express themselves.

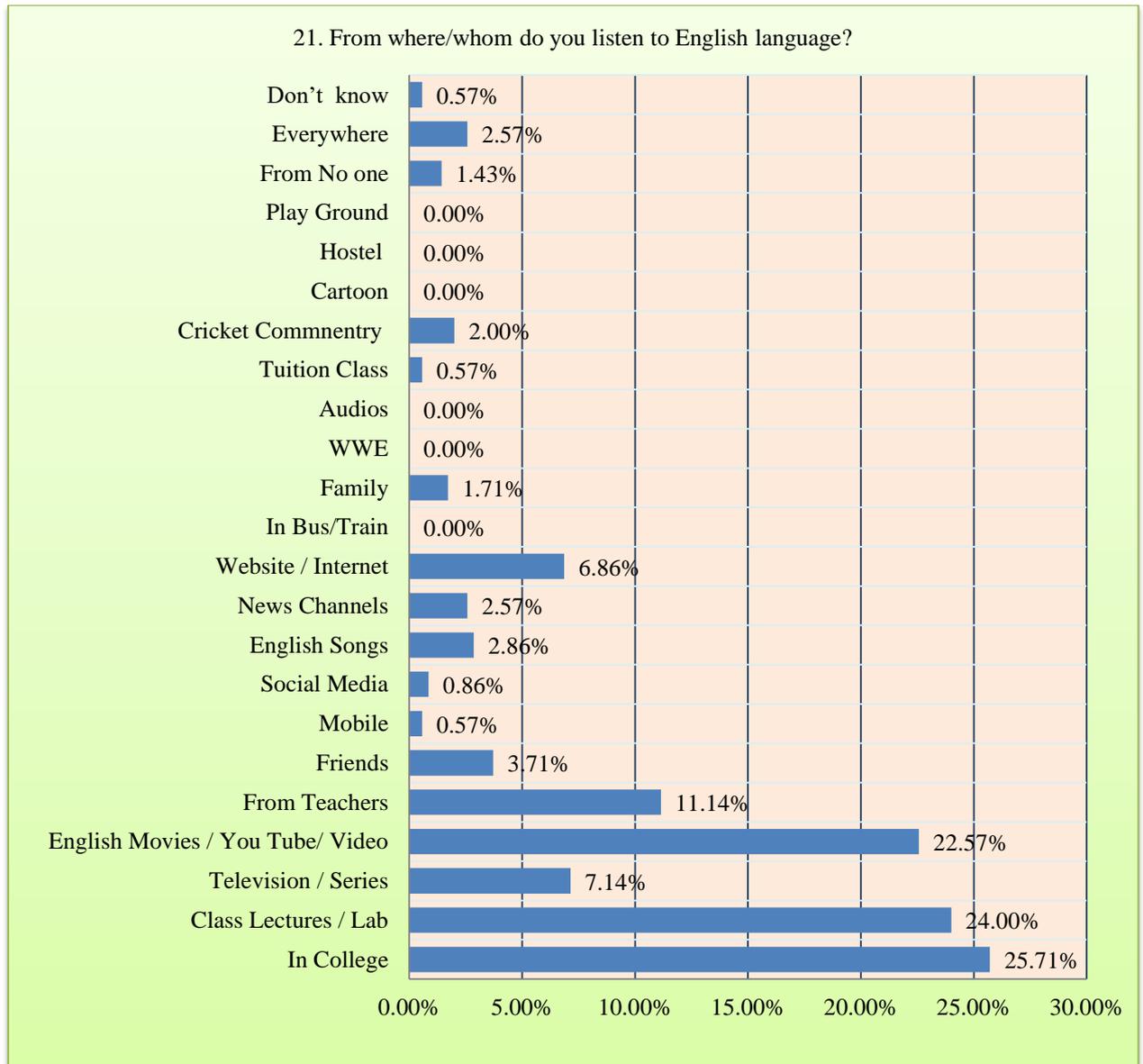


FIGURE 3.50: Graphical Analysis of Q.21 (SFI Students' Responses)

When asked about the major source for their listening, it can be observed that 24.00%, 25.71% and 22.57% Students, as shown in the above chart, listen to English Language in class, in the college and from you tube respectively. 11.14% students listen to English from teachers. At the most, 7.14% listen to English Language from Television. The teachers need to make them listen to English outside the college which is very essential for developing their speaking skill.

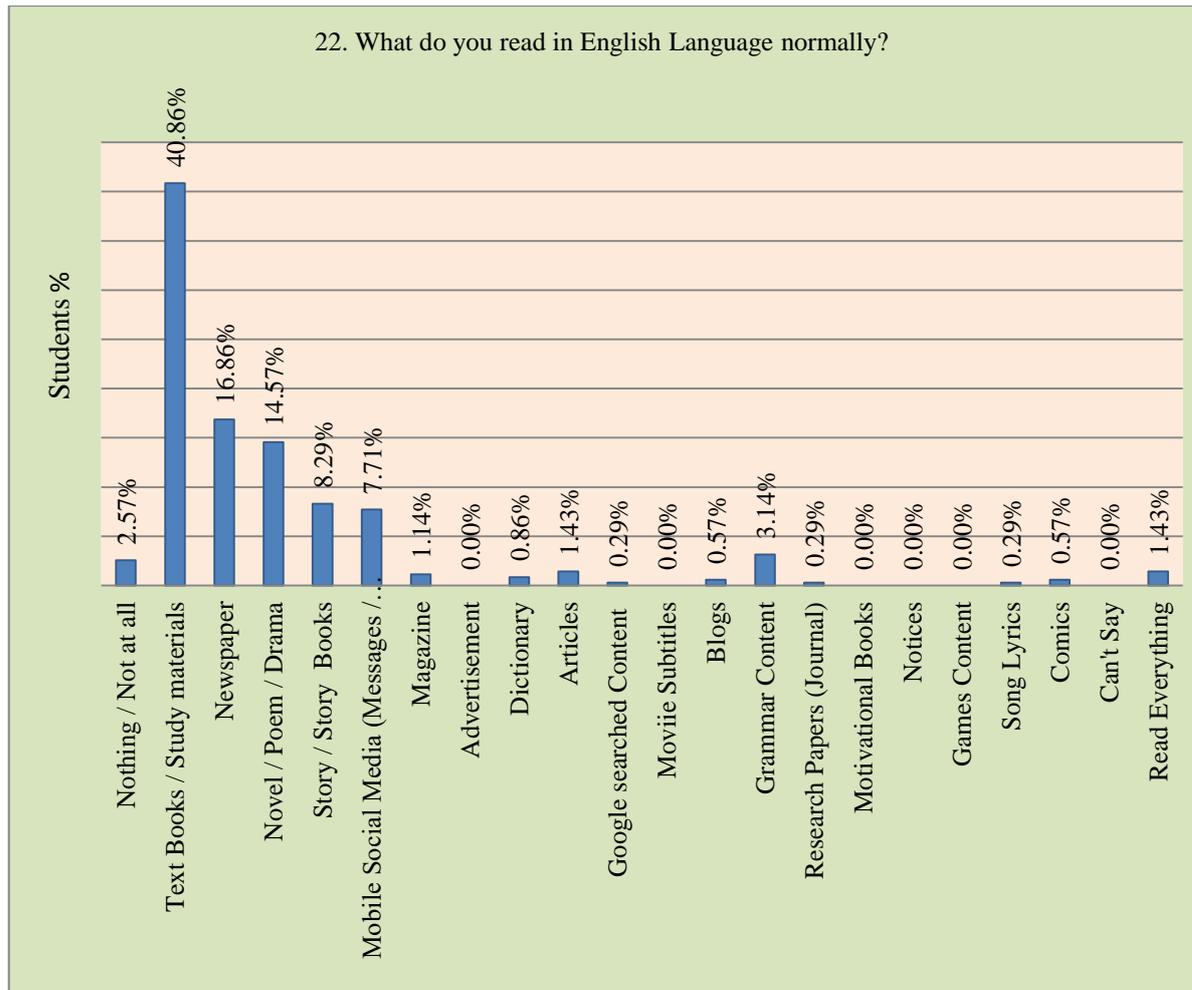


FIGURE 3.51: Graphical Analysis of Q.22 (SFI Students' Responses)

Reading habit is very essential in terms of developing vocabulary and knowing sentence structures which ultimately supports and strengthens the speaking skill of the students. To have an idea about their reading resources, this question was included in the questionnaire. The responses reveal that majority of students i.e. 40.86% rely on only textbooks. It is quite interesting that 21.80 also read newspapers. In other sources, 14.5% and 8.29% students also refer literature and storybooks. 7.71% students read Social media messages from the point of view of language learning. Teachers need to make students aware about the reading material from where they can be benefited. There are other sources which they do not use at their best.

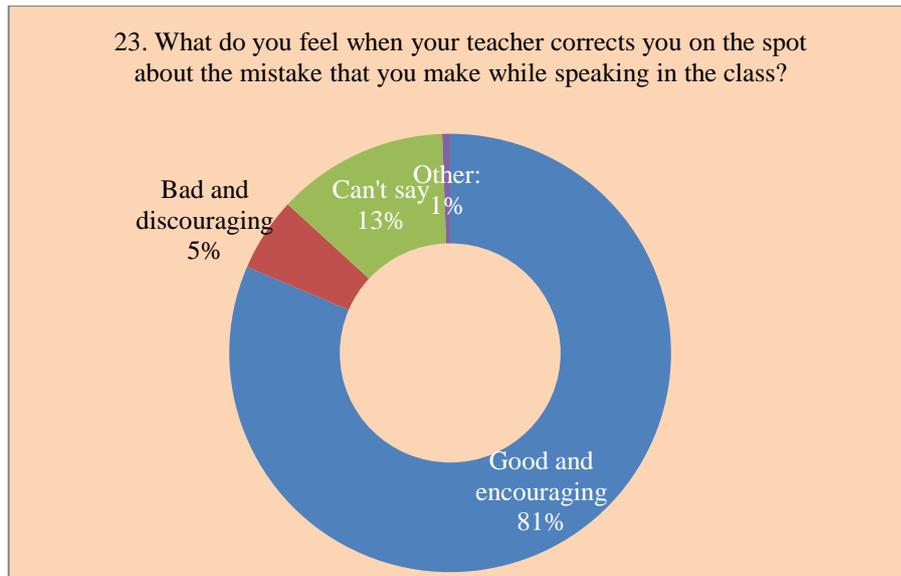


FIGURE 3.52: Graphical Analysis of Q.23 (SFI Students' Responses)

Correction of students' errors is an important phase of developing speaking skill. But the immediate / on the spot/ instant correction of the errors may demotivate the students to speak for the next time. But the investigation shows that 81.00% students found it good and encouraging when their teacher corrected them on the spot about the mistake that they made while speaking in the class. Only 5.00% students found it bad and discouraging whereas 13.00% students could not decide what to say.

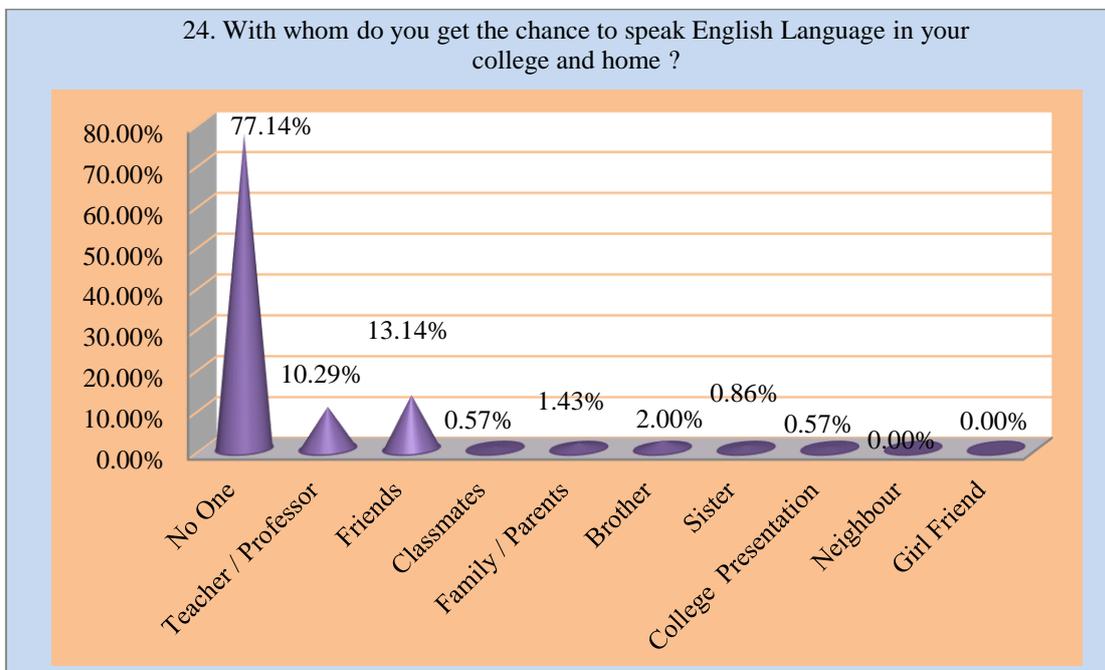


FIGURE 3.53: Graphical Analysis of Q.24 (SFI Students' Responses)

Speaking is one of the language learning skills which, like other skills, have to be practiced a lot to develop proficiency. Through this question, an attempt was made to discover with whom the students get the opportunity to speak. The responses point out that 77.41% students confess that they did not get the opportunity to interact with anybody. 13.14% students said that they got the opportunity to interact with their friends and 10.29% students got the chance to interact with teachers. Very few ($\leq 3\%$) got the opportunity to interact with their family, classmates, and neighbor or during presentation.

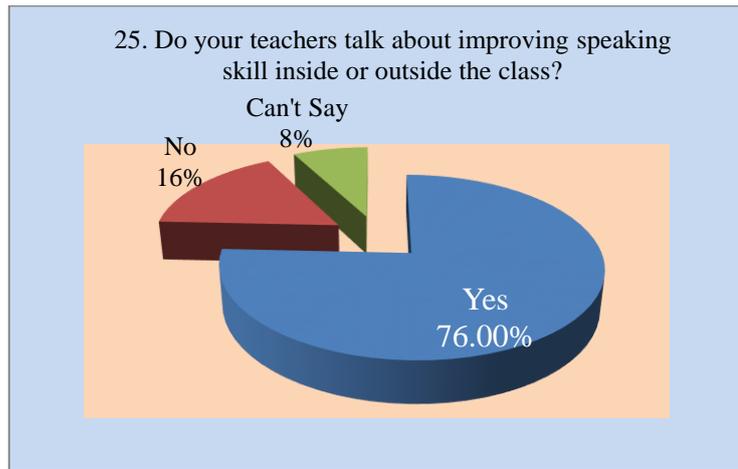


FIGURE 3.54: Graphical Analysis of Q.25 (SFI Students' Responses)

Talking about target language frequently is also one of the ways of encouraging the students / learners in the process of language learning. In reply to this question, it became evident that teachers do talk about developing speaking skill inside or outside the class to encourage the students to speak

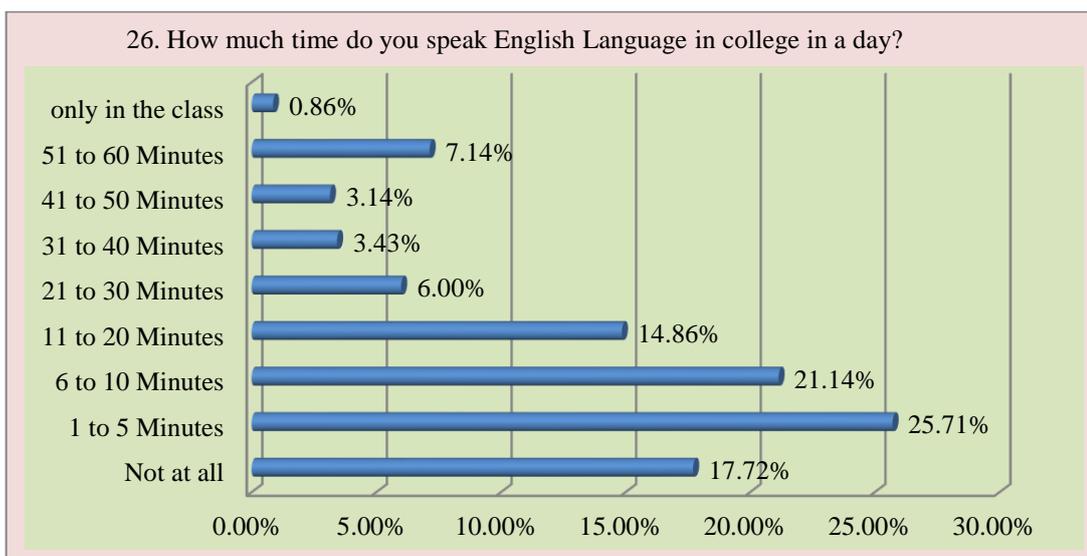


FIGURE 3.55: Graphical Analysis of Q.26 (SFI Students' Responses)

The purpose of this question is to know whether the students practice during college hours speaking skill enough to be comfortable at it. The analysis discovered that 17.71% of students do not speak English language at all in college hours. 25.71% said that they speak but only for 1 to 5 minutes in a day during college hours. 21.140%, 14.86% and 6.00% students speak English in college for 6 to 10 minutes, 11 to 20 minutes and 21 to 30 minutes respectively. In short, 67.71% students get the chance to speak English hardly for less than 30 minutes which is really too less time to develop any language skill.

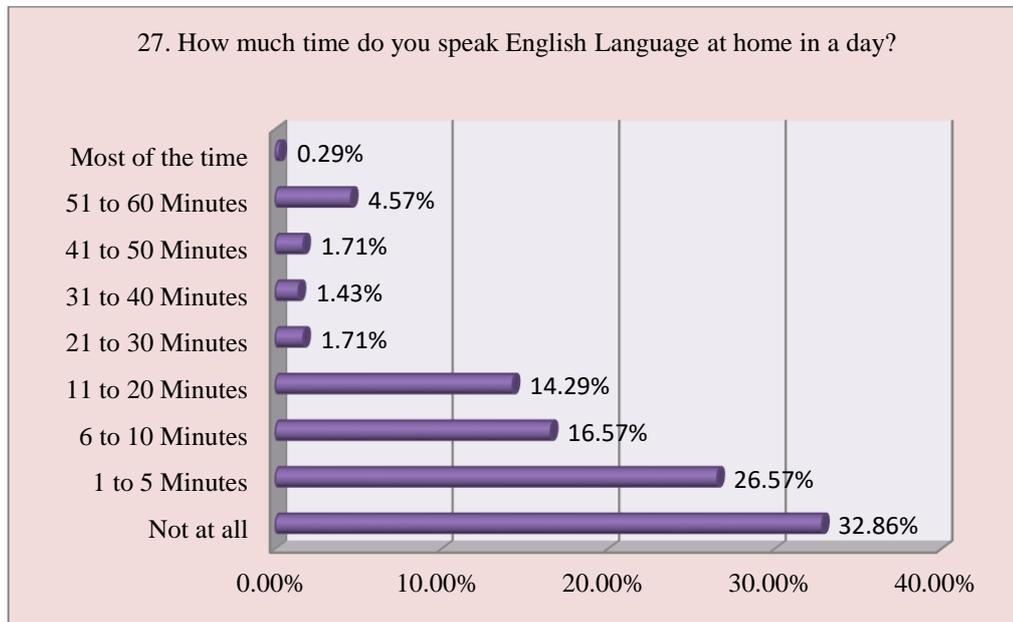


FIGURE 3.56: Graphical Analysis of Q.27 (SFI Students' Responses)

As a skill, it doesn't matter how much you know about the language unless it is practiced again and again. To know the frequency of practicing speaking skill done by the students, it was asked to them about how much time they speak English Language at home in a day. The figures give the picture that 32.86% of students accepted that they do not practice English language speaking skill at home at all. 26.57% students said that they practice Speaking skill only from 1 to 5 minutes at home in a day. 16.57% and 14.29% students speak English at home for 6 to 10 minutes and 11 to 20 minutes in a day. In short, majority of the students do not speak English language at home.

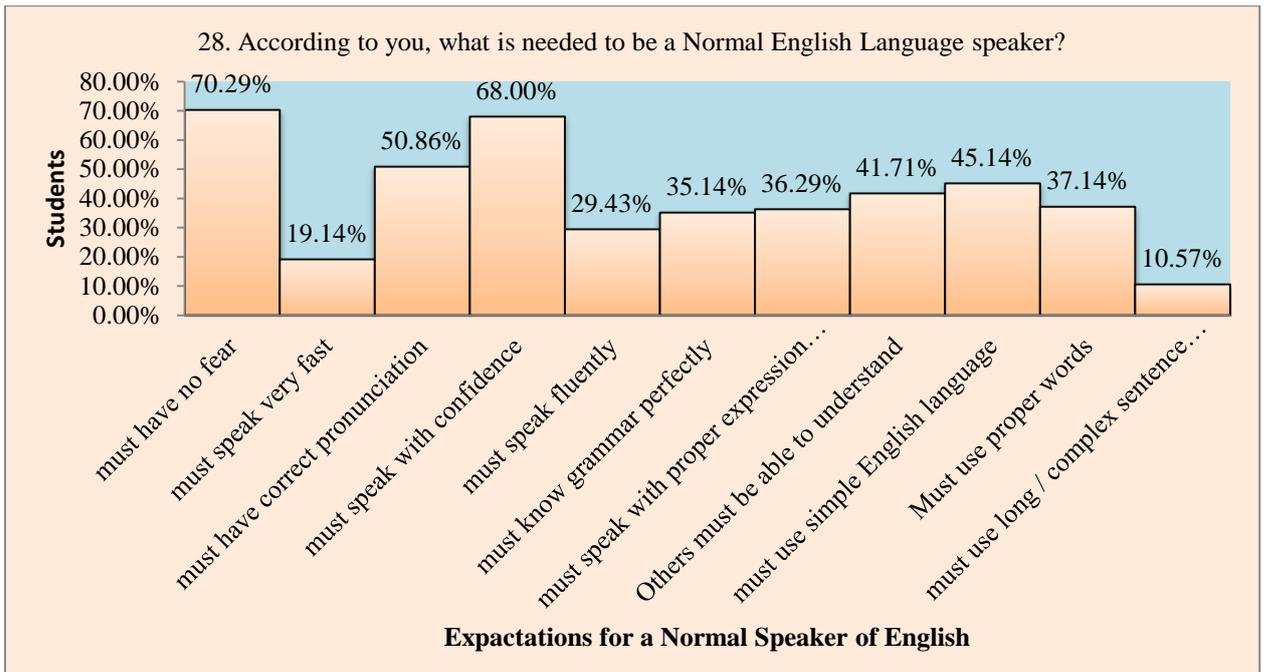


FIGURE 3.57: Graphical Analysis of Q.28 (SFI Students' Responses)

Sometimes, Learners' expectations about the normal English speaker become hindrance in the process of developing their speaking skills. It means that when learners are not able to achieve the level that they imagine a normal speaker should have, they hesitate to speak. They decide to speak only after achieving that level which is not possible unless they start speaking. As per the analysis of the above question about their expectations of a normal English Language Speaker, the following four are the most expected characteristics of English language speaker.

1. must have no fear
2. must speak with confidence
3. Must have correct pronunciation
4. Others must be able to understand

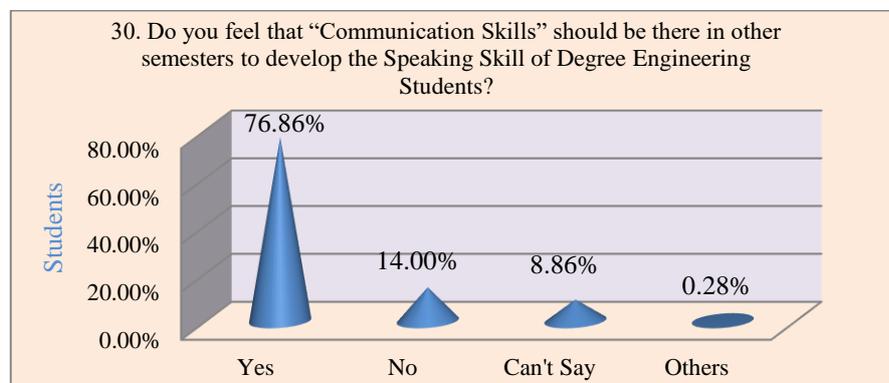


FIGURE 3.58: Graphical Analysis of Q.30 (SFI Students' Responses)

The 76.86% students felt the need of including Communication Skills in other semesters too.

3.7.3 Data analyses of the responses of Vernacular medium students who studied in the Schools of Rural Area

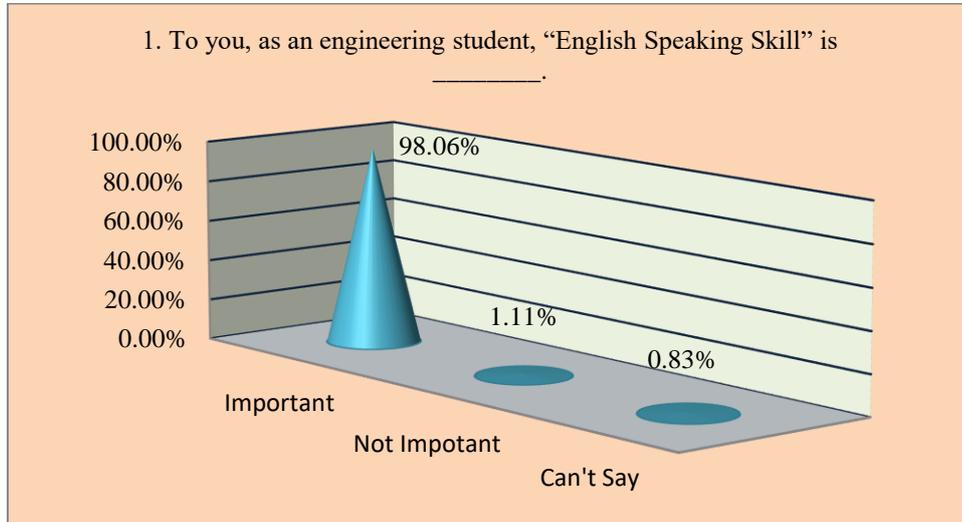


FIGURE 3.59: Graphical Analysis of Q.1 (Rural Students' Responses)

This first question was asked to investigate whether the technical students realize the importance of English Language Speaking Skill or no. From the above analysis, it is clearly evident that the technical students understand the importance of English Language Speaking Skill as 98.06% of the respondents said that this skill is important to them. Only 01.11% students considered it as unimportant and the rest could not say anything about it as they are not sure.

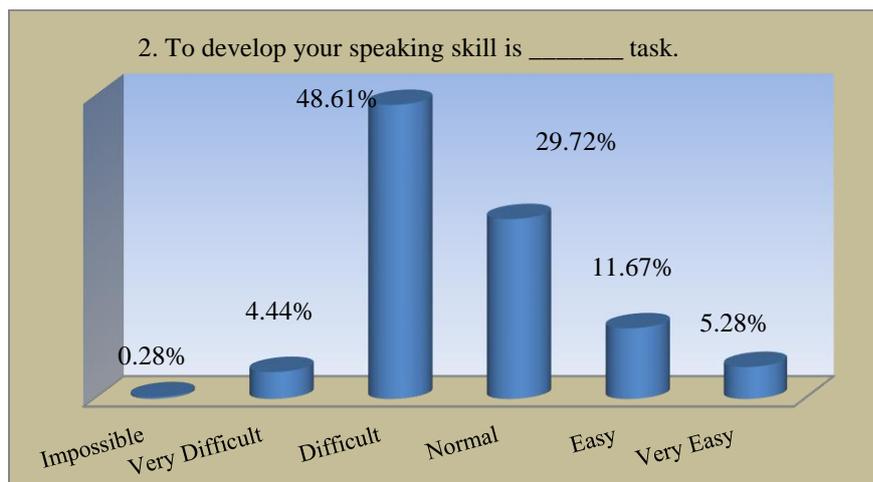


FIGURE 3.60: Graphical Analysis of Q.2 (Rural Students' Responses)

This question was included to investigate Engineering Students about how they feel about developing their own speaking skill. "It's just because you direct your efforts with reference

to what you feel or believe about yourself.” It can be observed from the above column chart that almost 53.05% of the students that is difficult / very difficult to develop their speaking skill while 29.72% of the students consider this process as normal. Rest felt it as easy / very easy. Still, Majority half of the students need to be aware that this process of Speaking Language is normal if they practice it regularly



FIGURE 3.61: Graphical Analysis of Q.3 (Rural Students' Responses)

This statement is given to know whether students' speaking skill is affected by the fear of committing mistakes while attempting to speak English. 82.00% of students confessed that they have fear while trying to speak English and only 12.00% students denied whereas 08.00% students were unable to say anything about the statement.

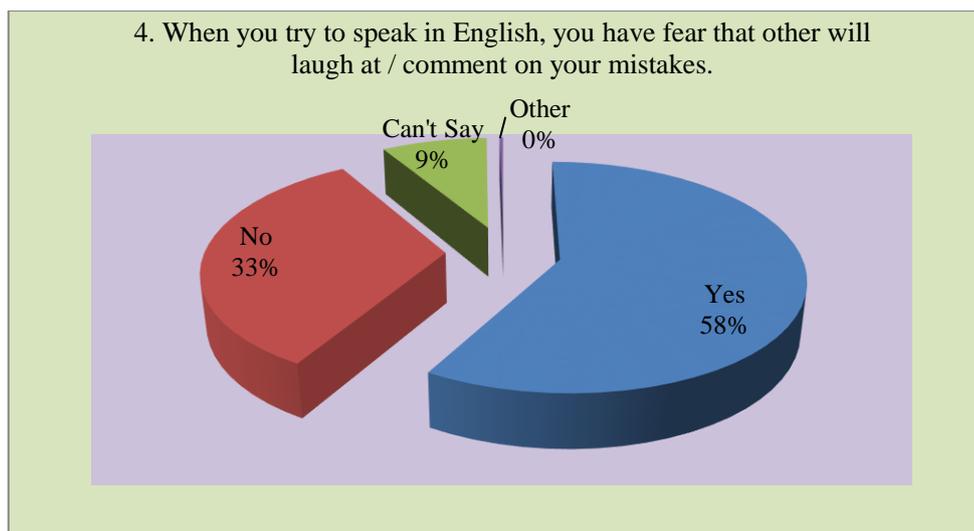


FIGURE 3.62: Graphical Analysis of Q.4 (Rural Students' Responses)

This statement is used in questionnaire with a purpose to know if others' comments / laughing affect the process of developing Speaking skill of students. It is discovered that 58.00% of

the students has fear about others' comment or the fear of being laughed at while attempting to speak something. 33.00% of the students said to have no such fear and rest 09.00% couldn't say anything for the same.

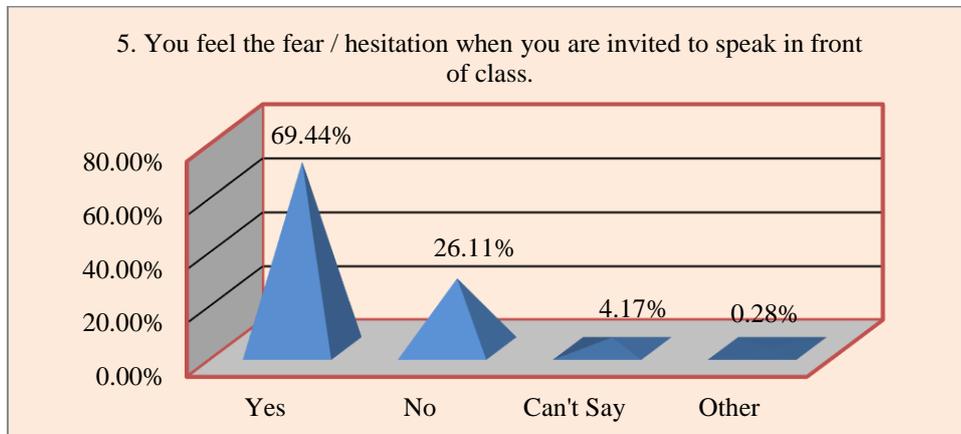


FIGURE 3.63: Graphical Analysis of Q.5 (Rural Students' Responses)

This statement was given to know if the speaking in front other students in the class (though familiar) can affect the process of developing speaking skill students. To react to this statement, 69.44% of the students accepted that they felt fear / hesitation when they are invited to speak in front of class. 26.11% students did not agree to the statement and rest 04.17% students couldn't say anything. One student said,

“If I have knowledge of that particular task or topic then I don't feel hesitation or fear”

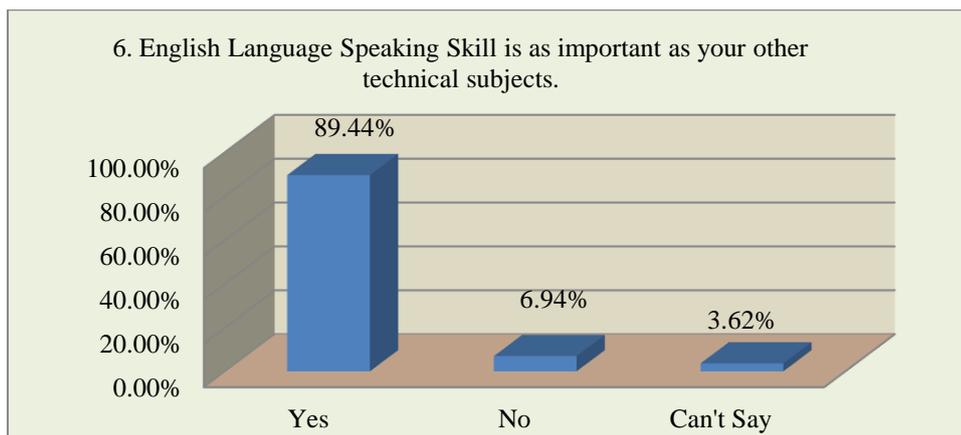


FIGURE 3.64: Graphical Analysis of Q.6 (Rural Students' Responses)

This statement was included just to check the attitude of students towards Speaking Skill with reference to other technical subjects. It is found from the data that 89.44% of the students feel

that English Language Speaking Skill is as important as their other technical subjects. Only 06.94 % respondents did not feel the same. 3.62% students couldn't say anything.

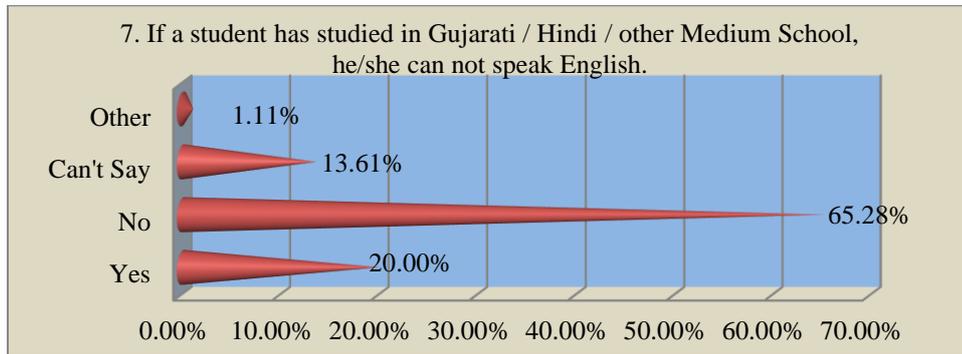


FIGURE 3.65: Graphical Analysis of Q.7 (Rural Students' Responses)

This statement is added to questionnaire to know if the students believe that studying in vernacular medium schools may hinder the process of developing their speaking skill or not. To this statement, 65.28% students reacted negatively and agreed that they do not have such belief. This is a positive sign because this belief / attitude may affect the language learning process negatively. Still, 20.00% of the students reacted positively to the above statement. They need to be guided and counseled not to believe so by giving examples of people who could make it. 13.61% did not give their opinion. Rest (Others) reacted as

“Everyone can speak English. Educational board or medium is not important”

“He/she may be can speak English good enough like English medium student But it is depend on student's curiosity.”

“Mostly no. But he can speak if he had learned it.”

They mean to say that a Student has a greater role to play in Speaking Language rather than that of the medium he/she belongs to.

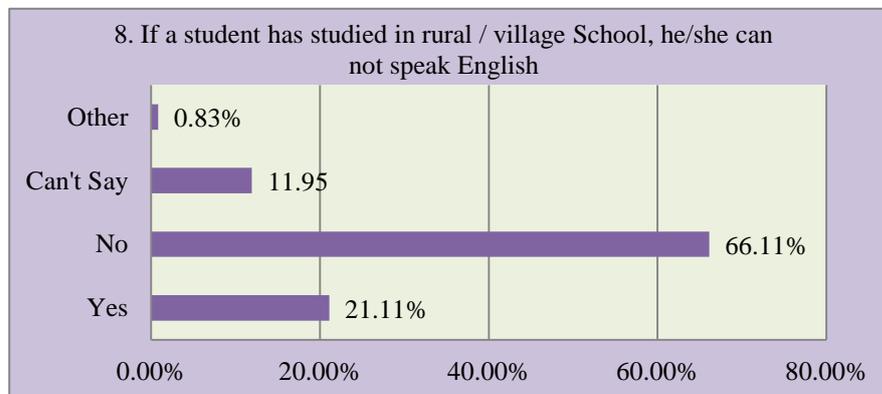


FIGURE 3.66: Graphical Analysis of Q.7 (Rural Students' Responses)

The statement no. 8 has been observed working as psychological barrier in developing English language skill of students in general and speaking skill in particular. While attempting this question, 66.11% students show their disagreement to the statement “if a student has studied in rural / village School, he/she cannot speak English.” That is really a positive sign on the way to learning a second/ third language like English. Such attitude, that still 21.11% have, may hinder the development of speaking skill of those students. In this case 11.94% students did not react either positively or negatively. Others commented

“He/she can if taught in school”

“Rural, village student gave a chance to prove themselves”

The above two statements indirectly suggest that the speaking skill should be concentrated.

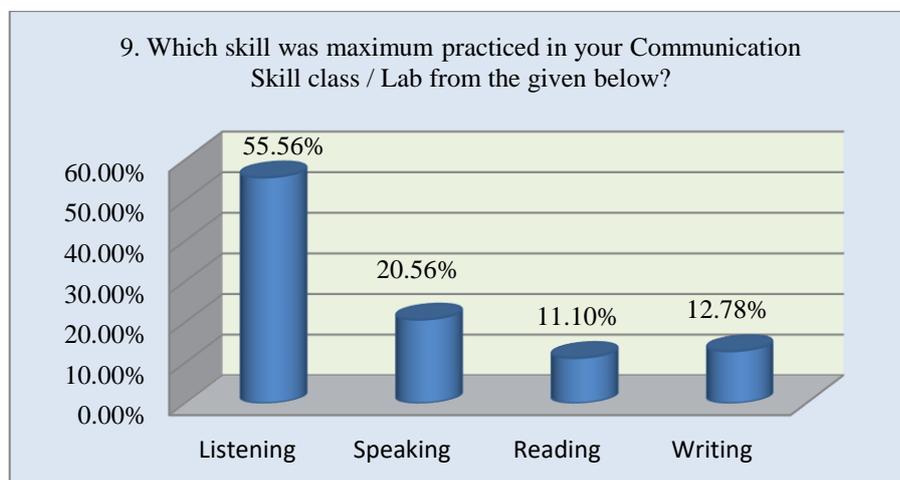


FIGURE 3.67: Graphical Analysis of Q.9 (Rural Students’ Responses)

The question no. 9 was added with the purpose to identify - “which skill, among all four language skills (Listening, Speaking, Reading, Writing), is practiced maximum in the Communication Skills class or lab?” Answer to this question would give us the idea about the following.

- Is Speaking Skill practiced at maximum in the Communication Skills class/lab?
- Are we concentrating on only one skill out of four at the cost of other three language skills?
- Do we need to concentrate more on speaking skill more if it is not being practiced the way it should be?

Majority of the Students (55.56%) opined that Listening skill of the students is practiced maximum in the class compared to other language skills. Only 20.56%, 11.11% and 12.78% students voted for speaking, reading and writing skill as maximum practiced skill respectively.

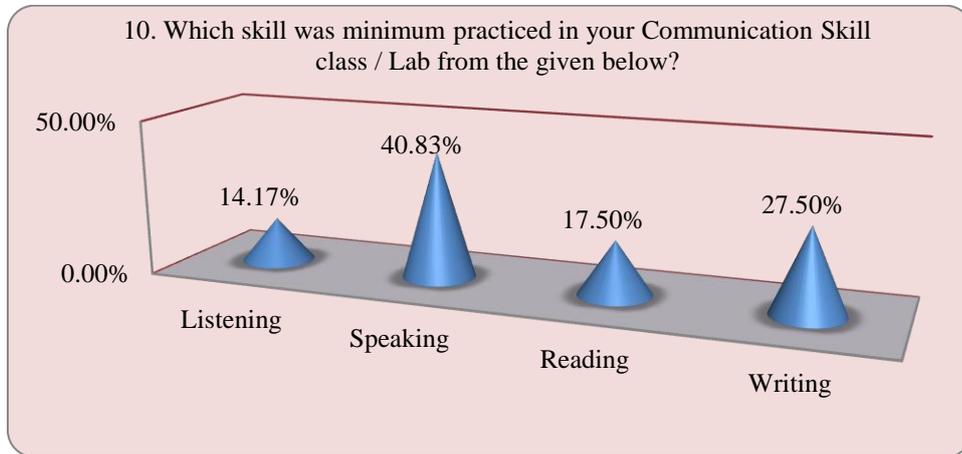


FIGURE 3.68: Graphical Analysis of Q.10 (Rural Students' Responses)

40.83% students replied that speaking skill of the students is practiced minimum in the class compared to other language skills. Only 14.17%, 17.50%, and 27.50% students voted for listening, reading and writing skill as maximum practiced skill respectively.



FIGURE 3.69: Graphical Analysis of Q.11 (Rural Students' Responses)

This question related to how students, after studying Communication Skills in Semester 1 / 2, feel about the syllabus content. Whether the content covered in the syllabus helped them in any way to develop their speaking skill or not. While answering the question, 85.00% students found that the present syllabus of Communication Skills can help them developing their

communication skills. Only 09.00% respondent denied and 06.00% students were not able to decide upon the given question. These responses exhibit that the students did not have any complaint with the content of the syllabus.

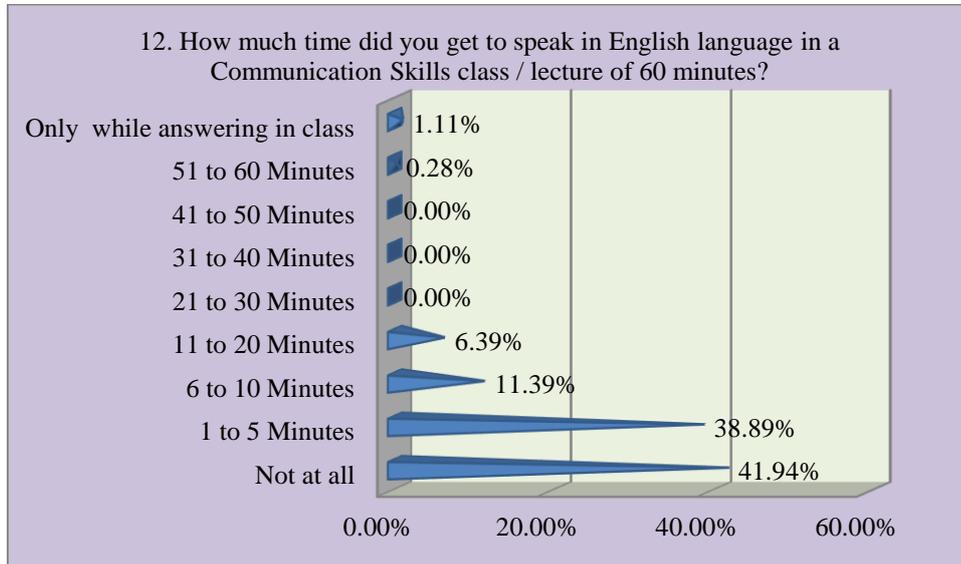


FIGURE 3.70: Graphical Analysis of Q.12 (Rural Students' Responses)

To investigate whether the opportunities to speak English are provided to the students in the 60 minutes lecture or not, this question was accommodated in the questionnaire. Analyzing the responses in the above chart, it can be observed that 41.94% of the students chose the option that they did not have the opportunity to speak in the class at all. Whereas, among those who got the opportunity to speak something in the class at maximum are 38.89% students who got the opportunity to speak for less than five minutes. Only 11.39% students got the chance to speak for 6 to 10 minutes in lecture of 60 minutes. The analysis shows that majority students do not get the enough opportunities to interact in the class.

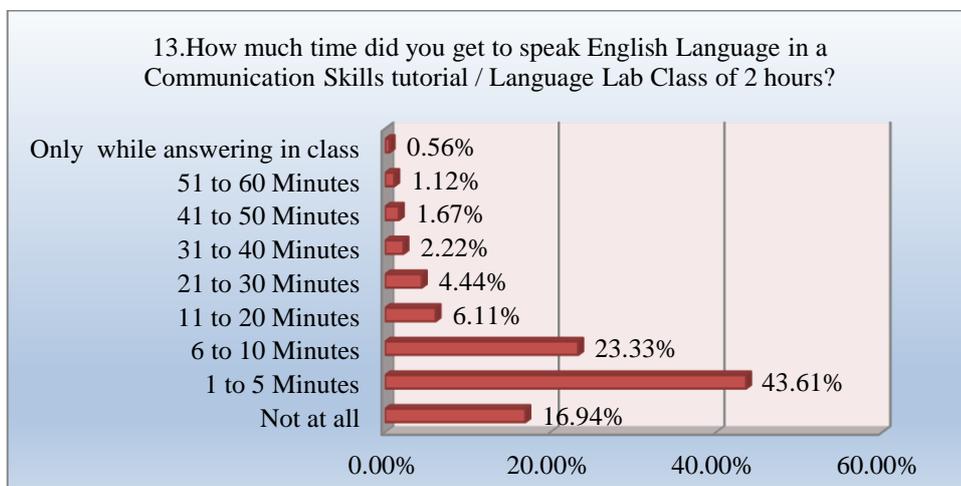


FIGURE 3.71: Graphical Analysis of Q.13 (Rural Students' Responses)

Engineering students have 2 hours for Language Lab per week where they are expected to perform the practical tasks (Practice English Language writing and speaking through some pre-planned tasks). The purpose of this question is to see whether the students are able to get the enough opportunities in Lab Sessions or not with reference to speaking skill. On generating the analysis in the above graph, it can be observed that 16.94% of students expressed that they did not speak at all English Language in a Communication Skills tutorial / Language Lab Class of 2 hours. (The reason may be lack of taking initiative on the part of students or it can be the difficulty on the part of teacher to accommodate all the students into the Speaking Activities due to any reason). Still, 43.61% of the students got the opportunity to speak 1 to 5 minutes in a Lab session. 23.33% students admit that they get 6 to 10 minutes to speak. (These may be the students who take initiative and were eager to perform.) More than that 06.11% and 04.44% students got the opportunity to speak for 11 to 20 and 21 to 30 minutes in a Lab session respectively. (These students might be very active in the class and might have considerable command over English Language and are very enthusiastic to perform every time). Rest might be good and confident in their communication.

In above scenario majority of the students either did not get the opportunity or those who got the opportunity only got hardly 1 to 5 minutes which is very less in terms of English as a second or third language (as in most of the cases of Gujarati medium students) and that too when student normally do not get environment or enough opportunities outside the classroom situations.

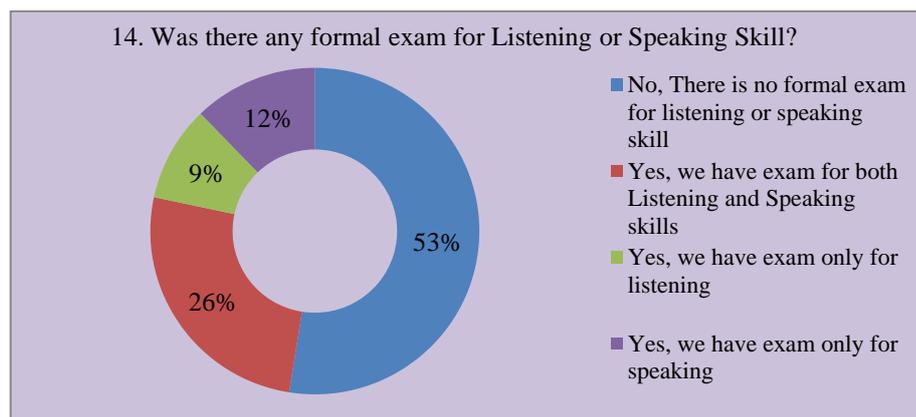


FIGURE 3.72: Graphical Analysis of Q.14 (Rural Students' Responses)

This question was asked just to investigate whether there is any formal exam conducted for Listening or Speaking Skill in respective engineering institutes by language teacher or at institute level. On analysing the data, 54.00% students said that they did not have any kind of

formal exam for listening or speaking skill where as 26.00% students replied affirmatively that they had such evaluation. Rest of the respondents 09.00% and 12.00% said that they had exam only for listening and speaking respectively.. The responses point out the need of formal evaluation for listening and speaking skills by the university.

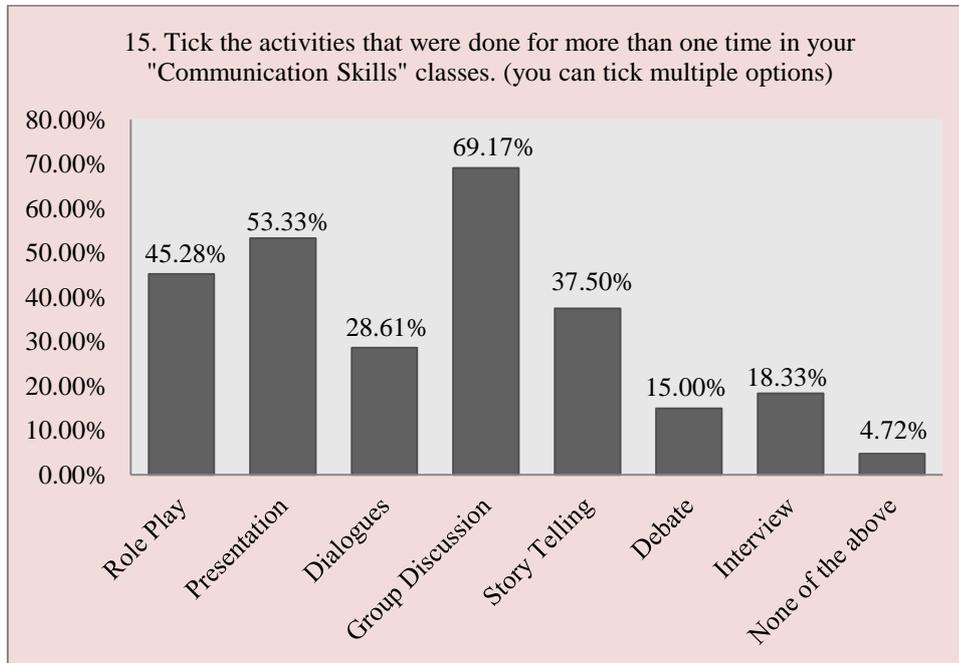


FIGURE 3.73: Graphical Analysis of Q.15 (Rural Students' Responses)

The questions related to Lab Session enquiring about the frequency of the activity is asked to see if the activities for practicing language is repeated or is just done for once. The highlights of the responses reveal that 69.17%, 53.33% and 45.28% students said to have the repetition of Group Discussion, Presentation and Role Play respectively in Communication classes. It seems that teachers have tried to repeat these three activities for more than one time in the class.

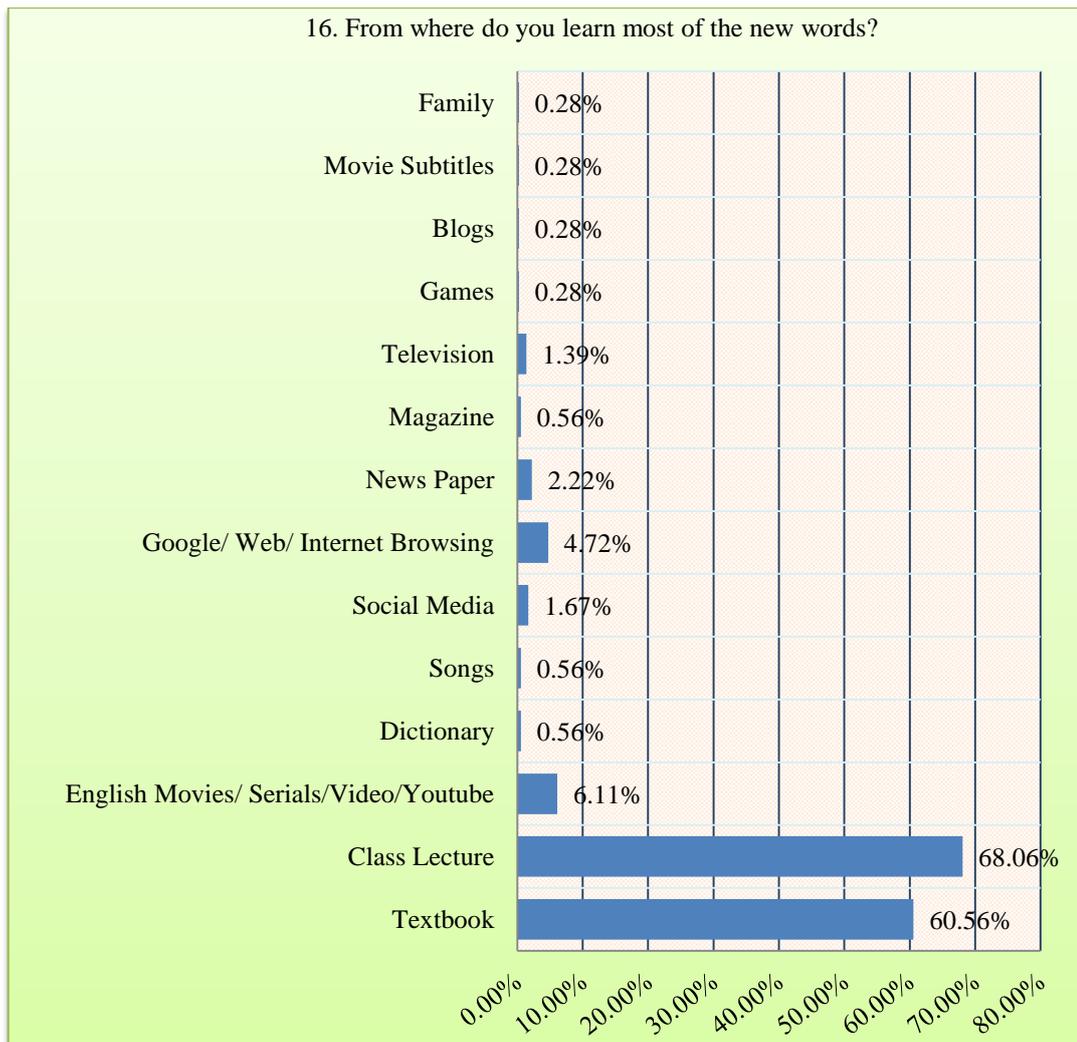


FIGURE 3.74: Graphical Analysis of Q.16 (Rural Students' Responses)

The major problem that the Engineering students face is recalling word at the time of speaking. This, sometimes, results into feeling of low confidence and de-motivation on the part of students. This question digs out the sources from where / whom the engineering students learn new words. The analysis of the data shows that the major source of learning new words for them is either text-book or Class lecture as 68.06% and 60.56% students expressed respectively. 06.11% of the students said to have learnt the new words from English movies / you tube videos. Though they have multiple convenient options available with them, they are not conscious about using them effectively for learning new words.

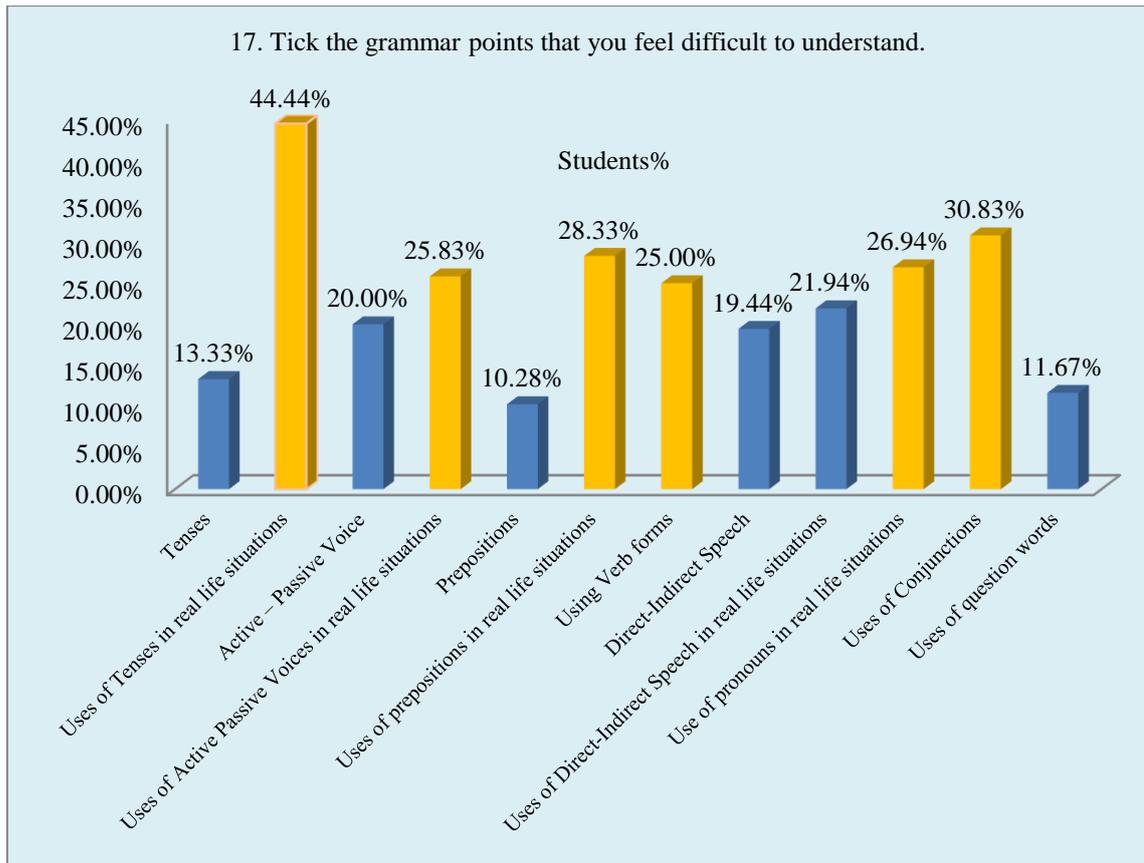


FIGURE 3.75: Graphical Analysis of Q.17 (Rural Students' Responses)

They were asked to choose the grammar points that they feel difficult to understand and they were deliberately given the basic grammar topics and their uses as options from which they have to make choices. They were also allowed to choose multiple options as they might face problems in more than one grammatical topic.

From the analysis of the responses it was discovered that

1. They had knowledge of grammar but more than that they were not aware about how to use this knowledge in real life situation.
2. 13.33% students admitted that they face problem in understanding of Tenses where as 44.44% students confessed that they were not aware of using Tenses in real life situation
3. The second grammar point in which the 28.33% students were not comfortable was the use of Use of prepositions real life situations.
4. The 26.94% and 25.83% students said to have difficulty in the use of pronouns and Active Passive Voices in real life situation.

From the data it is evident that students might have the knowledge of a grammatical unit but when it comes to apply this knowledge in real life situation (orange coloured columns), they face problems. The teachers need to concentrate on not only imparting knowledge about a grammatical topic but also, they need to make their students practice for how to apply this knowledge in real life situation. This practice, at the end, will surely result into develop confidence among the students to speak an appropriately.

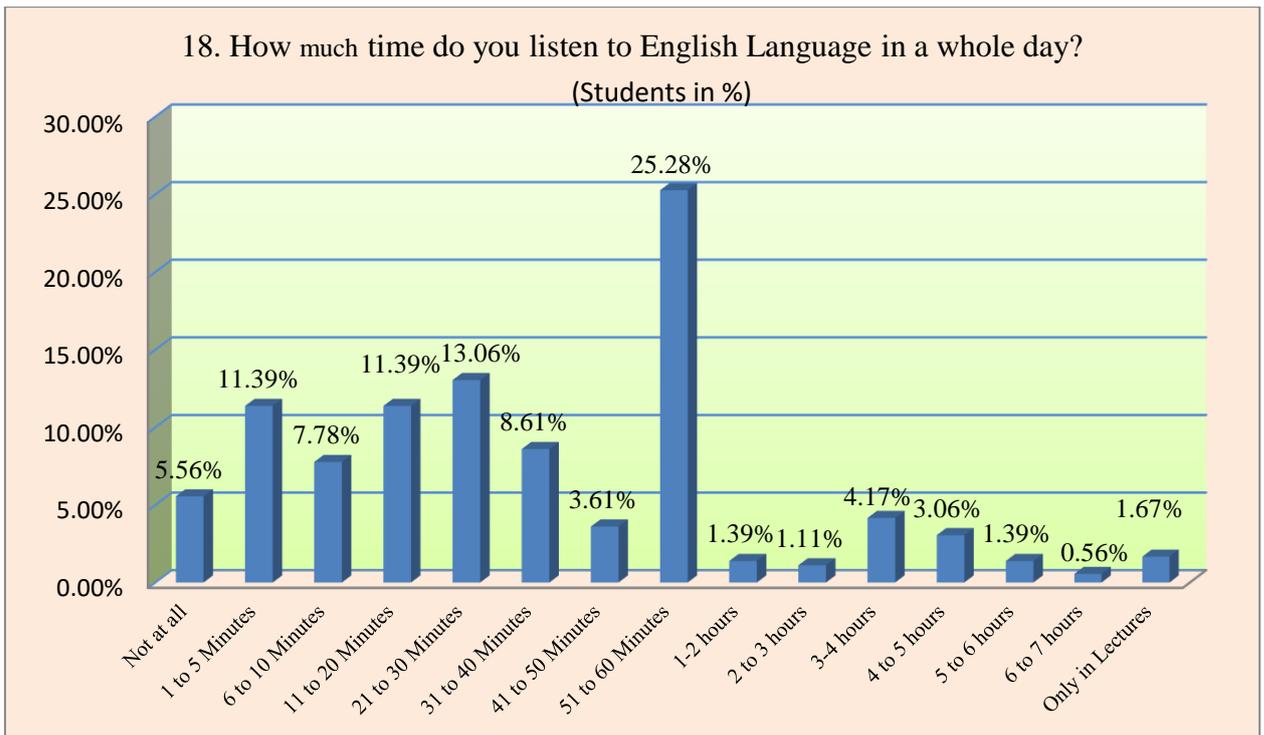


FIGURE 3.76: Graphical Analysis of Q.18 (Rural Students’ Responses)

The way the mother tongue is acquired makes us believe that “A good listener can be a good speaker”. Listening skill is very essential if one wants to develop his/her speaking skill. To get the idea about the listening skill practiced by the engineering students, they were asked about how much time they listen to English Language in a day. From the above chart it can be seen that 25.28 % students listen to English Language for about an hour in a day. 61.00% students listen to English Language for less than 60 minutes. Rest only 13.72% students informed to listen to English Language for more than an hour.

This data exhibits that the students of Technical Institutes in Gujarat are not conscious about their listening skill. It can be said that they only listen whatever comes on the way without making conscious efforts. Most of the students listen to lectures and do not make deliberate efforts to listen English Language in their routine.

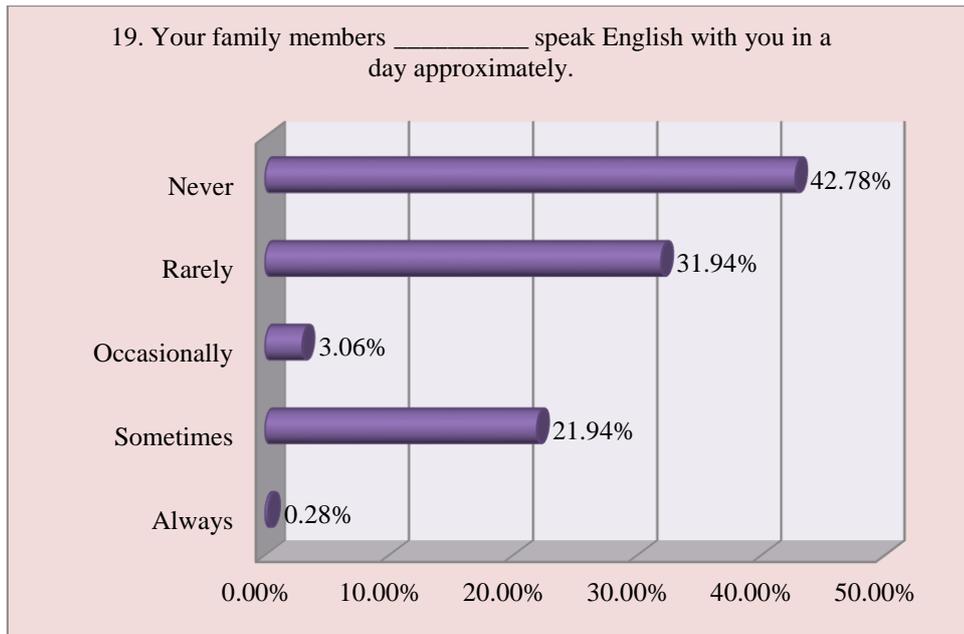


FIGURE 3.77: Graphical Analysis of Q.19 (Rural Students' Responses)

This question is an attempt to find out whether the family members speak English with the learner or not. As it can be observed in the above pie chart 42.78% of the students are in the situation wherein their family members never speak English at home with the learner. It matters as the learner has been staying with his/her family members apart from academic hours. 31.94% students said that their family members speak English rarely where as 21.94% said that their family members sometimes use English language.

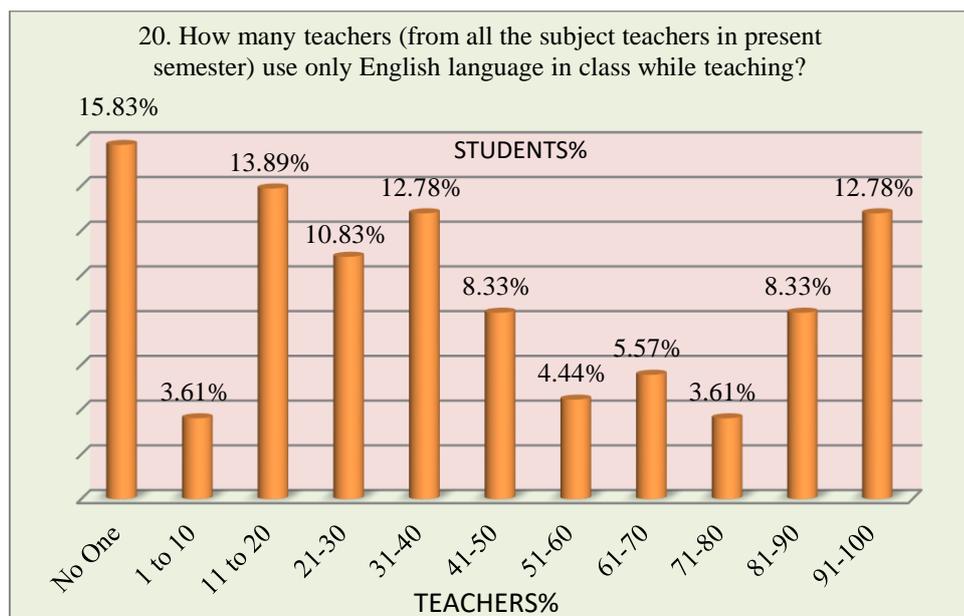


FIGURE 3.78: Graphical Analysis of Q.20 (Rural Students' Responses)

Use of English Language on the part of all the teachers (of all the subjects) is desirable in the students are expected to speak in English Language. Teacher, if plans it out, can better exhibit the language model than any other person. This question was included to know if the teachers use English language in teaching of their subjects or not. The analysis brought out the fact that only 12.78% students said that all the teachers teach using only English Language. Almost 65.27% students confessed that less than 50% teachers only teach in English.

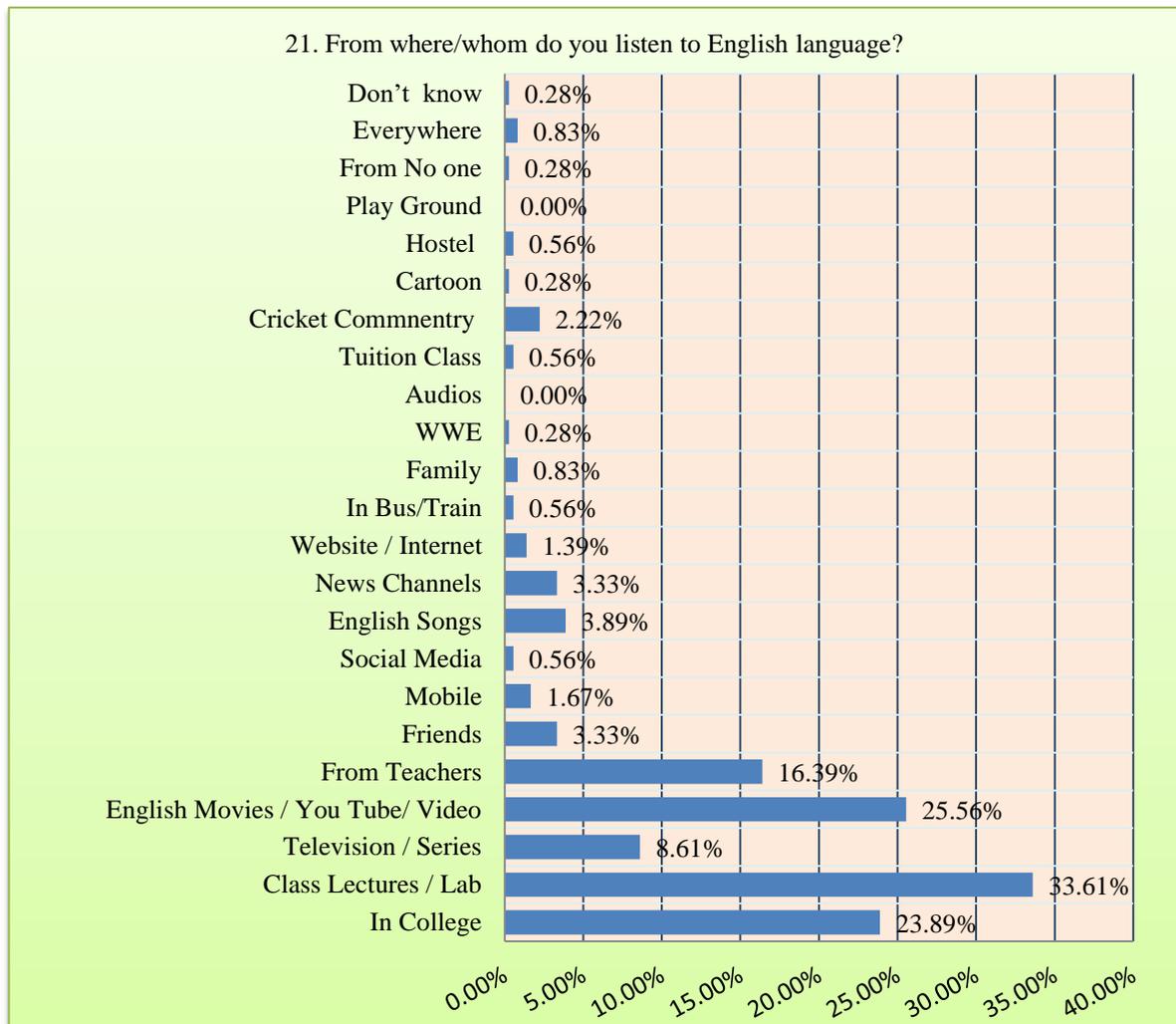


FIGURE 3.79: Graphical Analysis of Q.21 (Rural Students' Responses)

When asked about the major source for their listening, it can be observed that 33.61%, 23.89% and 25.56% Students, as shown in the above chart, listen to English Language in class, in the college and from you tube respectively. 16.39% students listen to English from teachers. At the most, 08.61% listen to English Language from Television. The teachers need to make them listen to English outside the college which is very essential for developing their speaking skill.

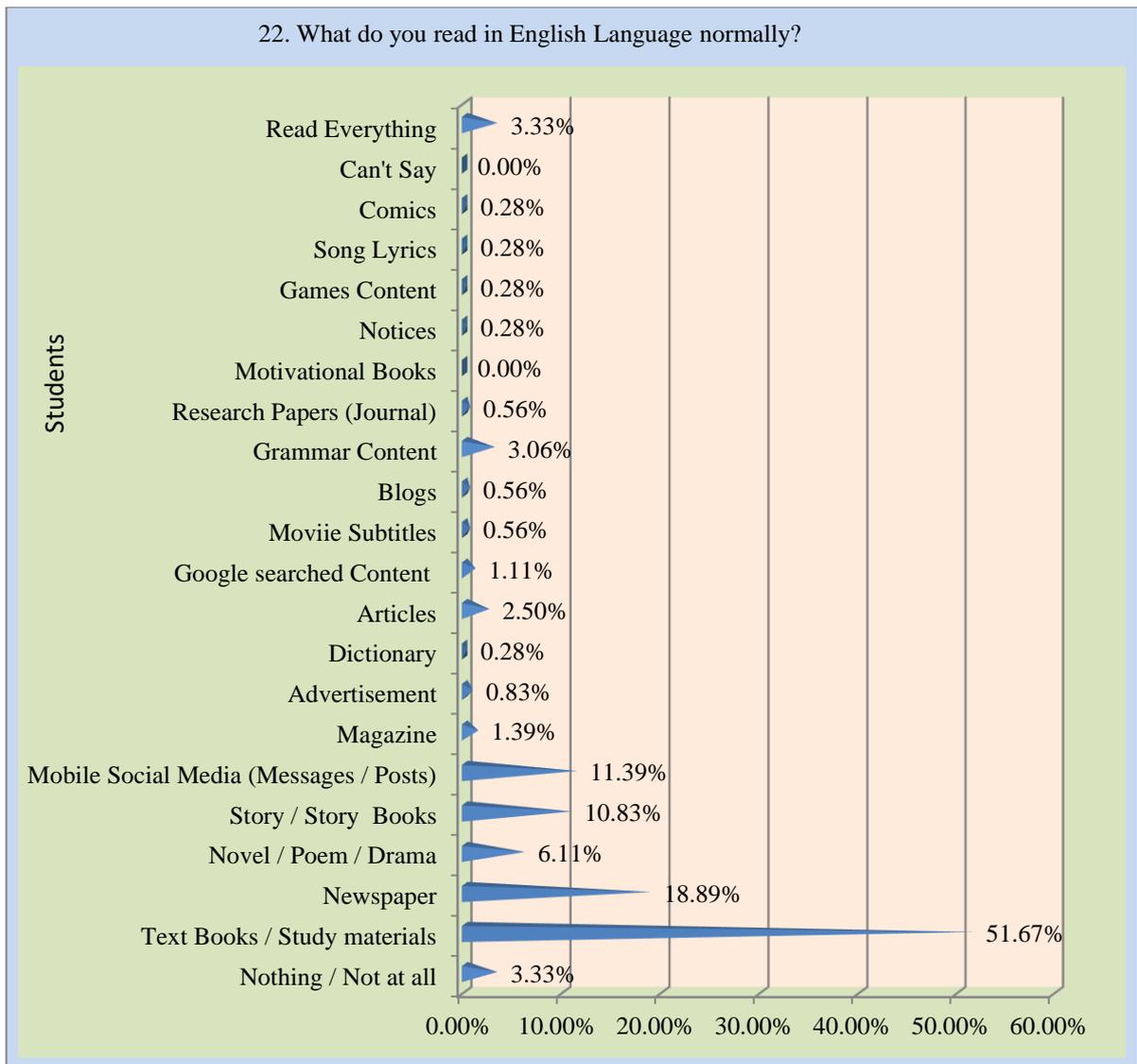


FIGURE 3.80: Graphical Analysis of Q.22 (Rural Students' Responses)

Reading habit is very essential in terms of developing vocabulary and knowing sentence structures which ultimately supports and strengthens the speaking skill of the students. To have an idea about their reading resources, this question was included in the questionnaire. The responses reveal that majority of students i.e. 51.67% rely on only textbooks. It is quite interesting that 18.89% also read newspapers. In other sources, 11.39% and 10.83% students also read on social media and storybooks. 6.11% students read Social media messages from the point of view of language learning. Teachers need to make students aware about the reading material from where they can be benefited. There are other sources which they do not use at their best.

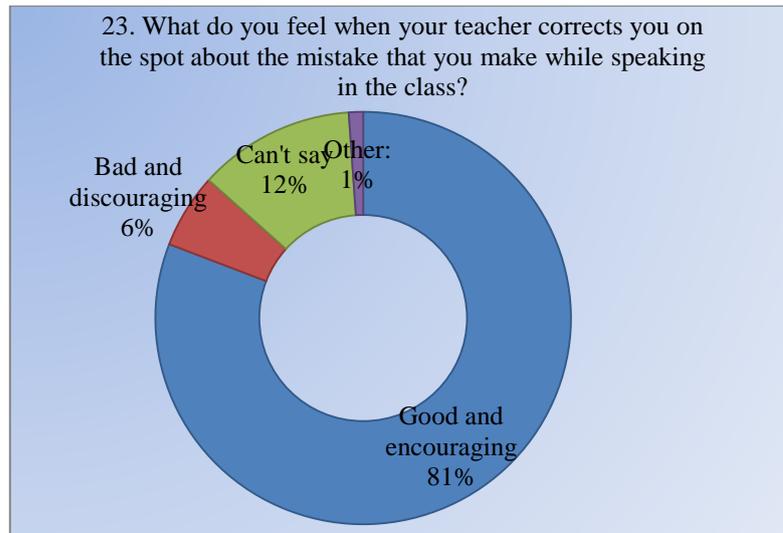


FIGURE 3.81: Graphical Analysis of Q.23 (Rural Students' Responses)

Correction of students' errors is an important phase of developing speaking skill. But the immediate / on the spot/ instant correction of the errors may demotivate the students to speak for the next time. But the investigation shows that 81.00% students found it good and encouraging when their teacher corrected them on the spot about the mistake that they made while speaking in the class. Only 06.00% students found it bad and discouraging whereas 12.00% students could not decide what to say.

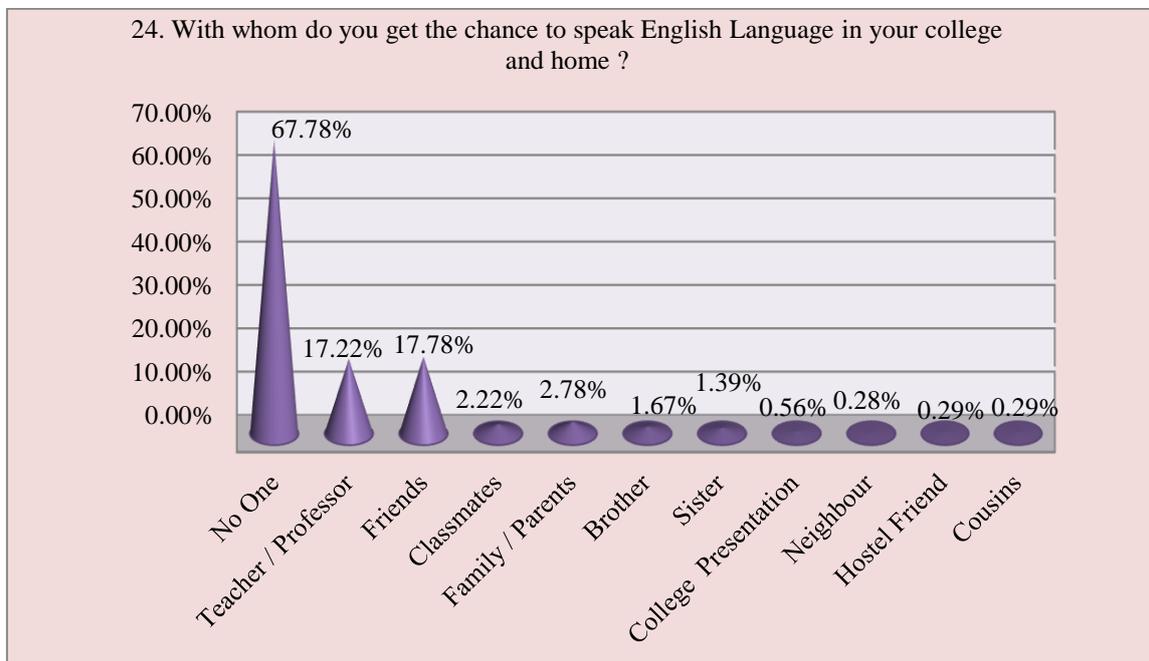


FIGURE 3.82: Graphical Analysis of Q.24 (Rural Students' Responses)

Speaking is one of the language learning skills which, like other skills, have to be practiced a lot to develop proficiency. Through this question, an attempt was made to discover with whom the students get the opportunity to speak. The responses point out that 67.78% students

confess that they did not get the opportunity to interact with anybody. 17.22% students said that they got the opportunity to interact with their friends and 17.22% students got the chance to interact with teachers. Very few ($\leq 3\%$) got the opportunity to interact with their family, classmates, and neighbor or during presentation.

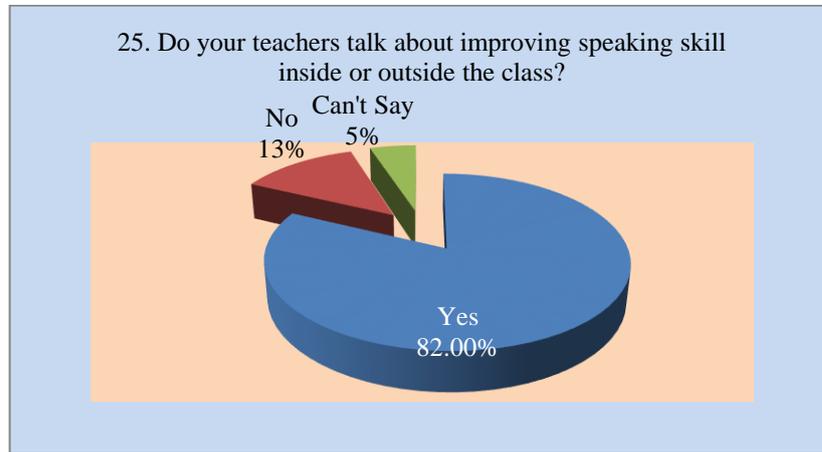


FIGURE 3.83: Graphical Analysis of Q.25 (Rural Students' Responses)

Talking about target language frequently is also one of the ways of encouraging the students / learners in the process of language learning. In reply to this question, it became evident that teachers do talk about developing speaking skill inside or outside the class to encourage the students to speak

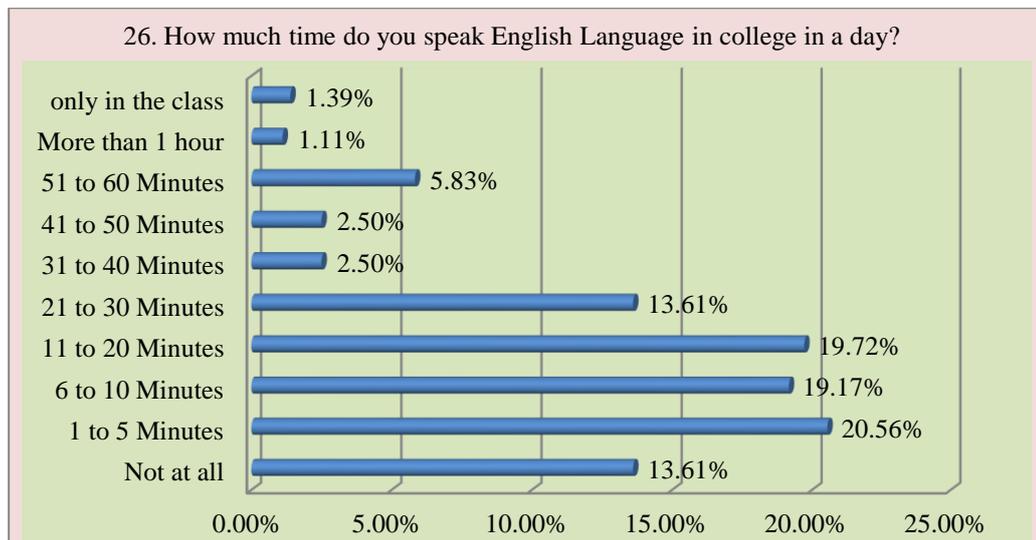


FIGURE 3.84: Graphical Analysis of Q.26 (Rural Students' Responses)

The purpose of this question is to know whether the students practice during college hours speaking skill enough to be comfortable at it. The analysis discovered that 13.61% of students do not speak English language at all in college hours. 20.56% said that they speak but only for

1 to 5 minutes in a day during college hours. 19.17%, 19.72% and 13.61% students speak English in college for 6 to 10 minutes, 11 to 20 minutes and 21 to 30 minutes respectively. In short, 73.06% students get the chance to speak English hardly for less than 30 minutes which is really too less time to develop any language skill.

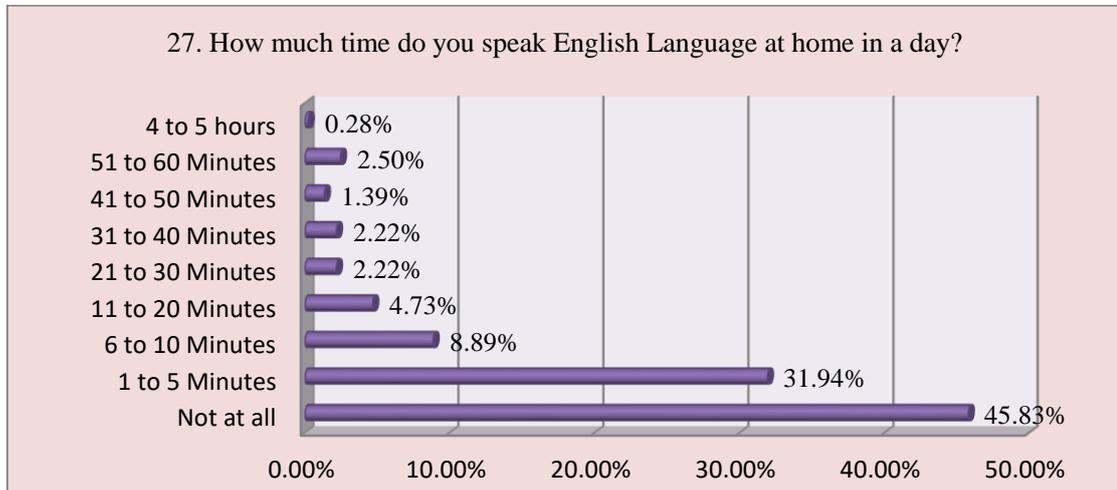


FIGURE 3.85: Graphical Analysis of Q.27 (Rural Students’ Responses)

As a skill, it doesn’t matter how much you know about the language unless it is practiced again and again. To know the frequency of practicing speaking skill done by the students, it was asked to them about how much time they speak English Language at home in a day. The figures give the picture that 45.83% of students accepted that they do not practice English language speaking skill at home at all. 31.94% students said that they practice Speaking skill only from 1 to 5 minutes at home in a day. 08.89% and 04.72% students speak English at home for 6 to 10 minutes and 11 to 20 minutes respectively in a day. In short, majority of the students do not speak English language at home.

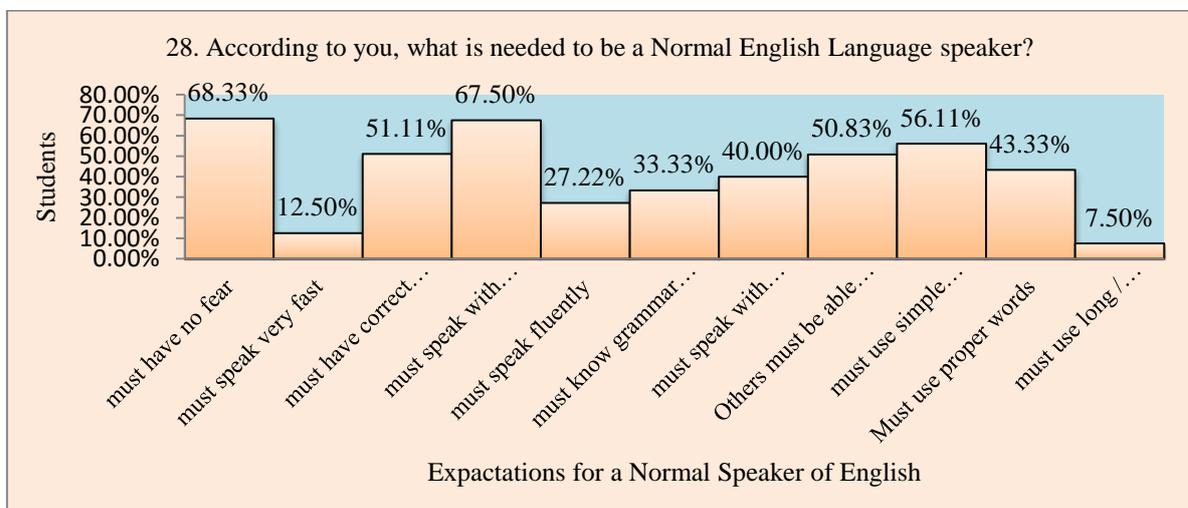


FIGURE 3.86: Graphical Analysis of Q.28 (Rural Students' Responses)

Sometimes, Learners' expectations about the normal English speaker become hindrance in the process of developing their speaking skills. It means that when learners are not able to achieve the level that they imagine a normal speaker should have, they hesitate to speak. They decide to speak only after achieving that level which is not possible unless they start speaking. As per the analysis of the above question about their expectations of a normal English Language Speaker, the following four are the most expected characteristics of English language speaker.

1. must have no fear
2. must speak with confidence
3. Must have correct pronunciation
4. Others must be able to understand

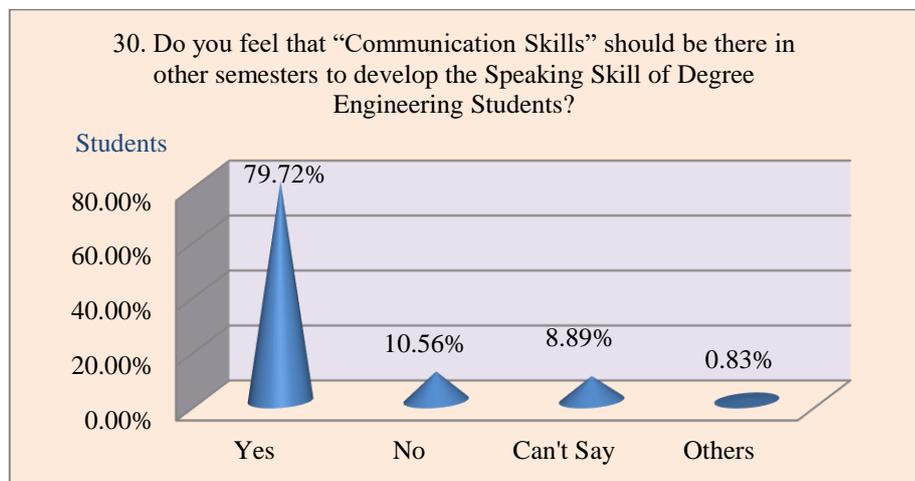


FIGURE 3.87: Graphical Analysis of Q.30 (Rural Students' Responses)

The 79.72% students felt the need of including Communication Skills in other semesters too.

3.7.4 Data analyses of the responses of Vernacular medium students who studied in the Schools of Urban Area

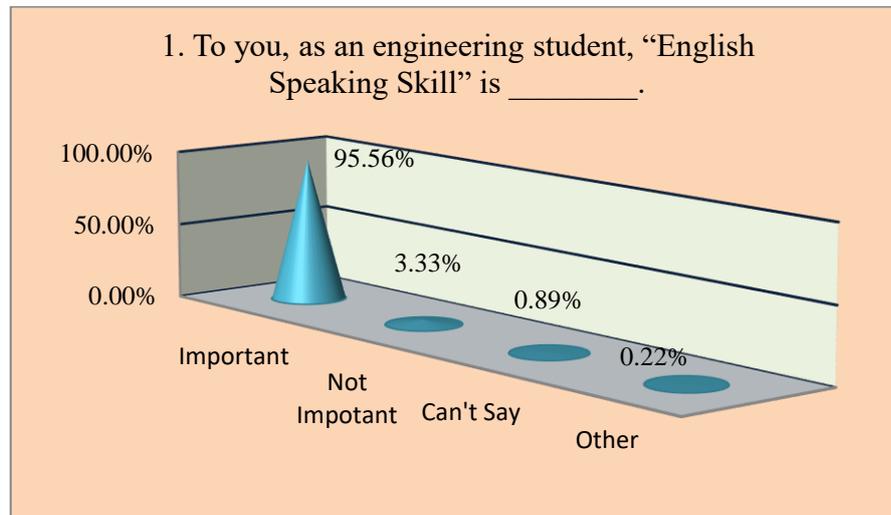


FIGURE 3.88: Graphical Analysis of Q.1 (Urban Students’ Responses)

This first question was asked to investigate whether the technical students realize the importance of English Language Speaking Skill or not. From the above analysis, it is clearly evident that the technical students understand the importance of English Language Speaking Skill as 95.56% of the respondents said that this skill is important to them. Only 03.33% students considered it as unimportant and the rest could not say anything about it as they are not sure.

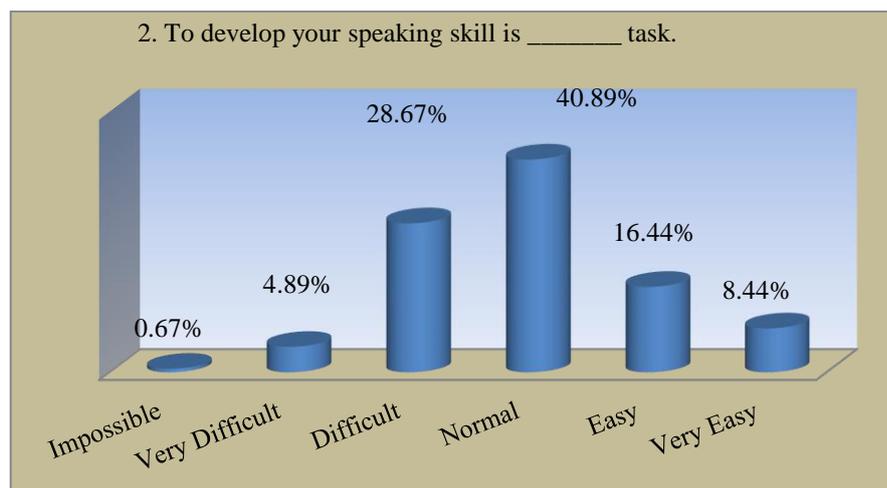


FIGURE 3.89: Graphical Analysis of Q.2 (Urban Students’ Responses)

This question was included to investigate Engineering Students about how they feel about developing their own speaking skill. “It’s just because you direct your efforts with reference to what you feel or believe about yourself.” It can be observed from the above column chart that almost 33.56% of the students that is difficult / very difficult to develop their speaking skill while 40.89% of the students consider this process as normal. Rest 24.88% felt it as easy / very easy. Still, Majority half of the students need to be aware that this process of Speaking Language is normal if they practice it regularly



FIGURE 3.90: Graphical Analysis of Q.3 (Urban Students’ Responses)

This statement is given to know whether students’ speaking skill is affected by the fear of committing mistakes while attempting to speak English. 71.00% of students confessed that they have fear while trying to speak English and only 22.00% students denied where as 07.00% students were unable to say anything about the statement.



FIGURE 3.91: Graphical Analysis of Q.4 (Urban Students’ Responses)

This statement is used in questionnaire with a purpose to know if others' comments / laughing affect the process of developing Speaking skill of students. It is discovered that 53.00% of the students has fear about others' comment or the fear of being laughed at while attempting to speak something. 39.00% of the students said to have no such fear and rest 08.00% couldn't say anything for the same.

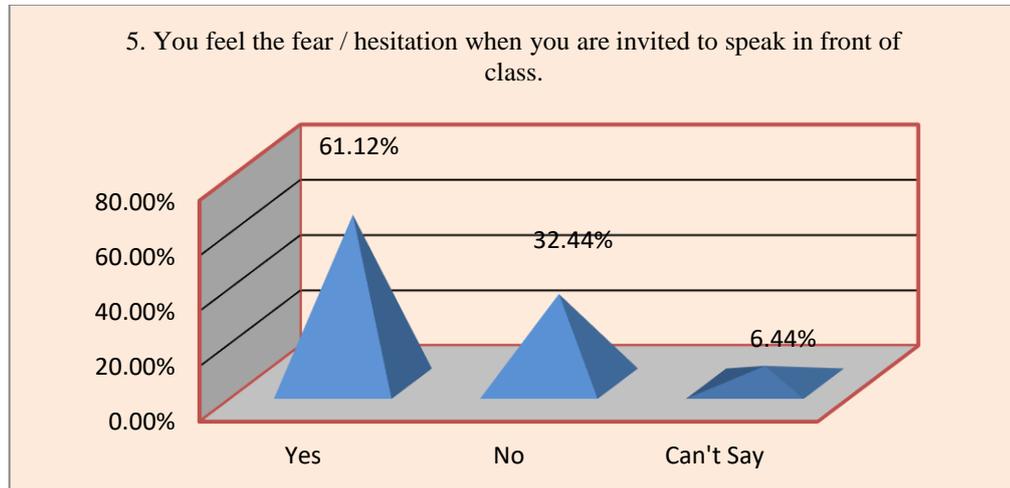


FIGURE 3.92: Graphical Analysis of Q.5 (Urban Students' Responses)

This statement was given to know if the speaking in front other students in the class (though familiar) can affect the process of developing speaking skill students. To react to this statement, 61.12% of the students accepted that they felt fear / hesitation when they were invited to speak in front of class. 32.44% students did not agree to the statement and rest 06.44% students couldn't say anything.

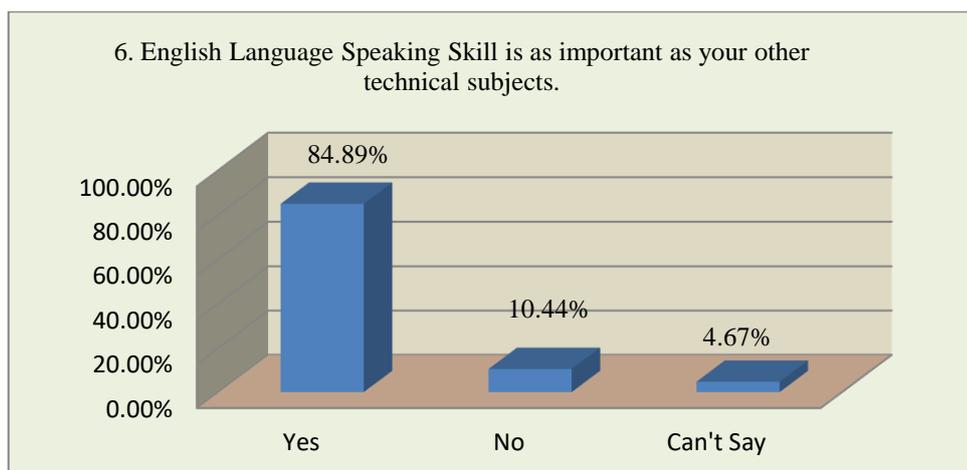


FIGURE 3.93: Graphical Analysis of Q.6 (Urban Students' Responses)

This statement was included just to check the attitude of students towards Speaking Skill with reference to other technical subjects. It is found from the data that 84.89% of the students feel that English Language Speaking Skill is as important as their other technical subjects. Only 10.44 % respondents did not feel the same. 4.67% students couldn't say anything.

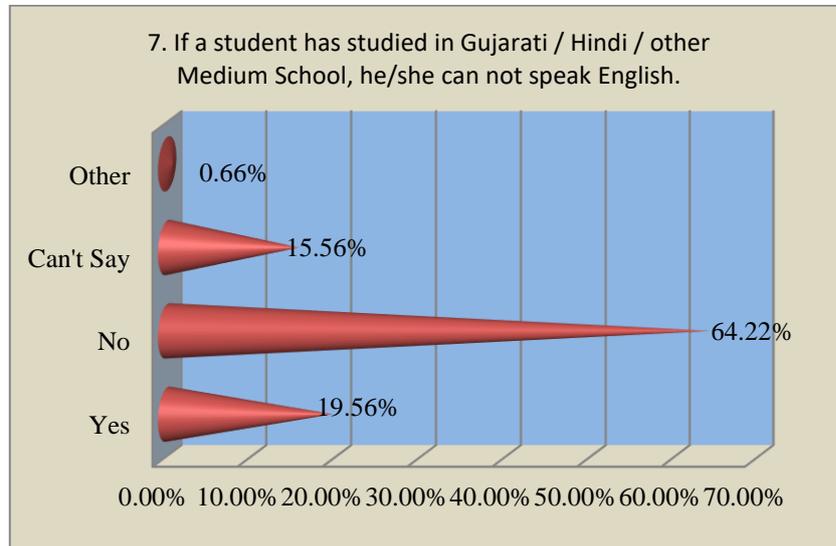


FIGURE 3.94: Graphical Analysis of Q.7 (Urban Students' Responses)

This statement is added to questionnaire to know if the students believe that studying in vernacular medium schools may affect their speaking skill or not. To this statement, 64.22% students reacted negatively and agreed that they did not have such belief. Still, 19.56% of the students reacted positively to the above statement. 15.56% did not give their opinion. Rest (Others) reacted as

“May be possible. its depend on his interest .im guj medium student I can write properly but cant speak”

“He or she easily speak english but a daily practice is requirment.”

“It is better that students study in their mother tongue.”

They mean to say that a Student has a greater role to play in Speaking Language rather than that of the medium he/she belongs to.

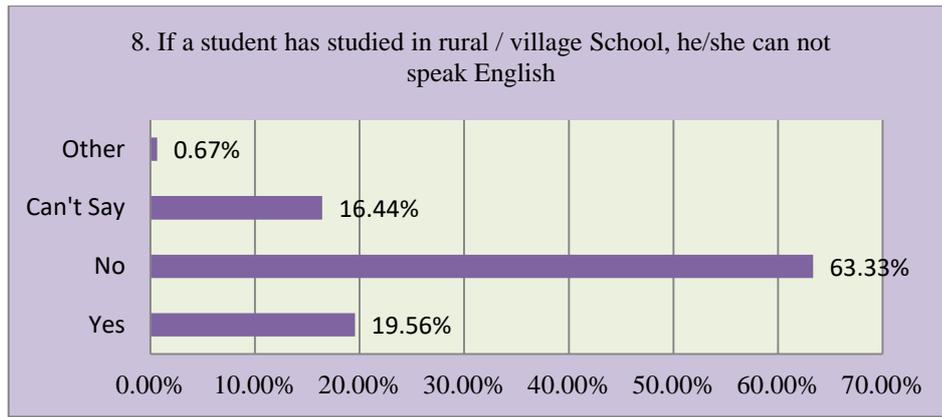


FIGURE 3.95: Graphical Analysis of Q.8 (Urban Students' Responses)

While attempting this question, 63.33% students show their disagreement to the statement “if a student has studied in rural / village school, he/she cannot speak English.” That is really a positive sign on the way to learning a second/ third language like English. Such attitude, that still 19.56% have, may hinder the development of speaking skill of those students. In this case 16.44% students did not react either positively or negatively. Others commented

“Rural area Students has a speak English easily...but practice requirement.”

“they can't speak but understands it”

“It depends on students efforts”

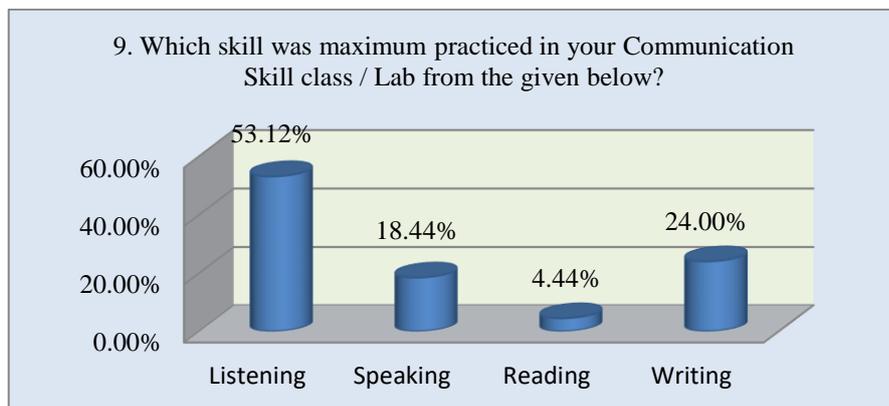


FIGURE 3.96: Graphical Analysis of Q.9 (Urban Students' Responses)

Majority of the Students (53.12%) opined that Listening skill of the students is practiced maximum in the class compared to other language skills. Only 18.44%, 4.44% and 24.00% students voted for speaking, reading and writing skill as maximum practiced skill respectively.

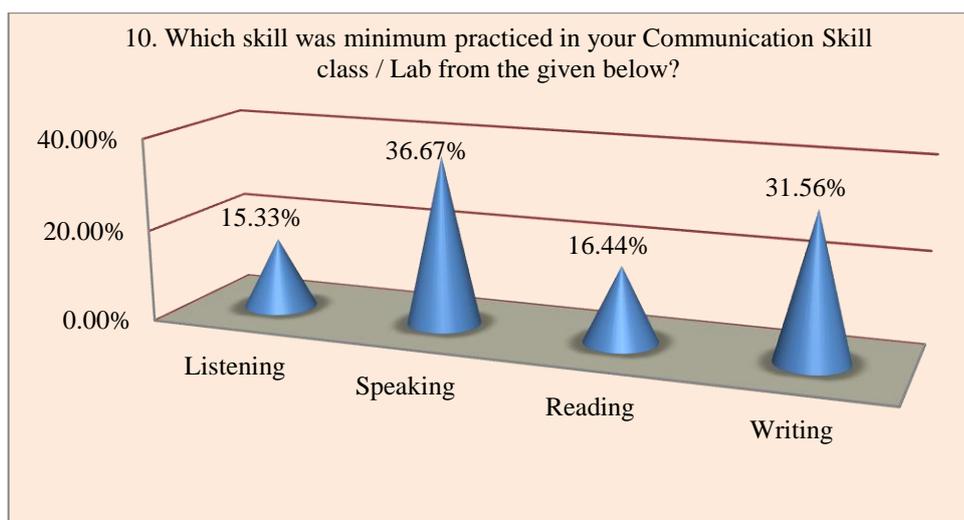


FIGURE 3.97: Graphical Analysis of Q.10 (Urban Students' Responses)

36.67% students replied that speaking skill of the students is practiced minimum in the class compared to other language skills. Only 15.33%, 16.44%, and 31.56% students voted for listening, reading and writing skill as maximum practiced skill respectively.

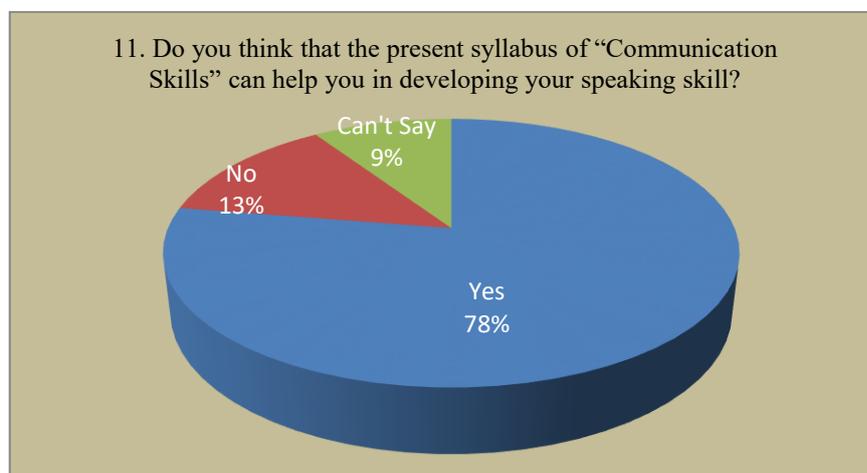


FIGURE 3.98: Graphical Analysis of Q.11 (Urban Students' Responses)

This question related to how students, after studying Communication Skills in Semester 1 / 2, feel about the syllabus content. Whether the content covered in the syllabus helped them in any way to develop their speaking skill or not. While answering the question, 78.00% students found that the present syllabus of Communication Skills can help them developing their communication skills. Only 13.00% respondent denied and 09.00% students were not able to decide upon the given question. These responses exhibit that the students did not have any complaint with the content of the syllabus.

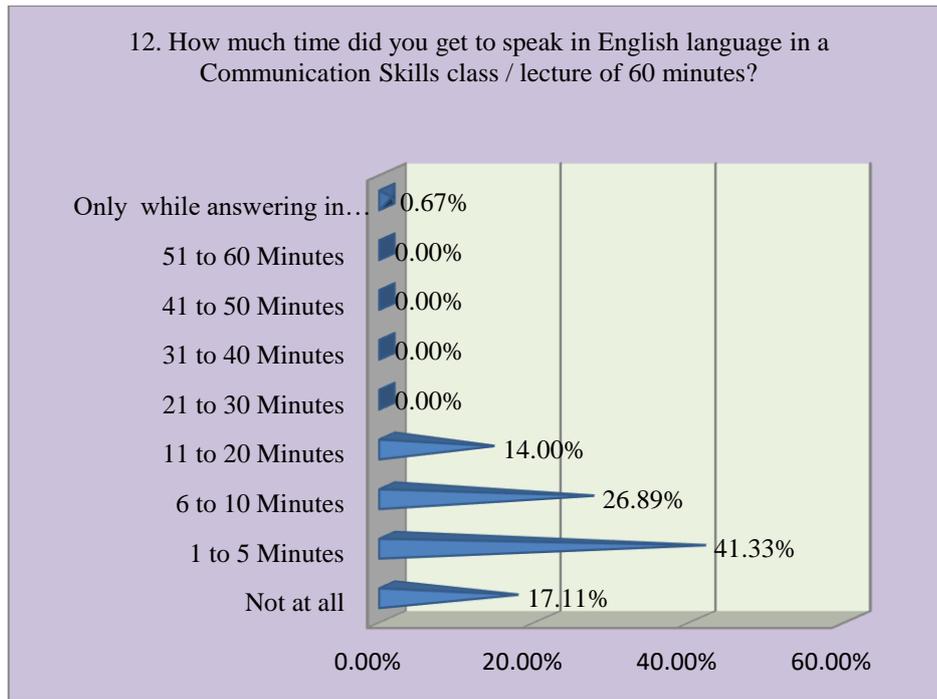


FIGURE 3.99: Graphical Analysis of Q.12 (Urban Students’ Responses)

Analyzing the responses in the above chart, it can be observed that 17.11% of the students chose the option that they did not have the opportunity to speak in the class at all. Whereas, among those who got the opportunity to speak something in the class at maximum are 41.33% students who got the opportunity to speak for less than five minutes. Only 26.89% students got the chance to speak for 6 to 10 minutes in lecture of 60 minutes. The analysis shows that majority students do not get the enough opportunities to interact in the class.

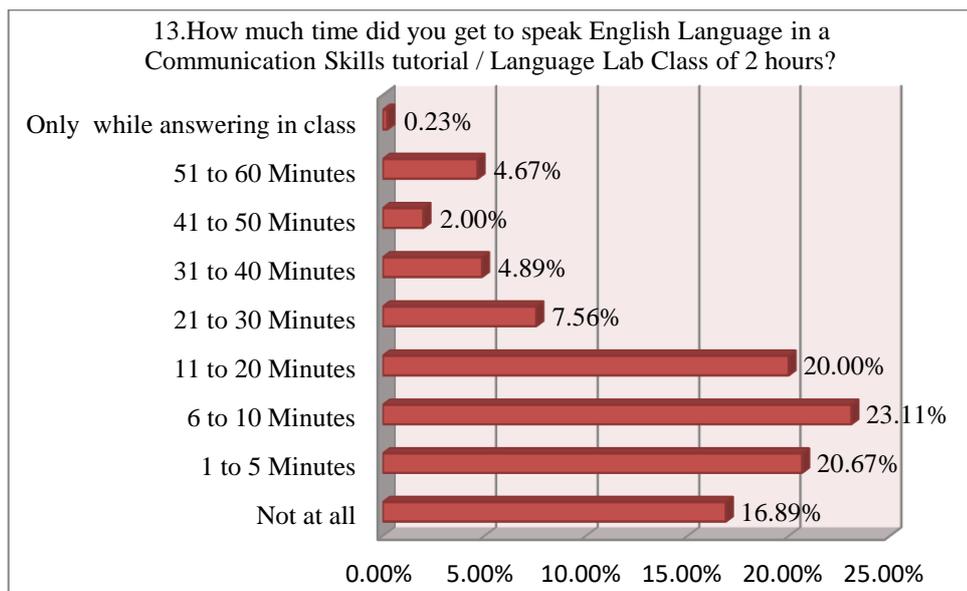


FIGURE 3.100: Graphical Analysis of Q.13 (Urban Students’ Responses)

On generating the analysis in the above graph, it can be observed that 16.89% of students expressed that they did not speak at all English Language in a Communication Skills tutorial / Language Lab Class of 2 hours. Still, 20.67% of the students got the opportunity to speak 1 to 5 minutes in a Lab session. 23.11% students admit that they get 6 to 10 minutes to speak. More than that 20.00% and 07.56% students got the opportunity to speak for 11 to 20 and 21 to 30 minutes in a Lab session respectively. Rest might be good and confident in their communication.

In above scenario majority of the students either did not get the opportunity or those who got the opportunity only got hardly 1 to 5 minutes which is very less in terms of English as a second or third language (as in most of the cases of Gujarati medium students) and that too when student normally do not get environment or enough opportunities outside the classroom situations.

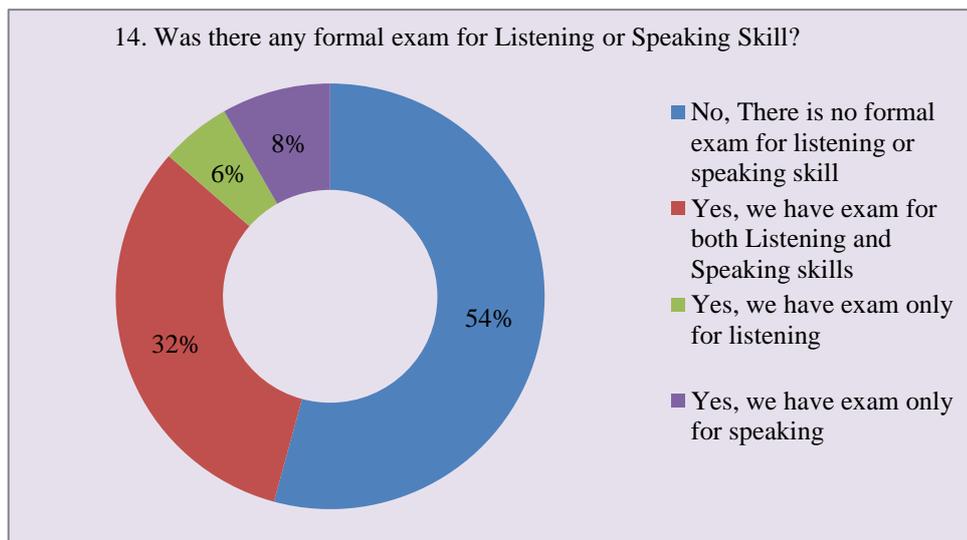


FIGURE 3.101: Graphical Analysis of Q.14 (Urban Students' Responses)

This question was asked just to investigate whether there is any formal exam conducted for Listening or Speaking Skill in respective engineering institutes by language teacher or at institute level. On analysing the data, 54.00% students said that they did not have any kind of formal exam for listening or speaking skill where as 32.00% students replied affirmatively that they had such evaluation. Rest of the respondents 06.00% and 08.00% said that they had exam only for listening and speaking respectively. The responses point out the need of formal evaluation for listening and speaking skills by the university.

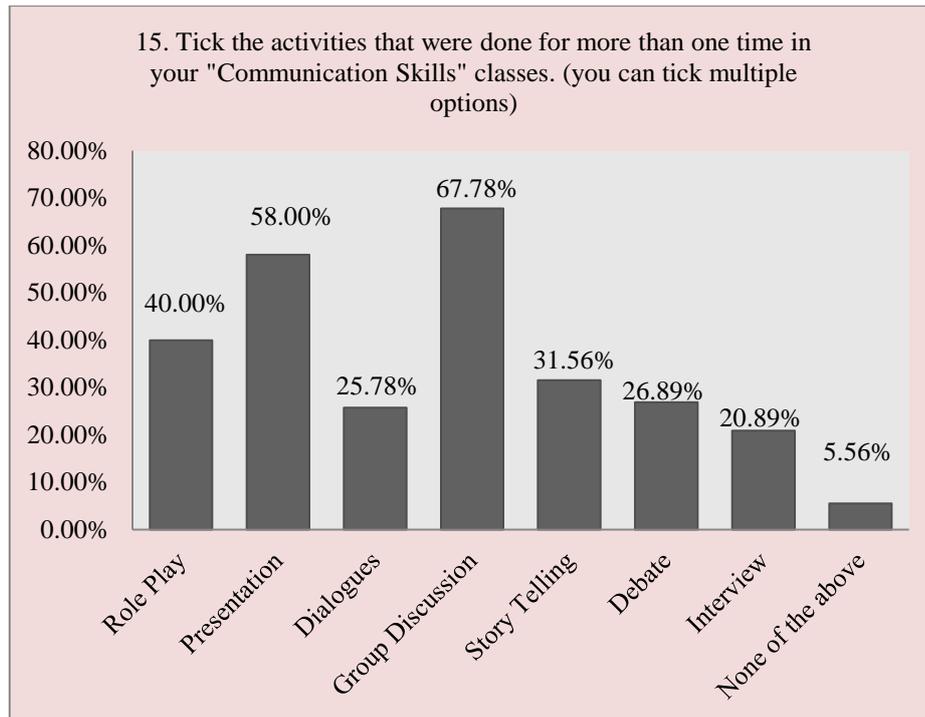


FIGURE 3.102: Graphical Analysis of Q.15 (Urban Students' Responses)

The activities in the English Language Lab Session are essential for the development of speaking skill. It matters and contributes to students' language learning if they are repeated frequently. The questions related to Lab Session enquiring about the frequency of the activity is asked to see if the activities for practicing language is repeated or is just done for once. The highlights of the responses reveal that 67.78%, 58.00% and 40.00% students said to have the repetition of Group Discussion, Presentation and Role Play respectively in Communication classes. It seems that teachers have tried to repeat these three activities for more than one time in the class.

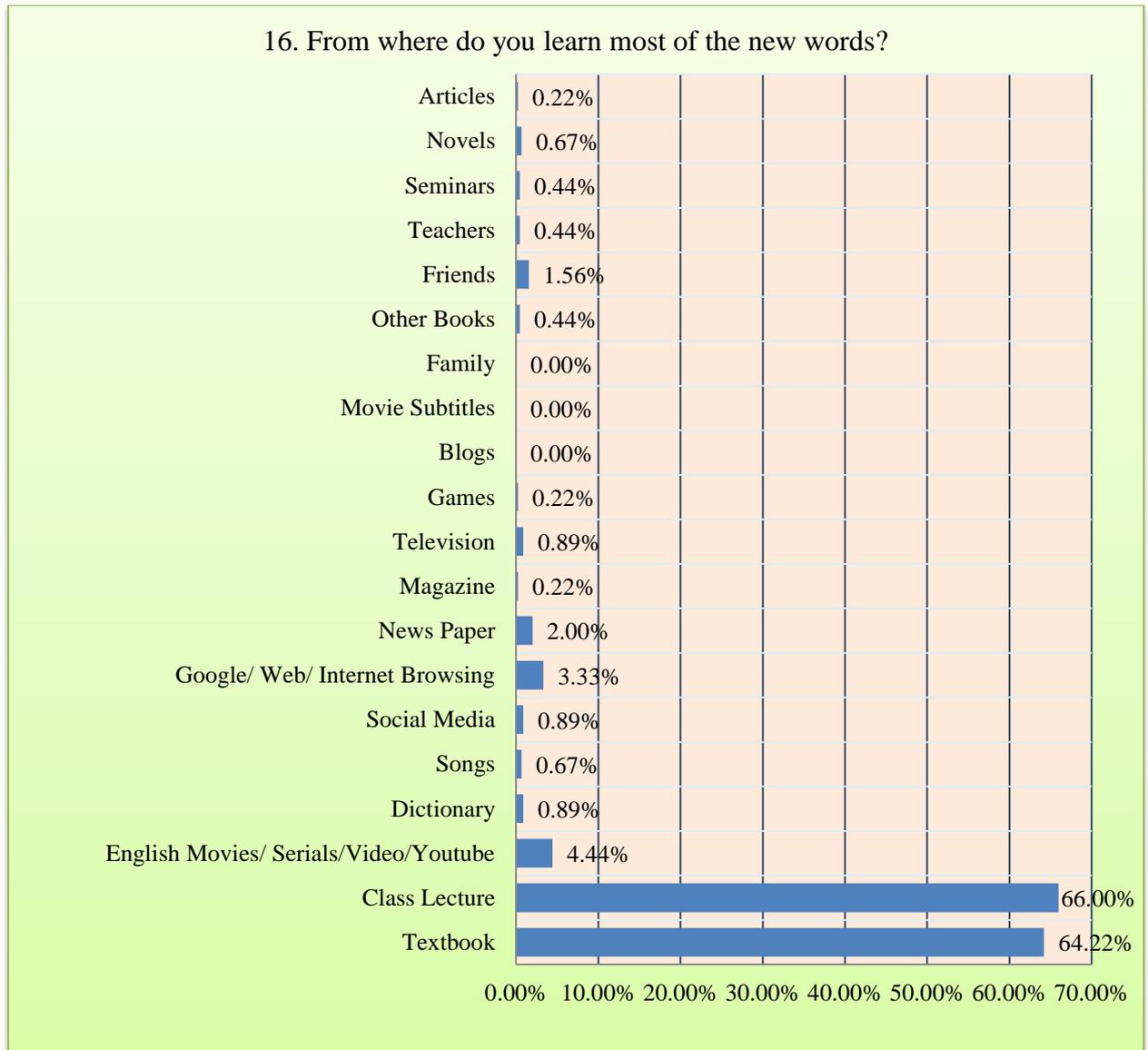


FIGURE 3.103: Graphical Analysis of Q.16 (Urban Students’ Responses)

The major problem that the Engineering students face is recalling word at the time of speaking. This, sometimes, results into feeling of low confidence and de-motivation on the part of students. This question digs out the sources from where / whom the engineering students learn new words. The analysis of the data shows that the major source of learning new words for them is either text-book or Class lecture as 64.22% and 66.00% students expressed respectively. 04.44% of the students said to have learnt the new words from English movies / you tube videos. Though they have multiple convenient options available with them, they are not conscious about using them effectively for learning new words.

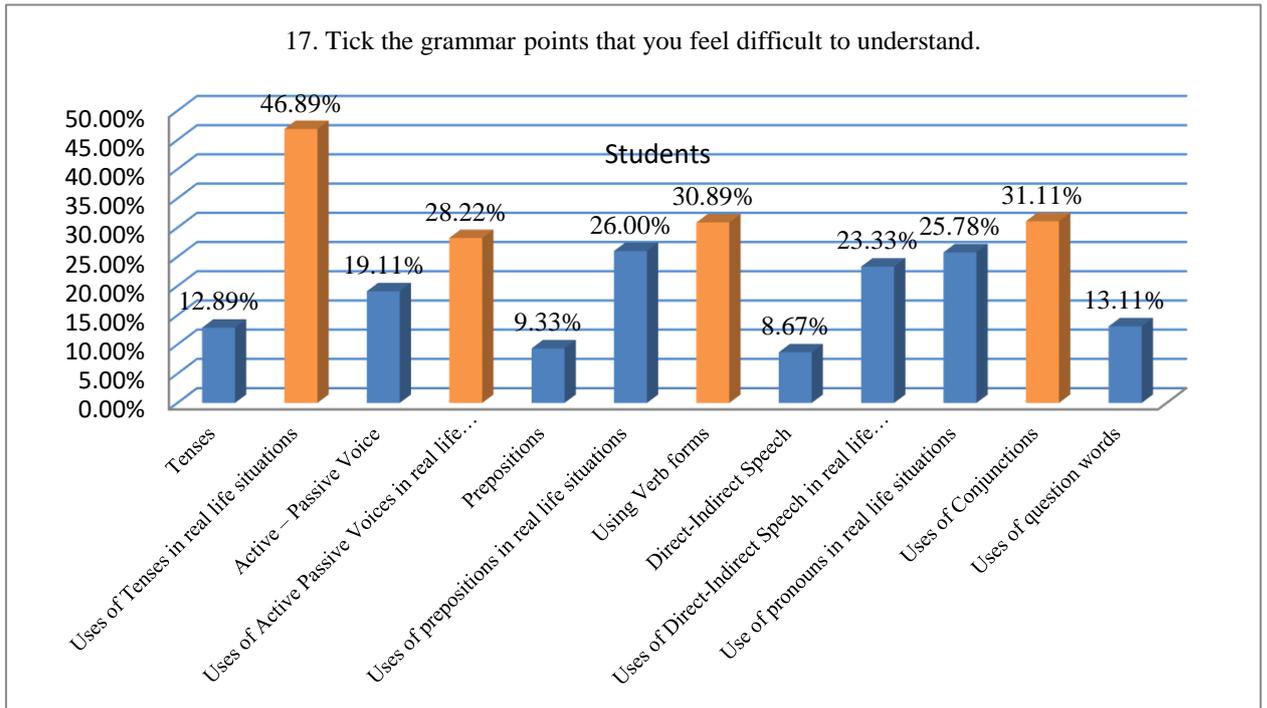


FIGURE 3.104: Graphical Analysis of Q.17 (Urban Students' Responses)

The basic purpose of this question is to know whether students are comfortable in the basic units of grammar and more than that whether they are aware about using these grammatical units and structures in real life situation of their daily life. They were also allowed to choose multiple options as they might face problems in more than one grammatical topics.

From the analysis of the responses it was discovered that

1. They had knowledge of grammar but more than that they were not aware about how to use this knowledge in real life situation.
2. 12.89% students admitted that they face problem in understanding of Tenses where as 46.89% students confessed that they were not aware of using Tenses in real life situation
3. The second grammar point in which the 31.11% students were not comfortable was the use of Use of conjunctions real life situations.
4. The 30.89% and 28.22% students said to have difficulty in the use of verb forms and Active Passive Voices in real life situation.

From the data it is evident that students might have the knowledge of a grammatical unit but when it comes to apply this knowledge in real life situation (orange coloured columns), they face problems.

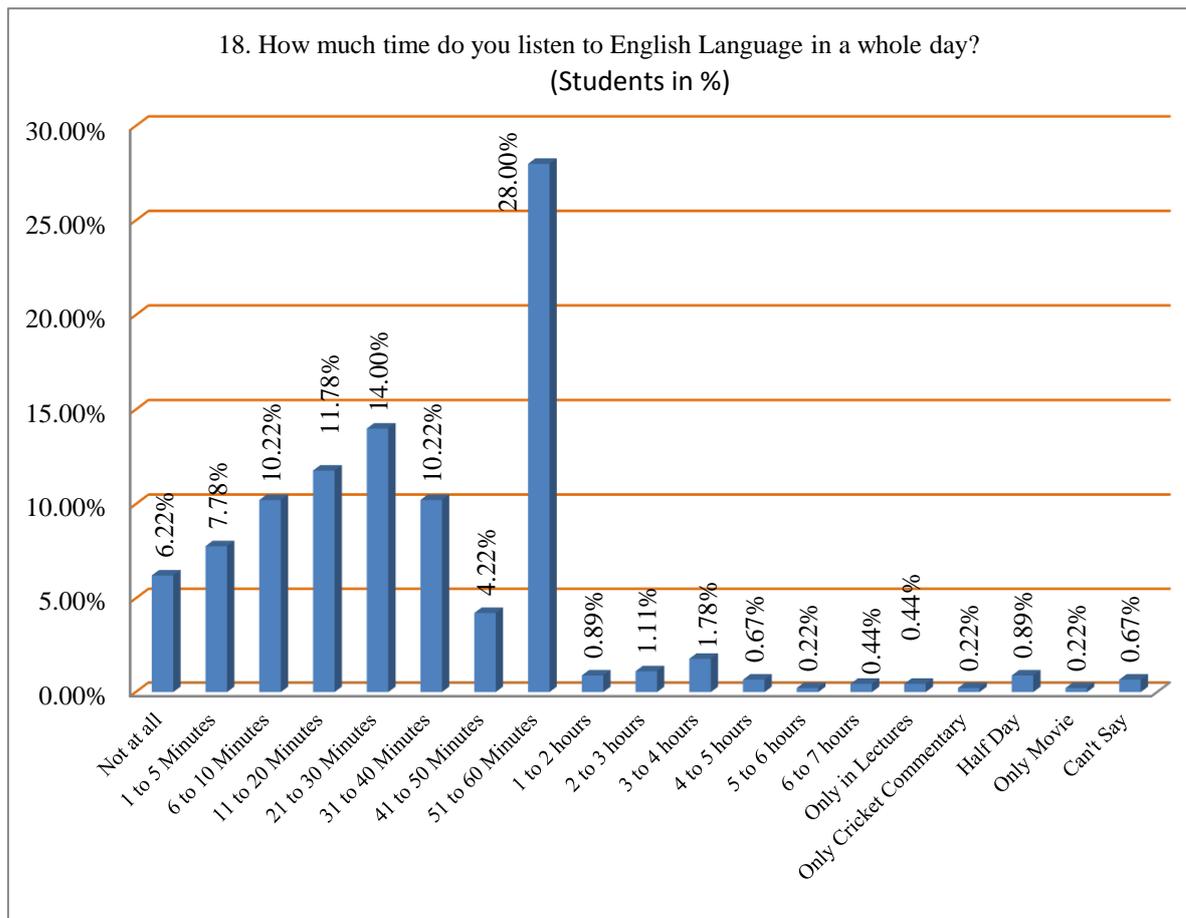


FIGURE 3.105: Graphical Analysis of Q.18 (Urban Students' Responses)

The way the mother tongue is acquired makes us believe that “A good listener can be a good speaker”. Listening skill is very essential if one wants to develop his/her speaking skill. To get the idea about the listening skill practiced by the engineering students, they were asked about how much time they listen to English Language in a day. From the above chart it can be seen that 28.00 % students listen to English Language for about an hour in a day. 64.44% students listen to English Language for less than 60 minutes. Rest only 07.56% students confessed to listen to English Language for more than an hour.

This data exhibits that the students of Technical Institutes in Gujarat are not conscious about their listening skill. It can be said that they only listen whatever comes on the way without making conscious efforts. Most of the students listen to lectures and do not make deliberate efforts to listen English Language in their routine.



FIGURE 3.106: Graphical Analysis of Q.19 (Urban Students’ Responses)

This is question is an attempt to find out whether the family members speak English with the learner or not. As it can be observed in the above chart 38.67% of the students are in the situation wherein their family members never speak English at home with the learner. 19.33% students said that their family members speak English rarely where as 35.11% said that their family members sometimes use English language.

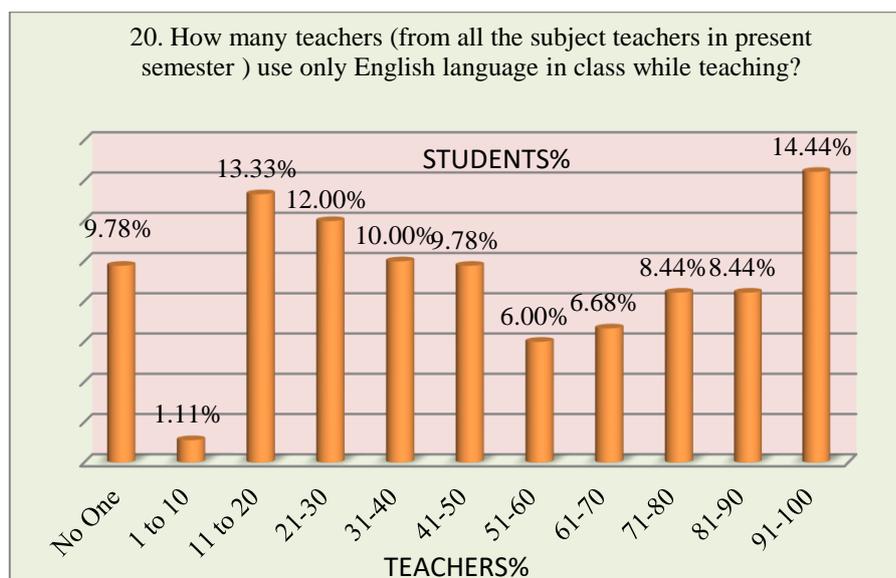


FIGURE 3.107: Graphical Analysis of Q.20 (Urban Students’ Responses)

This question was included to know if the teachers use English language in teaching of their subjects or not. The analysis brought out the fact that only 14.44% students said that all the teachers teach using only English Language. Almost 56.00% students confessed that less than 50% teachers only teach in English.

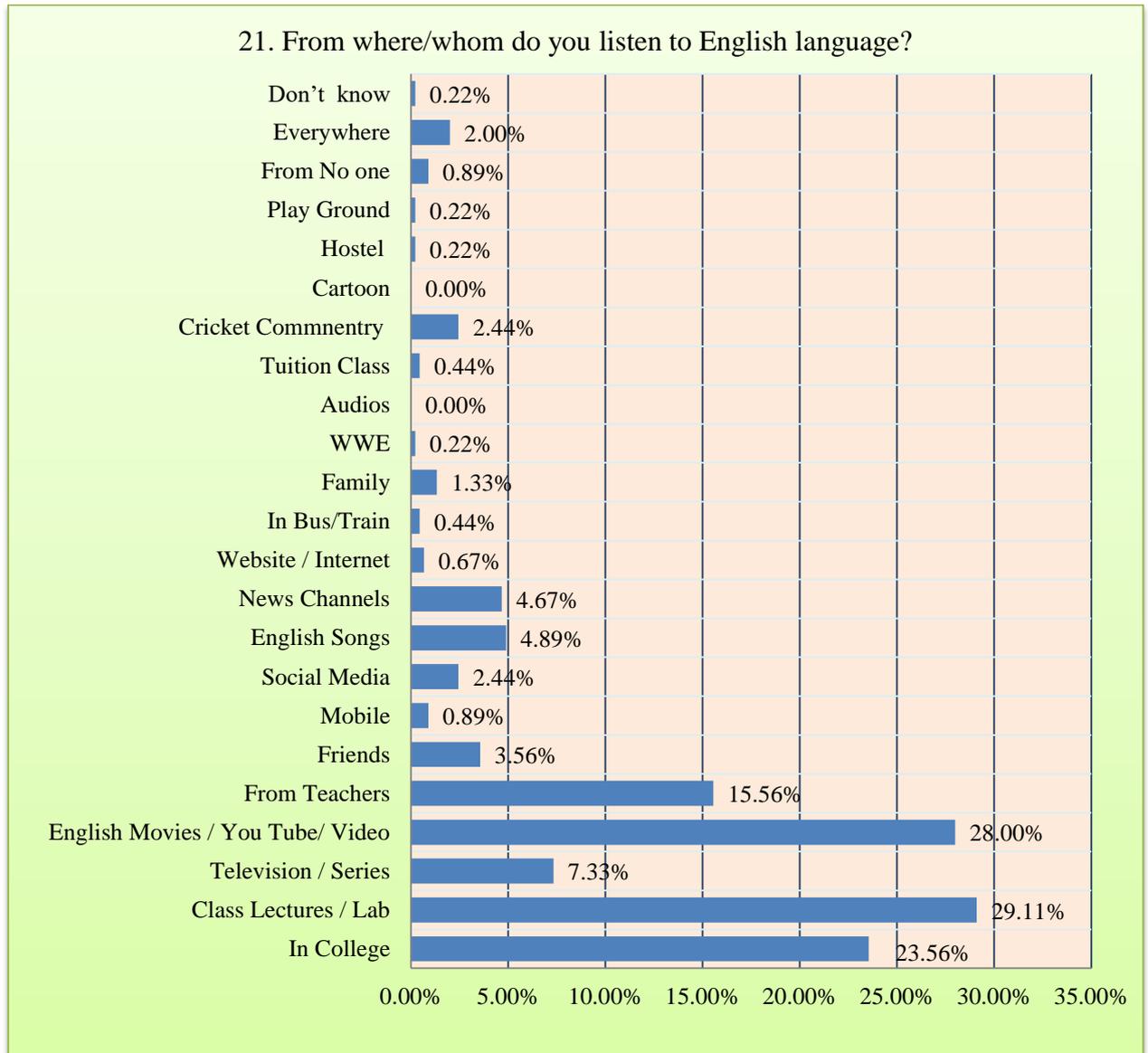


FIGURE 3.108: Graphical Analysis of Q.21 (Urban Students' Responses)

When asked about the major source for their listening, it can be observed that 29.11%, 23.56% and 28.00% Students, as shown in the above chart, listen to English Language in class; in the college and from you tube respectively. 15.56% students listen to English from teachers. At the most, 07.33% listen to English Language from Television. The teachers need to make them listen to English outside the college which is very essential for developing their speaking skill. Very few listen from news channels, English songs or friends.

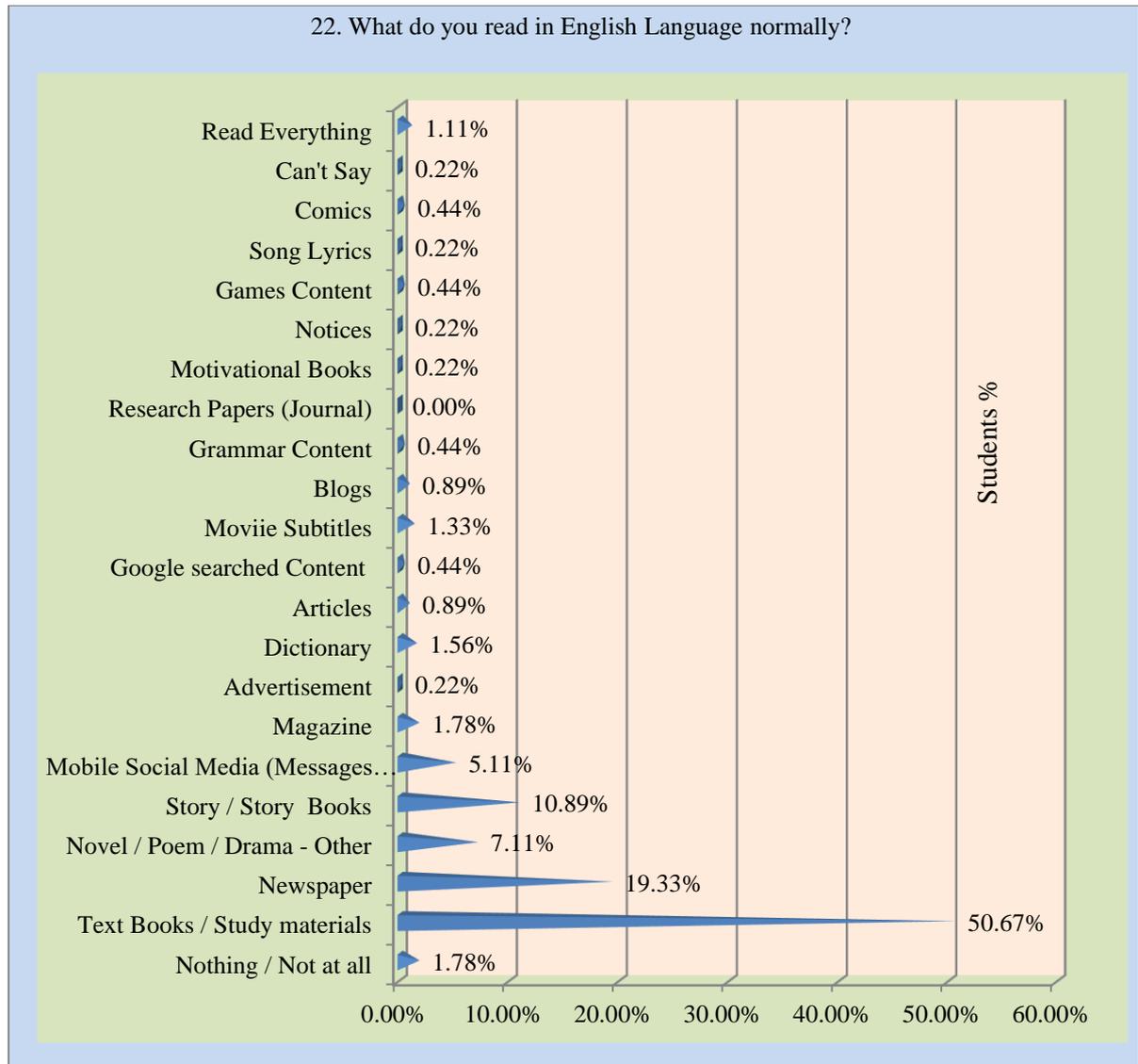


FIGURE 3.109: Graphical Analysis of Q.22 (Urban Students' Responses)

Reading habit is very essential in terms of developing vocabulary and knowing sentence structures which ultimately supports and strengthens the speaking skill of the students. To have an idea about their reading resources, this question was included in the questionnaire. The responses reveal that majority of students i.e. 50.67% rely on only textbooks. It is quite interesting that 19.33% students also read news papers. In other sources, 10.89% and 07.11% students also read storybooks and poem/drama/novel etc respectively. 05.11% students read Social media messages from the point of view of language learning. Teachers need to make students aware about the reading material from where they can be benefited. There are other sources which they do not use at their best.

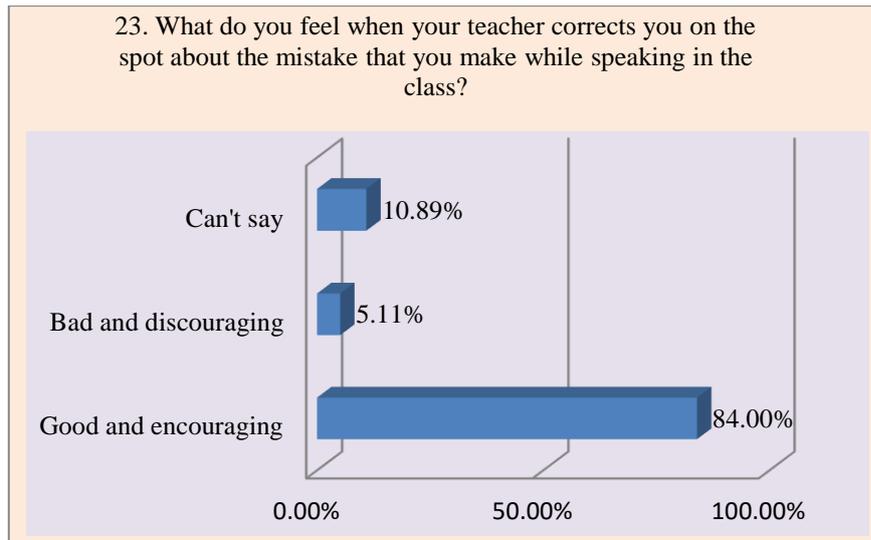


FIGURE 3.110: Graphical Analysis of Q.23 (Urban Students' Responses)

Correction of students' errors is an important phase of developing speaking skill. But the immediate / on the spot/ instant correction of the errors may demotivate the students to speak for the next time. But the investigation shows that 84.00% students found it good and encouraging when their teacher corrected them on the spot about the mistake that they made while speaking in the class. Only 05.11% students found it bad and discouraging whereas 10.89% students could not decide what to say.



FIGURE 3.111: Graphical Analysis of Q.24 (Urban Students' Responses)

Through this question, an attempt was made to discover with whom the students get the opportunity to speak. The responses point out that 51.78% students confess that they did not get the opportunity to interact with anybody 30.22% students said that they got the opportunity to interact with their friends and 18.89% students got the chance to interact with teachers. 09.56% students speak English with their family. Very few ($\leq 3\%$) got the opportunity to interact with their classmates and neighbor or during presentation.

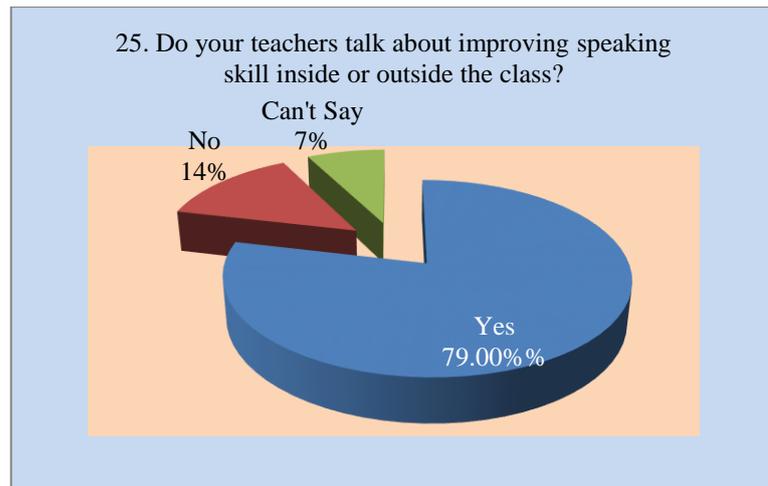


FIGURE 3.112: Graphical Analysis of Q.25 (Urban Students' Responses)

Talking about target language frequently is also one of the ways of encouraging the students / learners in the process of language learning. In reply to this question, it became evident that teachers do talk about developing speaking skill inside or outside the class to encourage the students to speak

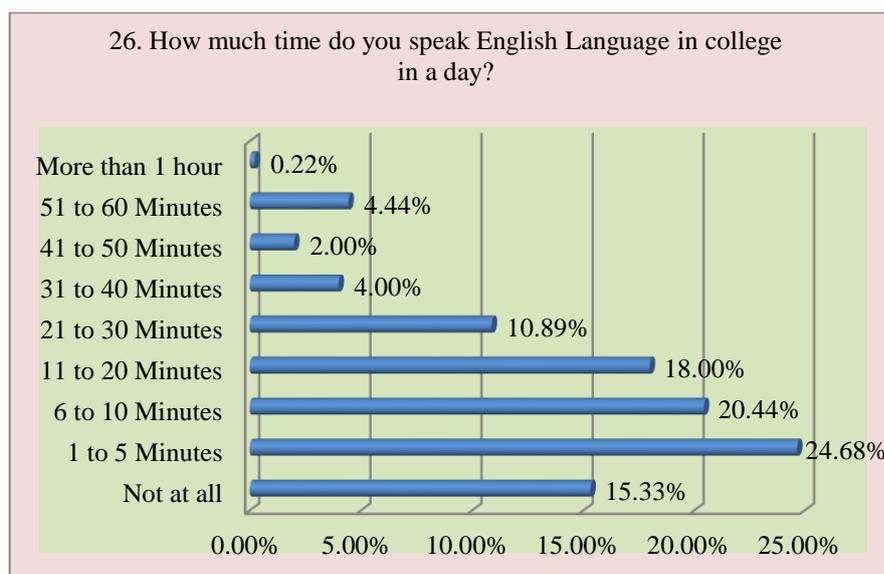


FIGURE 3.113: Graphical Analysis of Q.26 (Urban Students' Responses)

The purpose of this question is to know whether the students practice during college hours speaking skill enough to be comfortable at it. The analysis discovered that 15.33% of students do not speak English language at all in college hours. 24.68% said that they speak but only for 1 to 5 minutes in a day during college hours. 20.44%, 18.00% and 10.89% students speak English in college for 6 to 10 minutes, 11 to 20 minutes and 21 to 30 minutes respectively. In short, 74.00% students get the chance to speak English hardly for less than 30 minutes which is really too less time to develop any language skill.

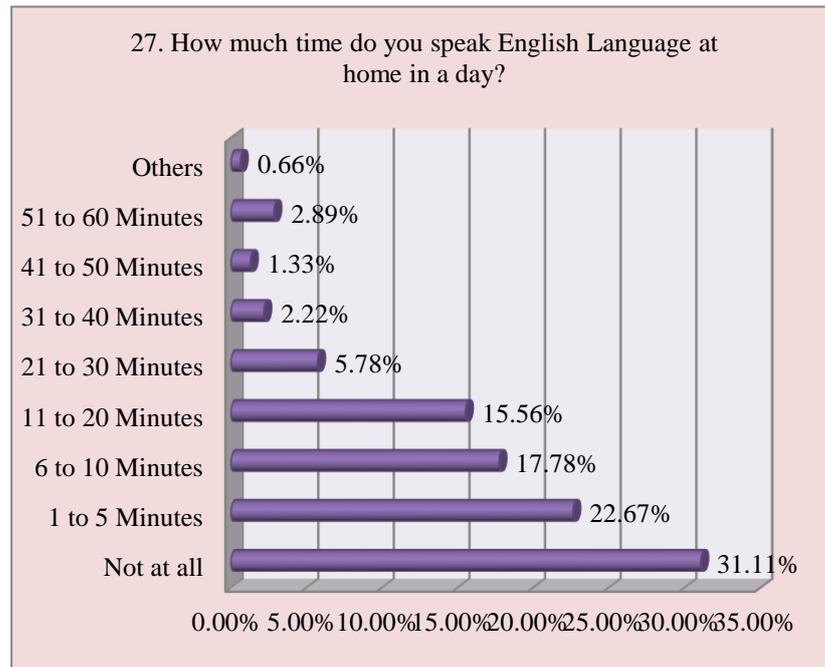


FIGURE 3.114: Graphical Analysis of Q.27 (Urban Students’ Responses)

As a skill, it doesn’t matter how much you know about the language unless it is practiced again and again. To know the frequency of practicing speaking skill done by the students, it was asked to them about how much time they speak English Language at home in a day. The figures give the picture that 31.11% of students accepted that they do not practice English language speaking skill at home at all. 22.67% students said that they practice Speaking skill only from 1 to 5 minutes at home in a day. 17.78% and 15.56% students speak English at home for 6 to 10 minutes and 11 to 20 minutes respectively in a day. In short, majority of the students do not speak English language at home.

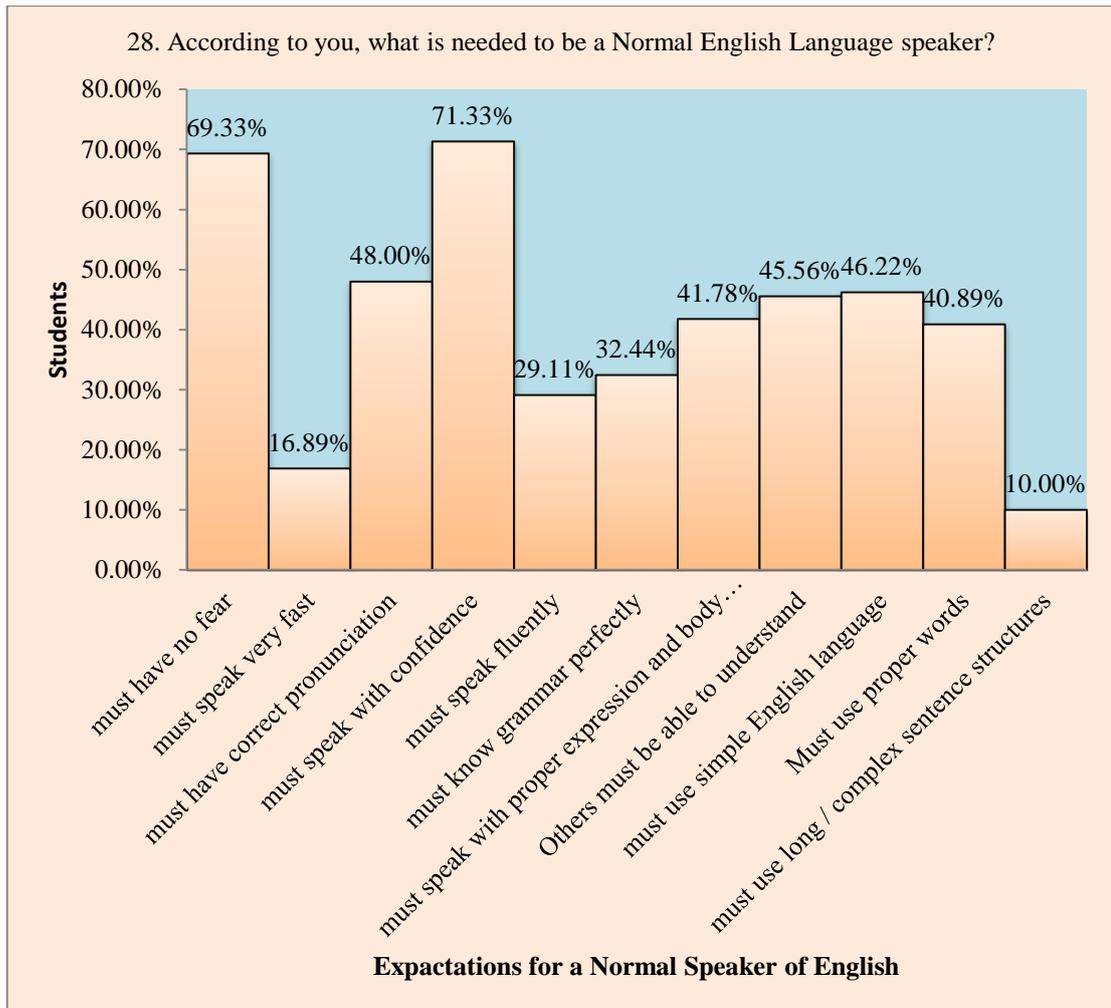


FIGURE 3.115: Graphical Analysis of Q.28 (Urban Students' Responses)

Sometimes, Learners' expectations about the normal English speaker become hindrance in the process of developing their speaking skills. It means that when learners are not able to achieve the level that they imagine a normal speaker should have, they hesitate to speak. They decide to speak only after achieving that level which is not possible unless they start speaking. As per the analysis of the above question about their expectations of a normal English Language Speaker, the following four are the most expected characteristics of English language speaker.

1. must speak with confidence
2. must have no fear
3. Must have correct pronunciation
4. Others must be able to understand

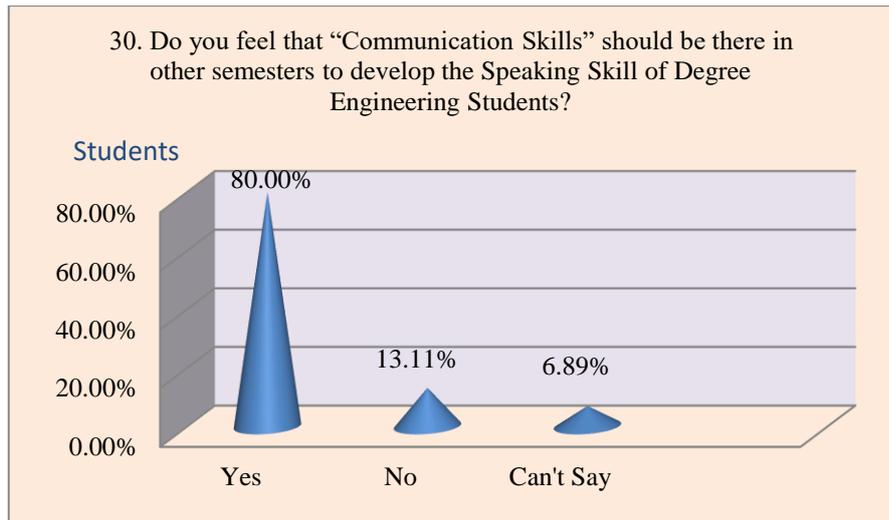


FIGURE 3.116: Graphical Analysis of Q.30 (Urban Students' Responses)

The 80.00% students felt the need of including Communication Skills in other semester too.

3.7.5 Data analyses of the responses of Vernacular medium Male students of Degree Engineering Colleges of South Gujarat

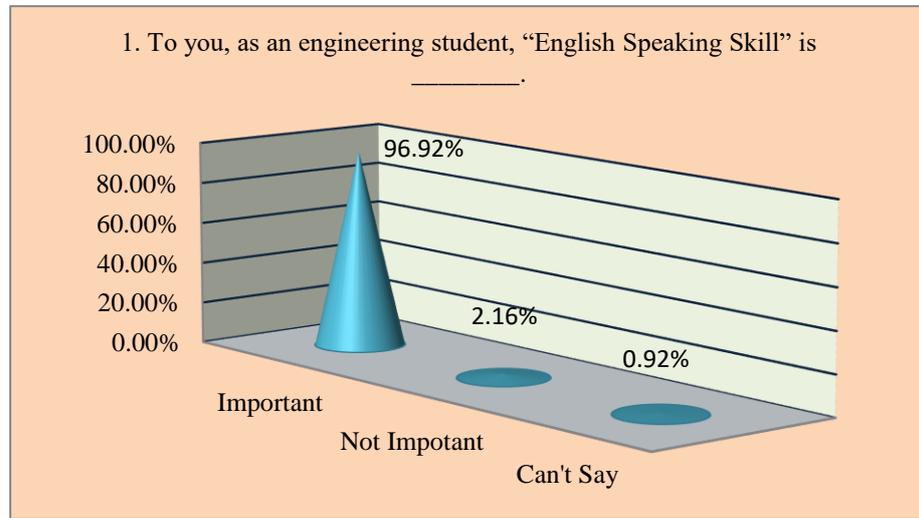


FIGURE 3.117: Graphical Analysis of Q.1 (Male Students' Responses)

This question was asked to investigate whether the male students realize the importance of English Language Speaking Skill or no. From the above analysis, it is clearly evident that the technical students understand the importance of English Language Speaking Skill as 96.92% of the respondents said that this skill is important to them. Only 02.16% students considered it as unimportant and the rest could not say anything about it as they are not sure.

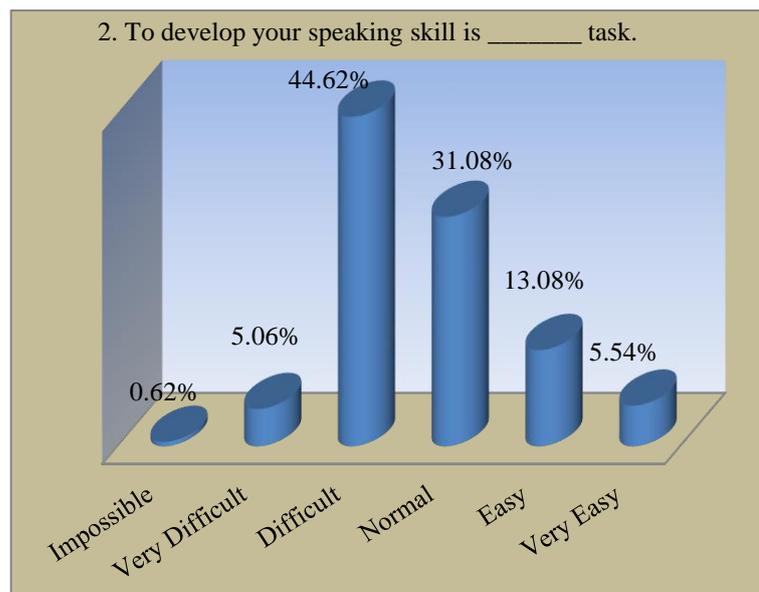


FIGURE 3.118: Graphical Analysis of Q.2 (Male Students' Responses)

This question was included to investigate Engineering Students about how they feel about developing their own speaking skill. “It’s just because you direct your efforts with reference to what you feel or believe about yourself.” It can be observed from the above column chart that almost 49.68% of the students that is difficult / very difficult to develop their speaking skill while 31.08% of the students consider this process as normal. Rest felt it as easy / very easy. Still, Majority half of the students need to be aware that this process of Speaking Language is normal if they practice it regularly

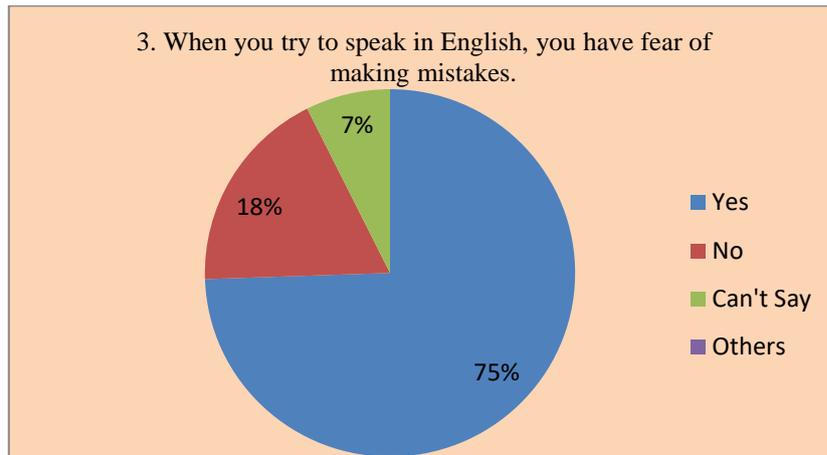


FIGURE 3.119: Graphical Analysis of Q.3 (Male Students’ Responses)

This statement is given to know whether students’ speaking skill is affected by the fear of committing mistakes while attempting to speak English. 75.00% of students confessed that they have fear while trying to speak English and only 18.00% students denied where as 07.00% students were unable to say anything about the statement.

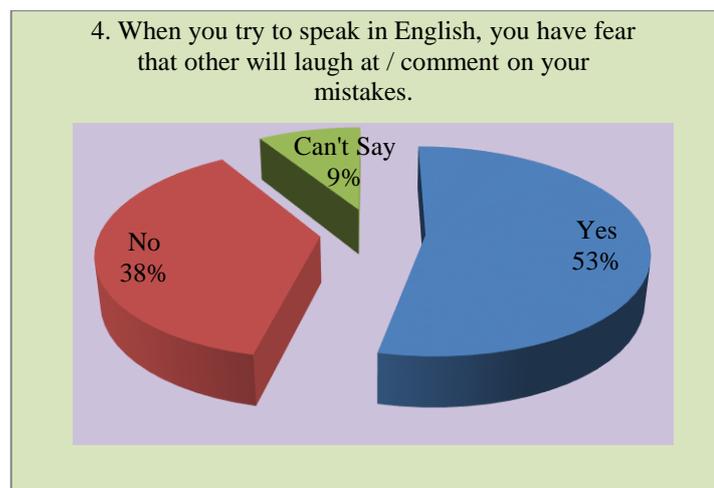


FIGURE 3.120: Graphical Analysis of Q.4 (Male Students’ Responses)

This statement is used in questionnaire with a purpose to know if others' comments / laughing affect the process of developing Speaking skill of students. It is discovered that 53.00% of the students has fear about others' comment or the fear of being laughed at while attempting to speak something. 38.00% of the students said to have no such fear and rest 09.00% couldn't say anything for the same.

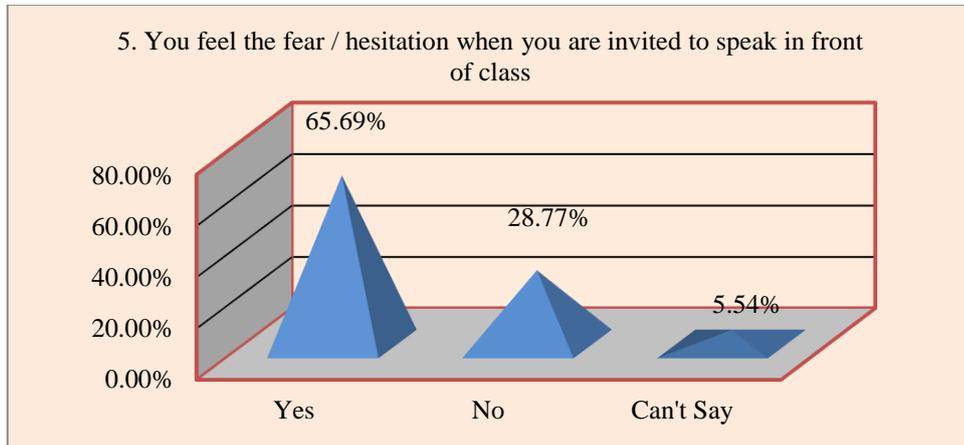


FIGURE 3.121: Graphical Analysis of Q.5 (Male Students' Responses)

This statement was given to know if the speaking in front other students in the class (though familiar) can affect the process of developing speaking skill students. To react to this statement, 65.69% of the students accepted that they felt fear / hesitation when they are invited to speak in front of class. 28.77% students did not agree to the statement and rest 5.54% students couldn't say anything.

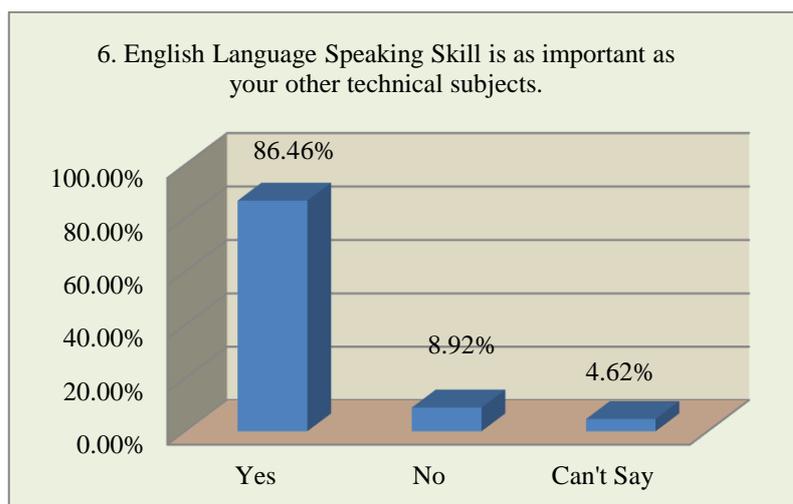


FIGURE 3.122: Graphical Analysis of Q.6 (Male Students' Responses)

This statement was included just to check the attitude of students towards Speaking Skill with reference to other technical subjects. It is found from the data that 86.46% of the students feel that English Language Speaking Skill is as important as their other technical subjects. Only 08.92 % respondents did not feel the same. 4.62% students couldn't say anything.

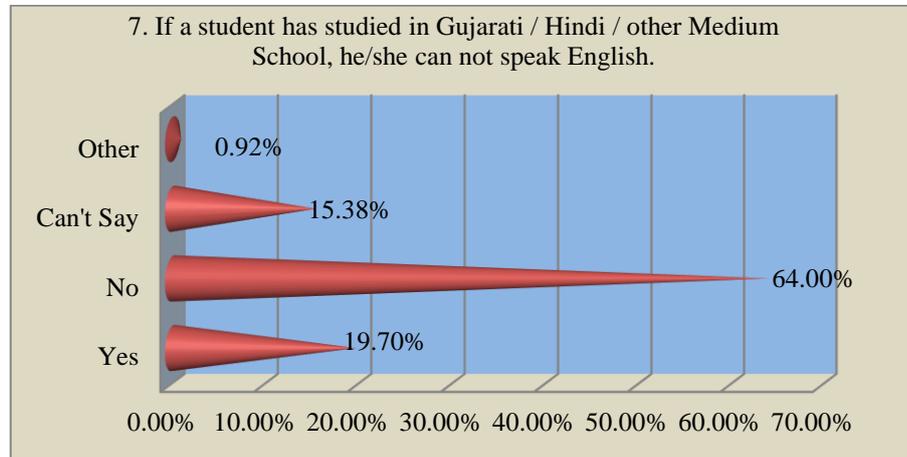


FIGURE 3.123: Graphical Analysis of Q.7 (Male Students' Responses)

This statement is added to questionnaire to know if the students believe that studying in vernacular medium schools may hinder the process of developing their speaking skill or not. To this statement, 64.00% students reacted negatively and agreed that they do not have such belief. This is a positive sign because this belief / attitude may affect the language learning process negatively. Still, 19.70% of the students reacted positively to the above statement. They need to be guided and counseled not to believe so by giving examples of people who could make it. 15.38% did not give their opinion. Rest (Others) reacted as

“He/she may be can speak English good enough like English medium student But it is depend on student's curiosity.”

“It is better that students study in their mother tongue.”

“May be possible,. it depend on his interest . In Guj. medium student I can write properly but cant speak”

“Not fluently”

“They cant speak but understands it”

“He or she easily speak English but a daily practice is requirement.”

The above statements highlight the problems that a vernacular medium student faces.

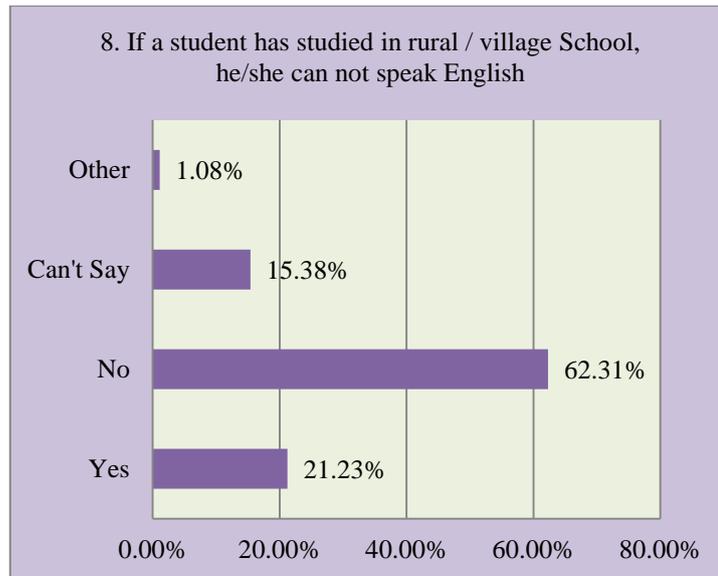


FIGURE 3.124: Graphical Analysis of Q.8 (Male Students' Responses)

The statement no. 8 has been observed working as psychological barrier in developing English language skill of students in general and English speaking skill in particular. While attempting this question, 62.31% students show their disagreement to the statement “if a student has studied in rural / village school, he/she can not speak English.” That is really a positive sign on the way to learning a second/ third language like English. Such attitude, that still 21.23% have, may hinder the development of speaking skill of those students. In this case 15.38% students did not react either positively or negatively. Others commented

“He/she can if taught in school”

“He/she can speak English.”

“Depends on student's curiosity.”

“It depends on students efforts”

“Rural area Students has a speak English easily...but practice requirement.”

“Rural, village student gave a chance to prove themselves”

“The above two statements indirectly suggest that the speaking skill should be concentrated.”

“they can understands it but can't speak.”

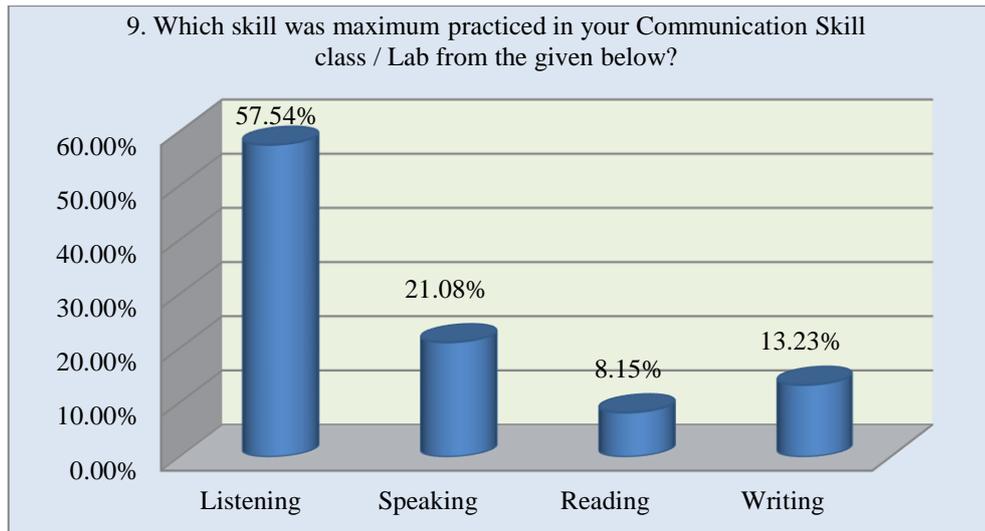


FIGURE 3.125: Graphical Analysis of Q.9 (Male Students’ Responses)

Majority of the Students (57.54%) opined that Listening skill of the students is practiced maximum in the class compared to other language skills. Only 21.08%, 08.15% and 13.23% students voted for speaking, reading and writing skill as maximum practiced skill respectively.

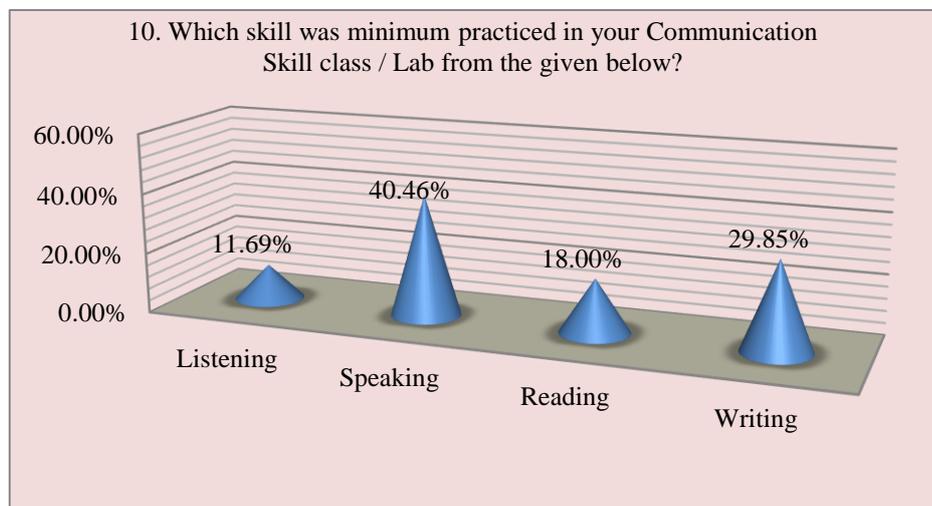


FIGURE 3.126: Graphical Analysis of Q.10 (Male Students’ Responses)

40.46% students replied that speaking skill of the students is practiced minimum in the class compared to other language skills. Only 11.69%, 18.00%, and 29.85% students voted for listening, reading and writing skill as maximum practiced skill respectively.

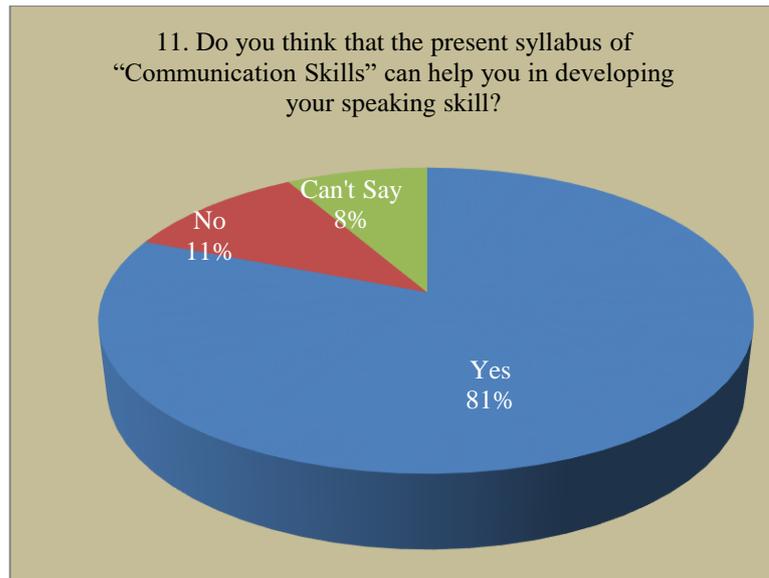


FIGURE 3.127: Graphical Analysis of Q.11 (Male Students' Responses)

While answering the question, 81.00% students found that the present syllabus of Communication Skills can help them developing their communication skills. Only 11.00% respondent denied and 08.00% students were not able to decide upon the given question. These responses exhibit that the students did not have any complaint with the content of the syllabus.

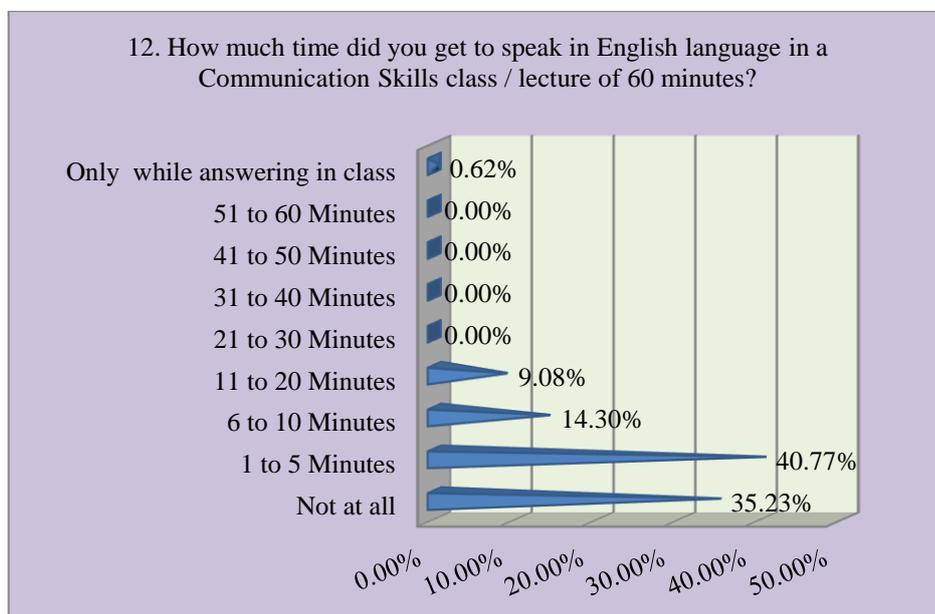


FIGURE 3.128: Graphical Analysis of Q.12 (Male Students' Responses)

“Speaking Skill of students is more a matter of practice rather than mere instructing or guiding.”

Just to investigate whether the opportunities to speak English are provided to the students in the 60 minutes lecture or not, this question was accommodated in the questionnaire. Analyzing the responses in the above chart, it can be observed that 35.23% of the students chose the option that they did not have the opportunity to speak in the class at all. Whereas, among those who got the opportunity to speak something in the class at maximum are 40.77% students who got the opportunity to speak for less than five minutes. Only 14.30% students got the chance to speak for 6 to 10 minutes in lecture of 60 minutes. The analysis shows that majority students do not get the enough opportunities / time to speak in the class.

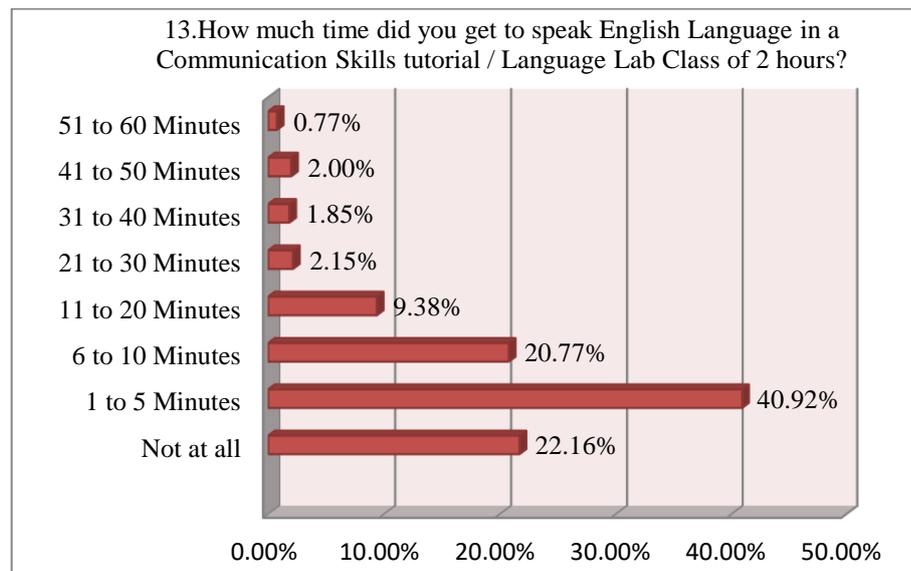


FIGURE 3.129: Graphical Analysis of Q.13 (Male Students' Responses)

On generating the analysis in the above graph, it can be observed that 22.16% of students expressed that they did not speak at all English Language in a Communication Skills tutorial / Language Lab Class of 2 hours. Still, 40.92% of the students got the opportunity to speak 1 to 5 minutes in a Lab session. 20.77% students admit that they get 6 to 10 minutes to speak. More than that 09.38% and 02.15% students got the opportunity to speak for 11 to 20 and 21 to 30 minutes in a Lab session respectively. Rest might be good and confident in their communication. In above scenario majority of the students either did not get the opportunity or those who got the opportunity only got hardly 1 to 5 minutes which is very less in terms of English as a second or third language (as in most of the cases of Gujarati medium students) and that too when student normally do not get environment or enough opportunities outside the classroom situations.

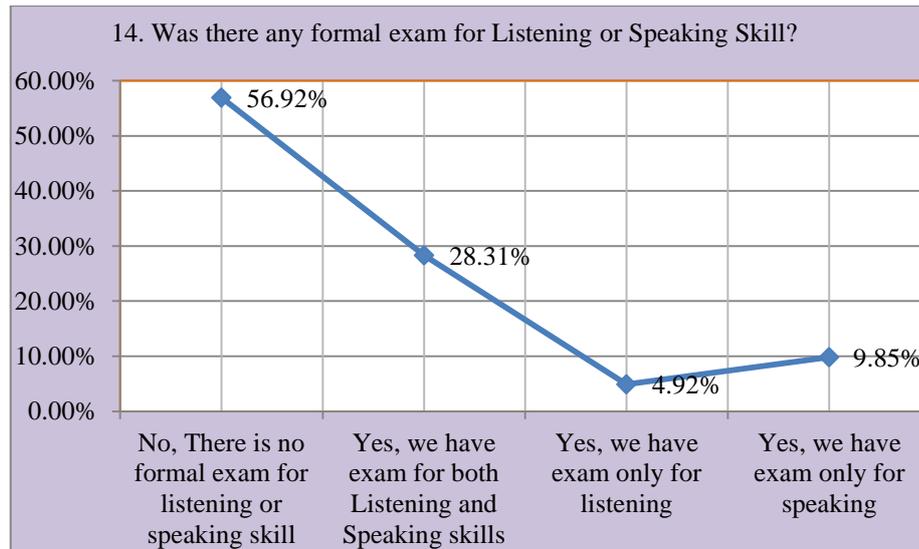


FIGURE 3.130: Graphical Analysis of Q.14 (Male Students' Responses)

This question was asked just to investigate whether there is any formal exam conducted for Listening or Speaking Skill in respective engineering institutes by language teacher or at institute level. On analysing the data, 56.92% students said that they did not have any kind of formal exam for listening or speaking skill where as 28.31% students replied affirmatively that they had such evaluation. Rest of the respondents 04.92% and 09.85% said that they had exam only for listening and speaking respectively. The responses point out the need of formal evaluation for listening and speaking skills by the university.

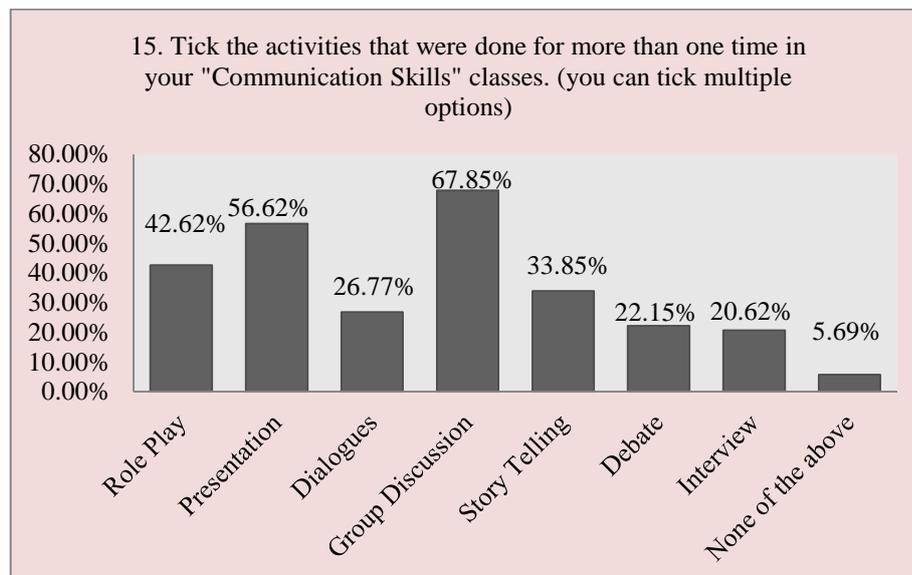


FIGURE 3.131: Graphical Analysis of Q.15 (Male Students' Responses)

The questions related to Lab Session enquiring about the frequency of the activity is asked to see if the activities for practicing language is repeated or is just done for once. The highlights

of the responses reveal that 67.85%, 56.62 and 42.62% students said to have the repetition of Group Discussion, Presentation and Role Play respectively in Communication classes. It seems that teachers have tried to repeat these three activities for more than one time in the class.

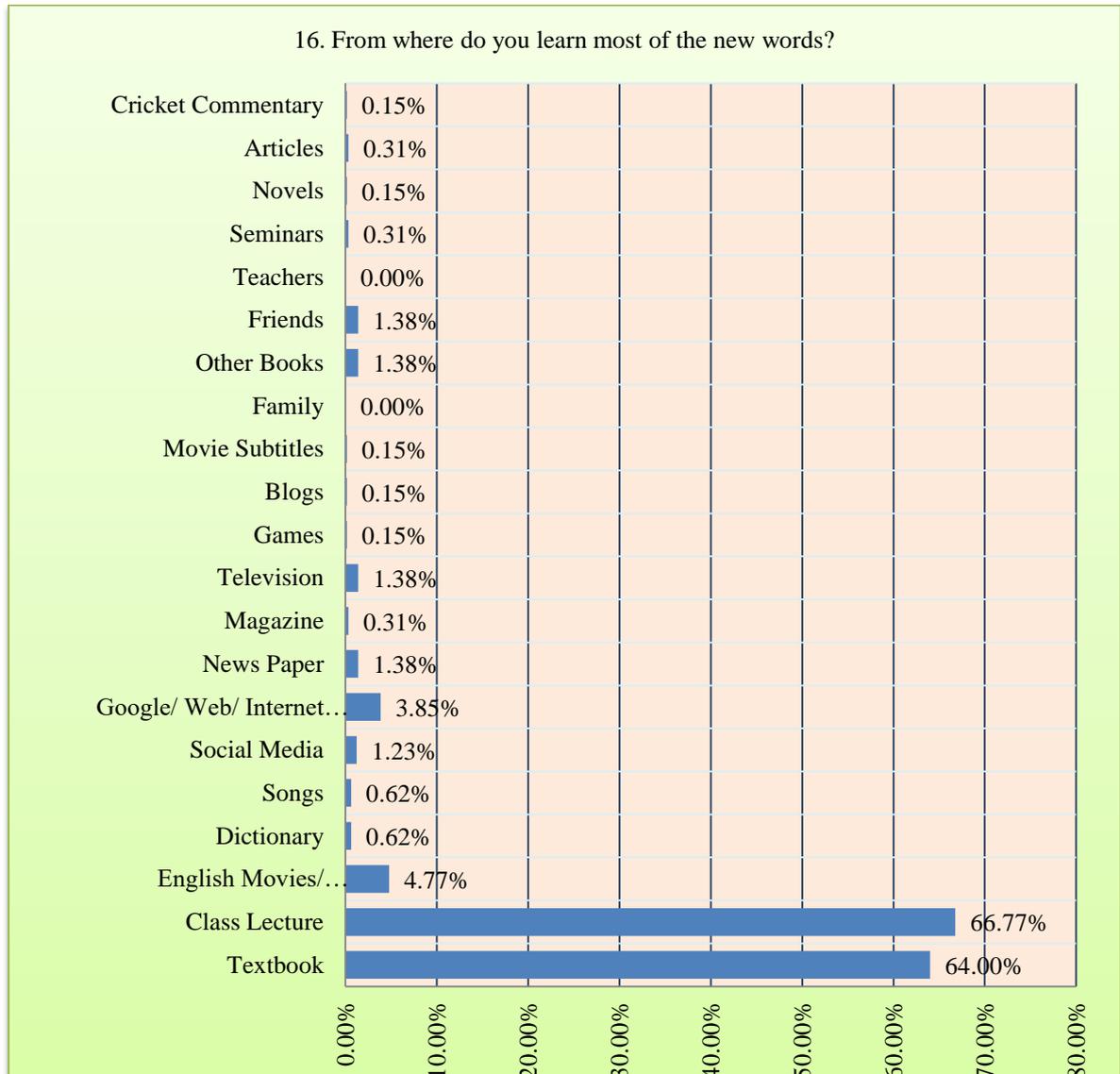


FIGURE 3.132: Graphical Analysis of Q.16 (Male Students' Responses)

This question digs out the sources from where / whom the engineering students learn new words. The analysis of the data shows that the major source of learning new words for them is either text-book or Class lecture as 64.00% and 66.77% students expressed respectively. 04.77% of the students said to have learnt the new words from English movies / you tube videos. Though they have multiple convenient options available with them, they are not conscious about using them effectively for learning new words.

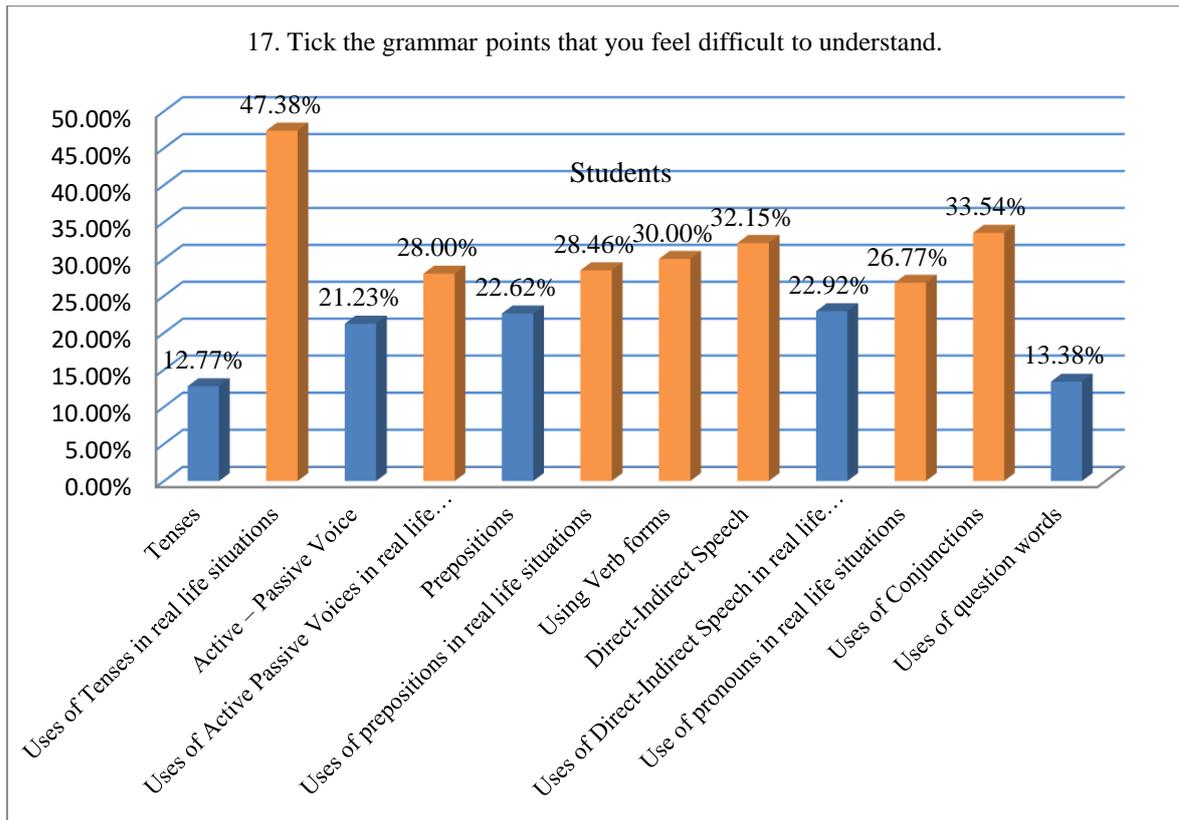


FIGURE 3.133: Graphical Analysis of Q.17 (Male Students' Responses)

The students were asked to choose the grammar points that they feel difficult to understand and they were deliberately given the basic grammar topics and their uses as options from which they have to make choices. They were also allowed to choose multiple options as they might face problems in more than one grammatical topic.

From the analysis of the responses it was discovered that

1. They had knowledge of grammar but more than that they were not aware about how to use this knowledge in real life situation.
2. 12.77% students admitted that they face problem in understanding of Tenses where as 47.38% students confessed that they were not aware of using Tenses in real life situation
3. The second grammar point in which the 33.54% students were not comfortable was the use of Use of Conjunctions real life situations.
4. The 32.15% and 30.00% students said to have difficulty in the use of Direct Indirect Speech and verb forms in real life situation.

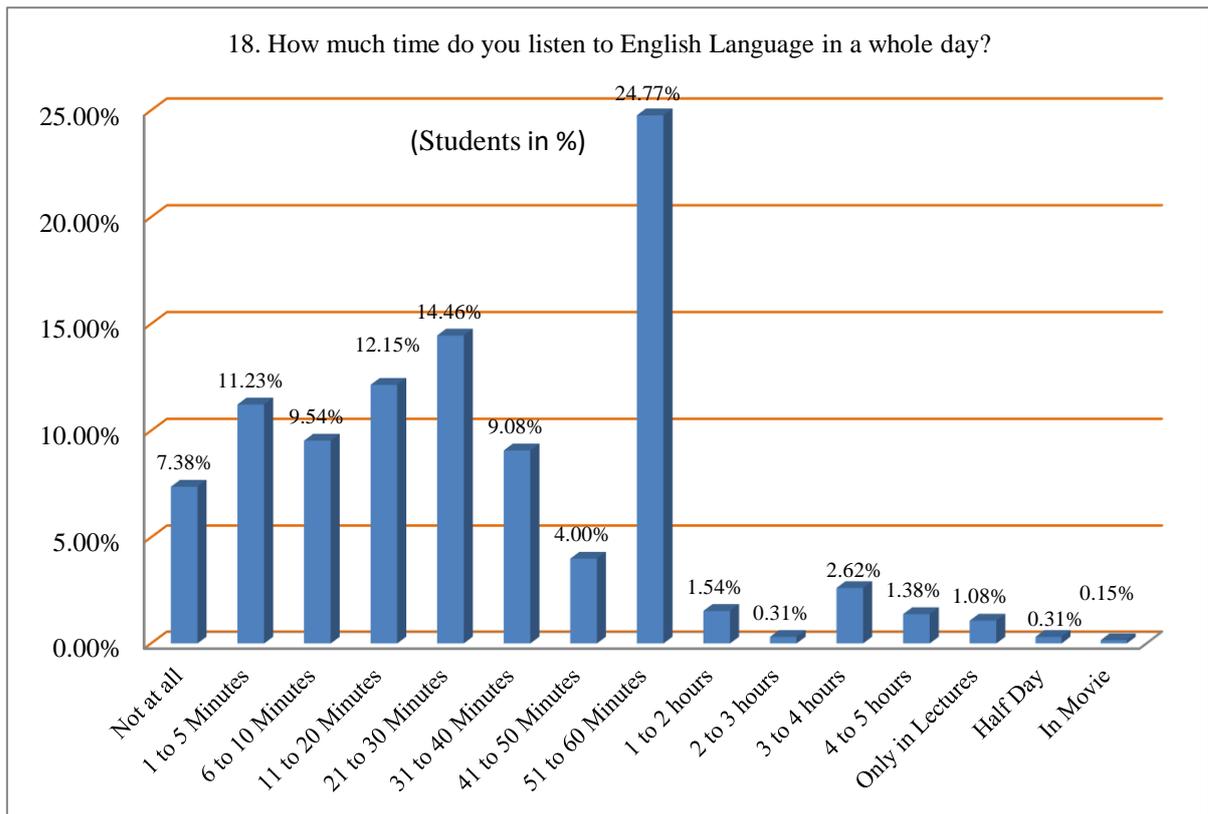


FIGURE 3.134: Graphical Analysis of Q.18 (Male Students' Responses)

The students were asked about how much time they listen to English Language in a day. From the above chart it can be seen that 24.77 % students listen to English Language for about an hour in a day. 60.46% students listen to English Language for less than 60 minutes. Rest only 07.39% students informed to listen to English Language for more than an hour.

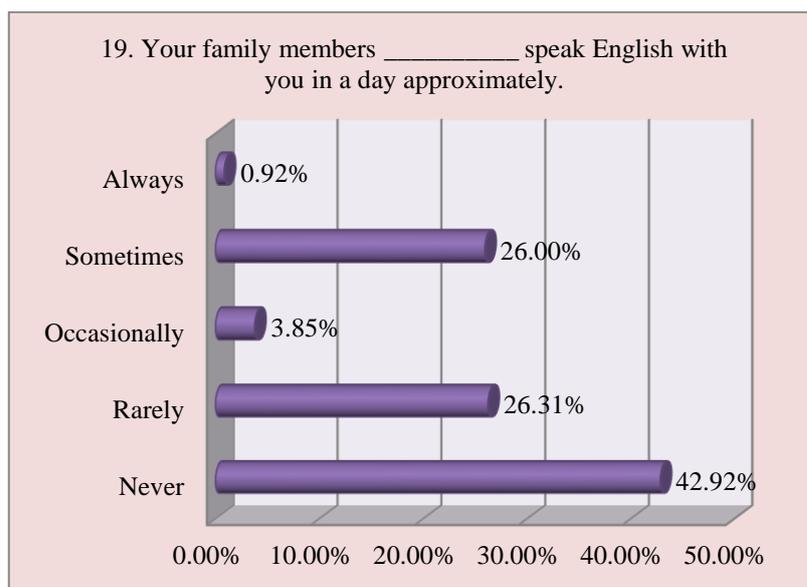


FIGURE 3.135: Graphical Analysis of Q.19 (Male Students' Responses)

This question is an attempt to find out whether the family members speak English with the learner or not. As it can be observed in the above chart 42.92% of the students are in the situation wherein their family members never speak English at home with the learner. It matters as the learner has been staying with his/her family members apart from academic hours. 26.31% students said that their family members speak English rarely where as 26.00% said that their family members sometimes use English language.

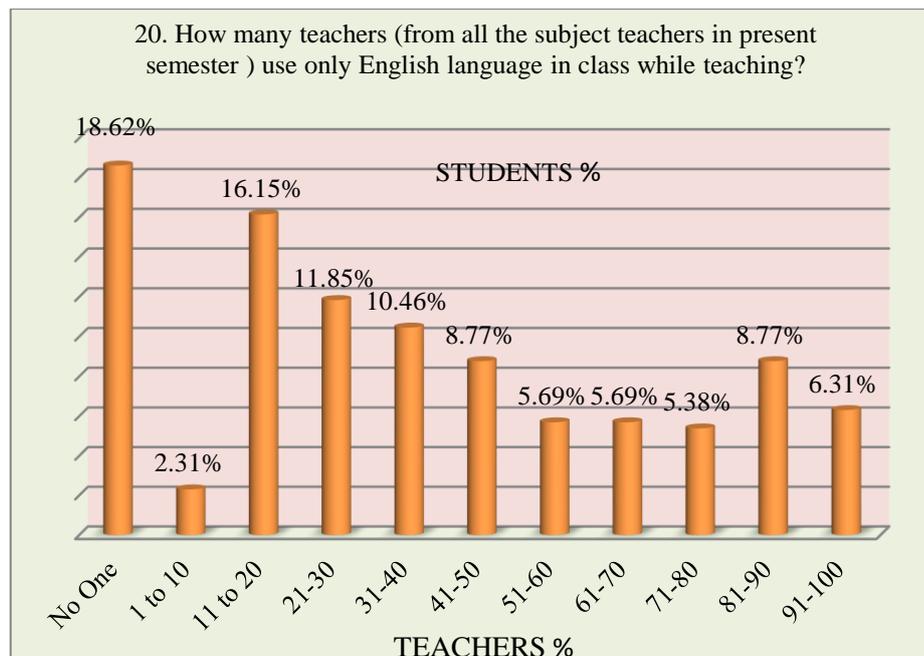


FIGURE 3.136: Graphical Analysis of Q.20 (Male Students' Responses)

. This question was included to know if the teachers use English language in teaching of their subjects or not. The analysis brought out the fact that only 6.31% students said that all the teachers teach using only English Language. More than 50.00% students confessed that their 50% teachers do not teach only in English.

Blending of vernacular language with that of English for understanding is good to clarify the doubts but in doing so, directly or indirectly, the teachers signal the students that it's ok if you use English with me. The students would choose easier option. Teachers should gradually move to only English Language in their teaching to provide model language to the students so that they can learn to express themselves.

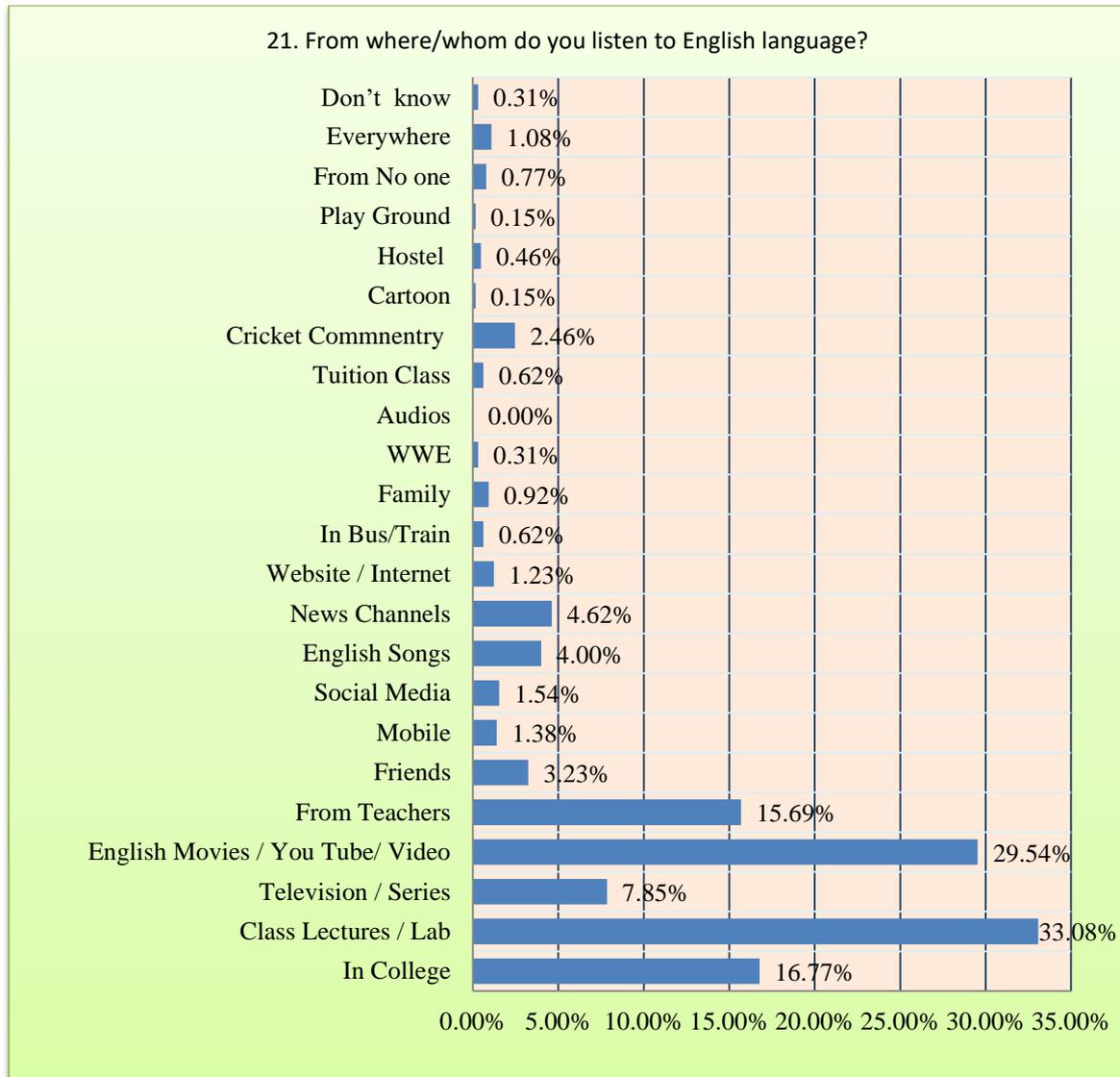


FIGURE 3.137: Graphical Analysis of Q.21 (Male Students' Responses)

When asked about the major source for their listening, it can be observed that 33.08%, 16.77% and 29.54% Students, as shown in the above chart, listen to English Language in class, in the college and from you tube respectively. 15.69% students listen to English from teachers. At the most, 07.85% listen to English Language from Television. The teachers need to make them listen to English outside the college which is very essential for developing their speaking skill.

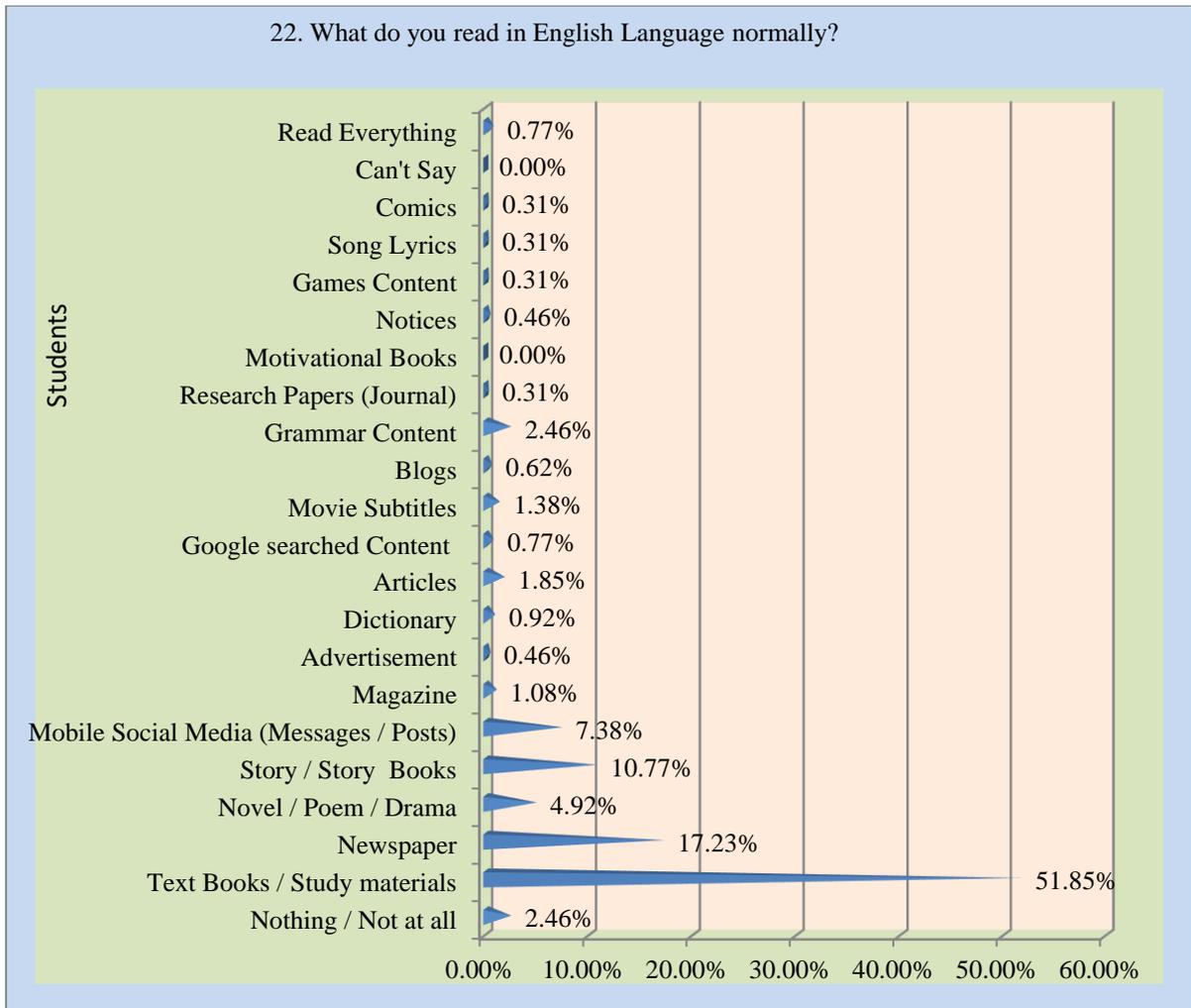


FIGURE 3.138: Graphical Analysis of Q.22 (Male Students' Responses)

Reading habit is very essential in terms of developing vocabulary and knowing sentence structures which ultimately supports and strengthens the speaking skill of the students. To have an idea about their reading resources, this question was included in the questionnaire. The responses reveal that majority of students i.e. 51.85% rely on only textbooks. It is quite interesting that 17.23 also read news papers. In other sources, 07.38% and 10.77% students also read on social media and storybooks. Teachers need to make students aware about the reading material from where they can be benefited. There are other sources which they do not use at their best.

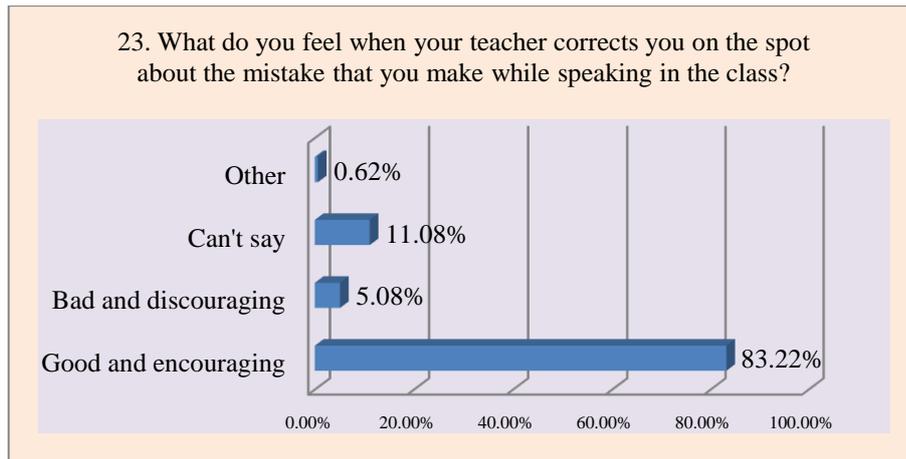


FIGURE 3.139: Graphical Analysis of Q.23 (Male Students' Responses)

Correction of students' errors is an important phase of developing speaking skill. But the immediate / on the spot/ instant correction of the errors may demotivate the students to speak for the next time. But the investigation shows that 83.22% students found it good and encouraging when their teacher corrected them on the spot about the mistake that they made while speaking in the class. Only 05.08% students found it bad and discouraging whereas 11.08% students could not decide what to say.

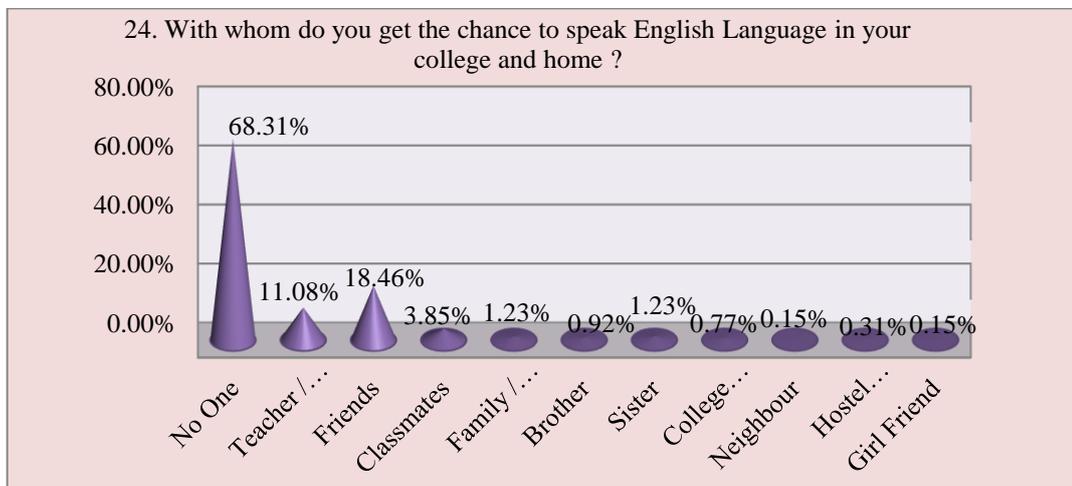


FIGURE 3.140: Graphical Analysis of Q.24 (Male Students' Responses)

Speaking is one of the language learning skills which, like other skills, have to be practiced a lot to develop proficiency. Through this question, an attempt was made to discover with whom the students get the opportunity to speak. The responses point out that 68.31% students confess that they did not get the opportunity to interact with anybody. 18.46% students said that they got the opportunity to interact with their friends and 11.08% students got the chance

to interact with teachers. Very few ($\leq 4\%$) got the opportunity to interact with their family, classmates, room mate and neighbor or during presentation.

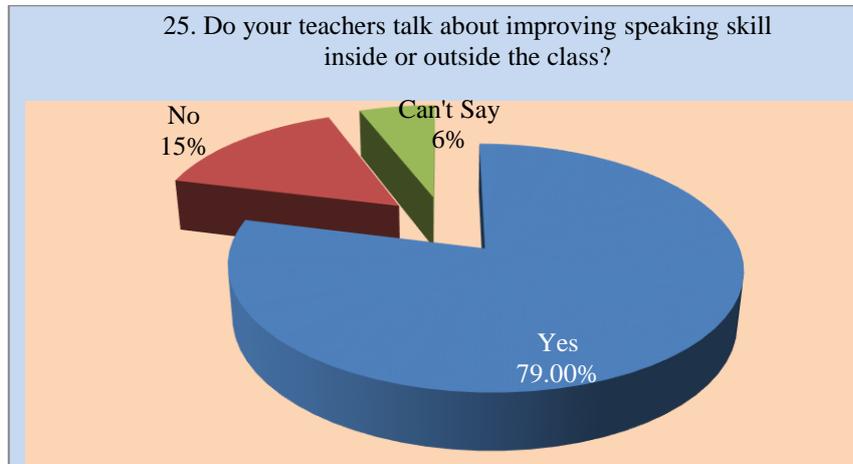


FIGURE 3.141: Graphical Analysis of Q.25 (Male Students' Responses)

Talking about target language frequently is also one of the ways of encouraging the students / learners in the process of language learning. In reply to this question, it became evident that teachers do talk about developing speaking skill inside or outside the class to encourage the students to speak.

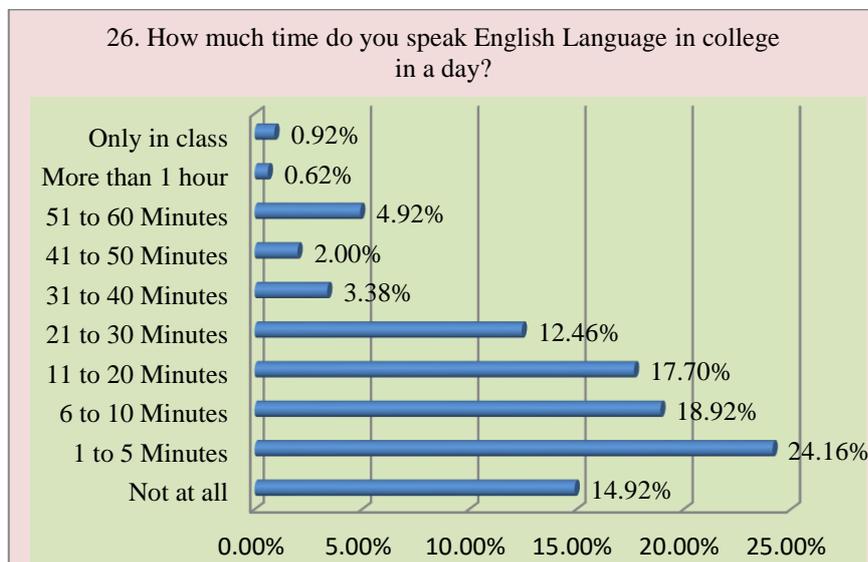


FIGURE 3.142: Graphical Analysis of Q.26 (Male Students' Responses)

The purpose of this question is to know whether the students practice during college hours speaking skill enough to be comfortable at it. The analysis discovered that 14.92% of students do not speak English language at all in college hours. 24.16% said that they speak but only for 1 to 5 minutes in a day during college hours. 18.92%, 17.70% and 12.46% students speak English in college for 6 to 10 minutes, 11 to 20 minutes and 21 to 30 minutes respectively. In

short, 73.22% students get the chance to speak English hardly for less than 30 minutes which is really too less time to develop any language skill.

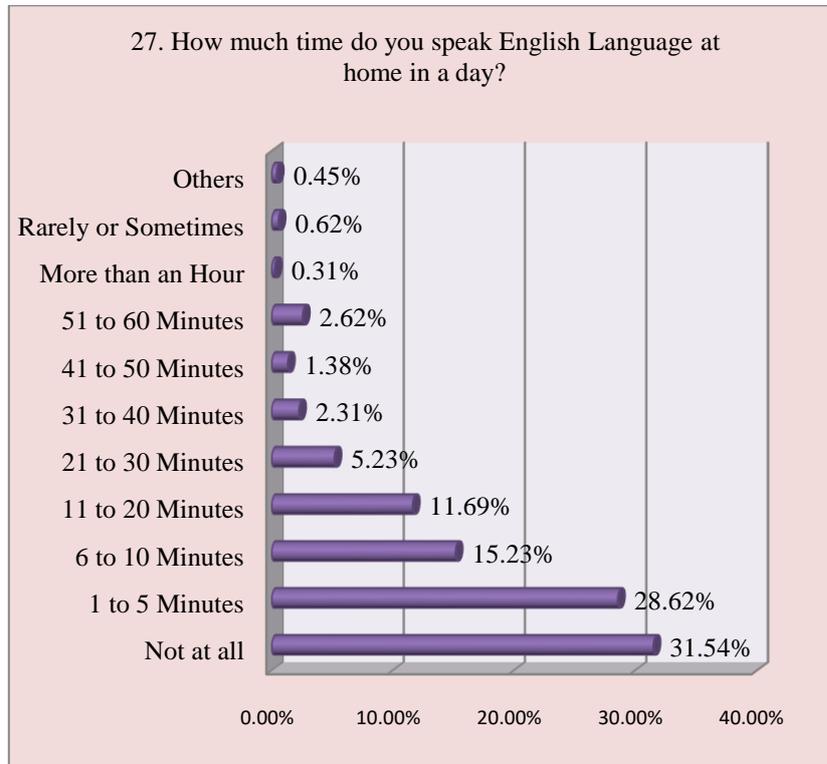


FIGURE 3.143: Graphical Analysis of Q.27 (Male Students' Responses)

As a skill, it doesn't matter how much you know about the language unless it is practiced again and again. To know the frequency of practicing speaking skill done by the students, it was asked to them about how much time they speak English Language at home in a day. The figures give the picture that 31.54% of students accepted that they do not practice English language speaking skill at home at all. 28.62% students said that they practice Speaking skill only from 1 to 5 minutes at home in a day. 15.23% and 11.69% students speak English at home for 6 to 10 minutes and 11 to 20 minutes respectively in a day. In short, majority of the students do not speak English language at home.

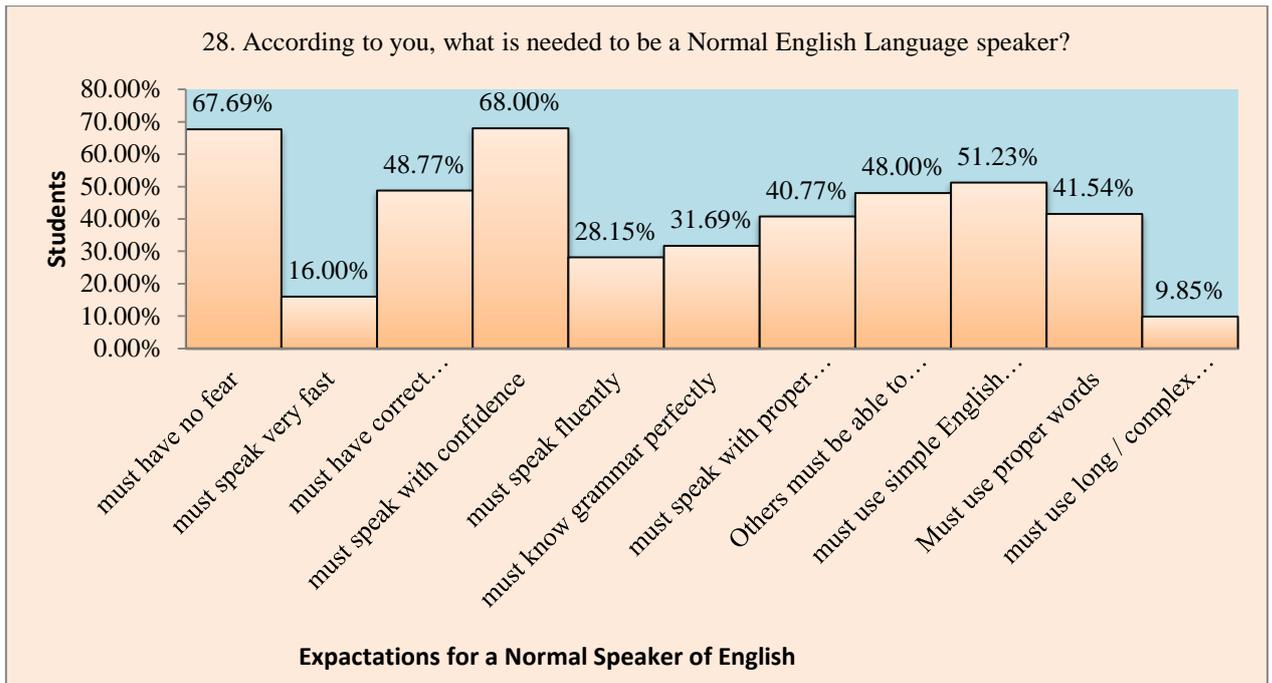


FIGURE 3.144: Graphical Analysis of Q.28 (Male Students' Responses)

Sometimes, Learners' expectations about the normal English speaker become hindrance in the process of developing their speaking skills. It means that when learners are not able to achieve the level that they imagine a normal speaker should have, they hesitate to speak. They decide to speak only after achieving that level which is not possible unless they start speaking. As per the analysis of the above question about their expectations of a normal English Language Speaker, four most expected characteristics of normal English language speaker for male students are (Must speak with confidence, must have no fear, must have correct pronunciation, others must be able to understand).

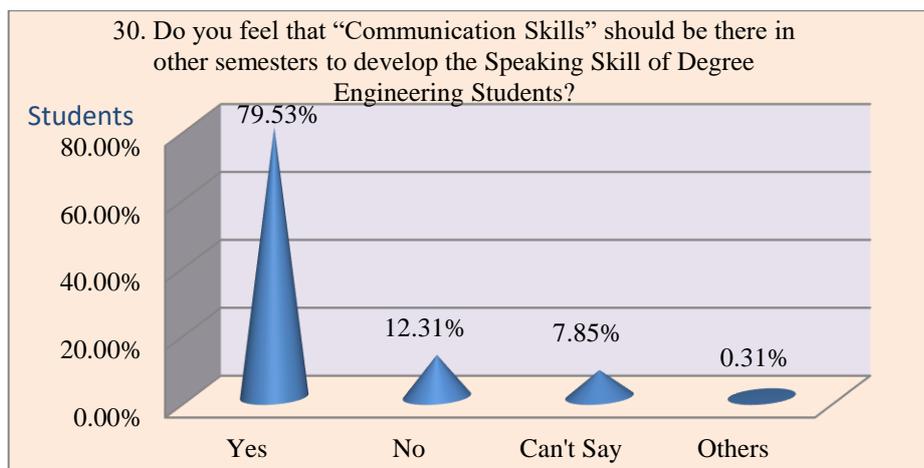


FIGURE 3.145: Graphical Analysis of Q.30 (Male Students' Responses)

The 79.53% students felt the need of including Communication Skills in other semesters too.

3.7.6 Data analyses of the responses of Vernacular medium Female students of Degree Engineering Colleges of South Gujarat

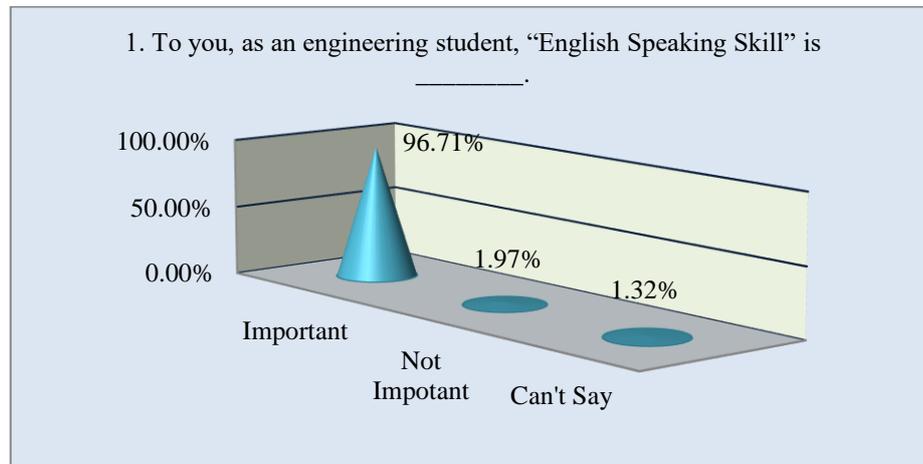


FIGURE 3.146: Graphical Analysis of Q.1 (Female Students' Responses)

This first question was asked to investigate whether the technical students realize the importance of English Language Speaking Skill or not. From the above analysis, it is clearly evident that the technical students understand the importance of English Language Speaking Skill as 96.71% of the respondents said that this skill is important to them. Only 01.97% students considered it as unimportant and the rest could not say anything about it as they are not sure.

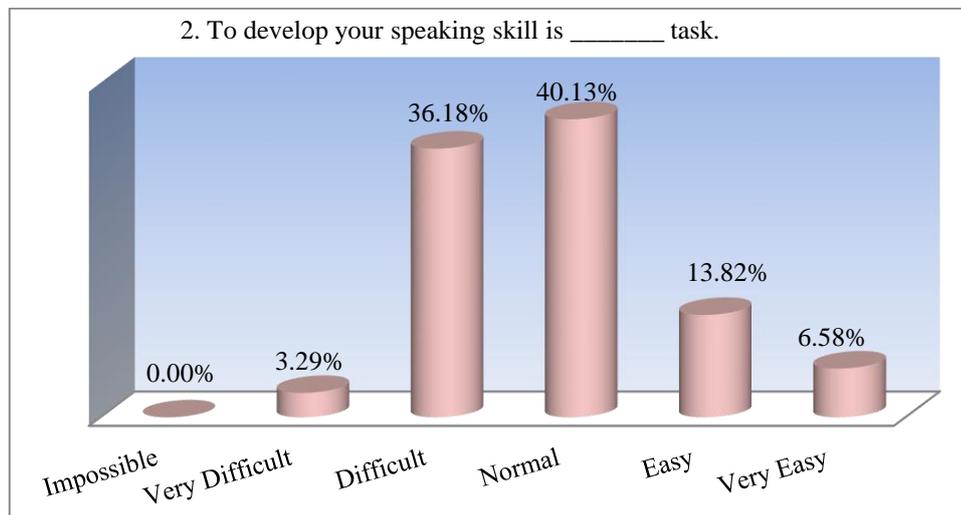


FIGURE 3.147: Graphical Analysis of Q.2 (Female Students' Responses)

This question was included to investigate Engineering Students about how they feel about developing their own speaking skill. It can be observed from the above column chart that 39.47% of the students that developing the speaking skill is difficult / very difficult to develop

their speaking skill while 40.13% of the students consider this process as normal. Rest 20.40% felt it as easy / very easy. Still, Majority half of the students need to be aware that this process of Speaking Language is normal if they practice it regularly



FIGURE 3.148: Graphical Analysis of Q.3 (Female Students' Responses)

This statement is given to know whether students' speaking skill is affected by the fear of committing mistakes while attempting to speak English. 84.21% of students confessed that they have fear while trying to speak English and only 13.82% students denied where as 01.97% students were unable to say anything about the statement.

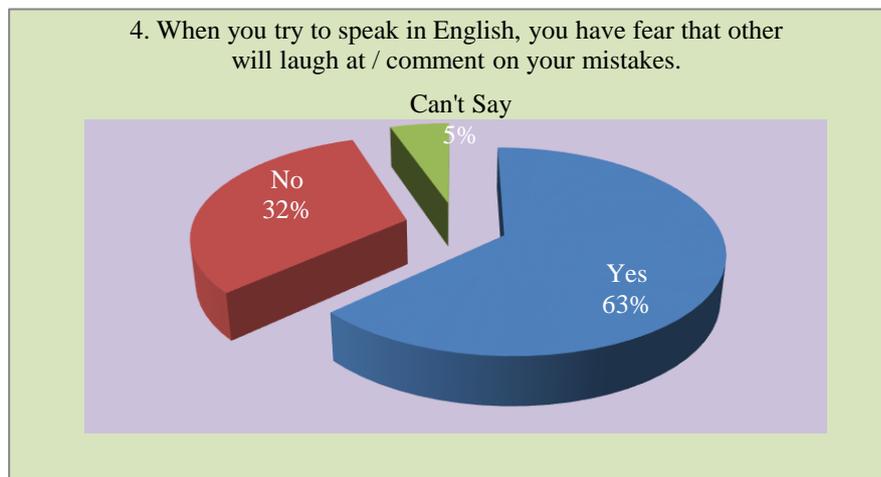


FIGURE 3.149: Graphical Analysis of Q.4 (Female Students' Responses)

This statement is used in questionnaire with a purpose to know if others' comments / laughing affect the process of developing Speaking skill of students. It is discovered that 63.00% of the students has fear about others' comment or the fear of being laughed at while attempting

to speak something. 32.00% of the students said to have no such fear and rest 05.00% couldn't say anything for the same.

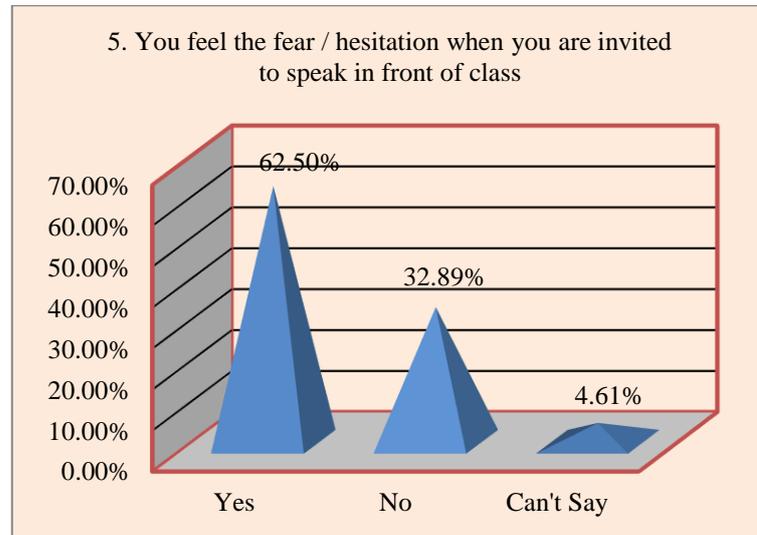


FIGURE 3.150: Graphical Analysis of Q.5 (Female Students' Responses)

This statement was given to know if the speaking in front other students in the class (though familiar) can affect the process of developing speaking skill students. To react to this statement, 62.50% of the students accepted that they felt fear / hesitation when they are invited to speak in front of class. 32.89% students did not agree to the statement and rest 04.61% students couldn't say anything.

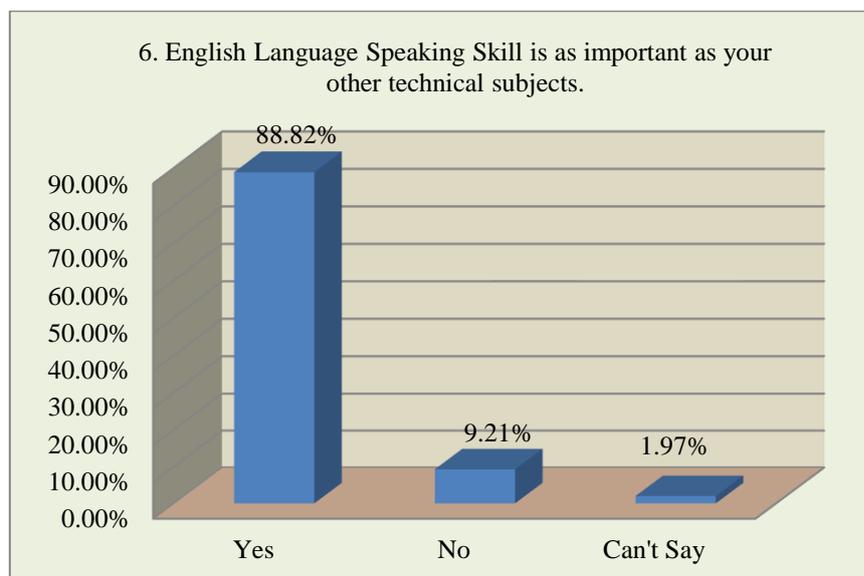


FIGURE 3.151: Graphical Analysis of Q.6 (Female Students' Responses)

This statement was included just to check the attitude of students towards Speaking Skill with reference to other technical subjects. It is found from the data that 88.82% of the students feel that English Language Speaking Skill is as important as their other technical subjects. Only 09.21 % respondents did not feel the same. 1.97% students couldn't say anything.

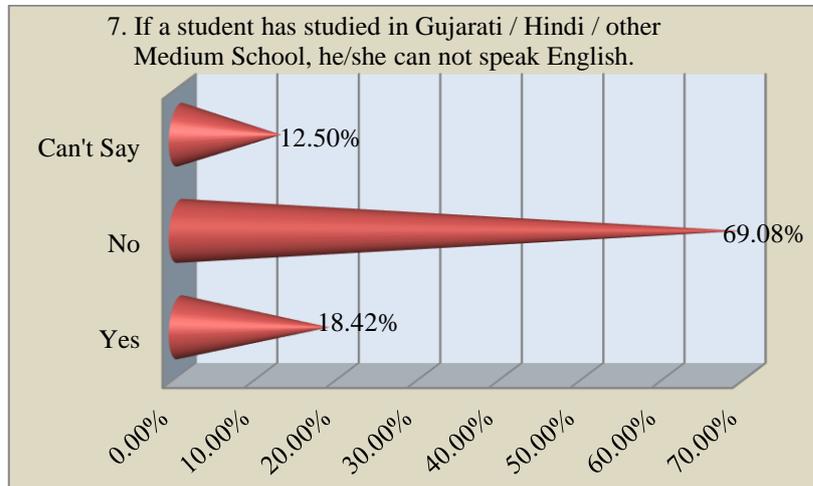


FIGURE 3.152: Graphical Analysis of Q.7 (Female Students' Responses)

This statement is added to questionnaire to know if the students believe that studying in vernacular medium schools may hinder the process of developing their speaking skill or not. To this statement, 69.08% students reacted negatively and agreed that they do not have such belief. This is a positive sign because this belief / attitude may affect the language learning process negatively. Still, 18.42% of the students reacted positively to the above statement. They need to be guided and counseled not to believe so by giving examples of people who could make it. 15.38% did not give their opinion. Rest 12.50% did not wish to react to this.

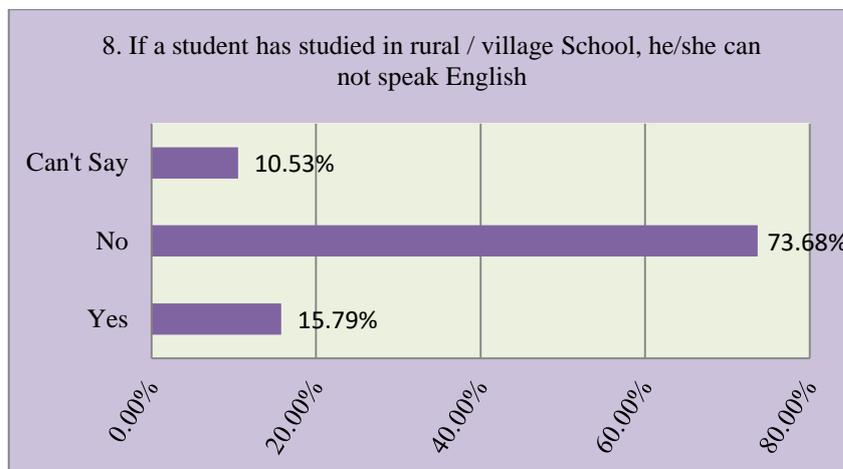


FIGURE 3.153: Graphical Analysis of Q.8 (Female Students' Responses)

The statement no. 8 has been observed working as psychological barrier in developing English language skill of students in general and English speaking skill in particular. While attempting this question, 73.68% students show their disagreement to the statement “if a student has studied in rural / village school, he/she can not speak English.” That is really a positive sign on the way to learning a second/ third language like English. Such attitude, that still 15.79% have, may hinder the development of speaking skill of those students. In this case 10.53% students did not react either positively or negatively.

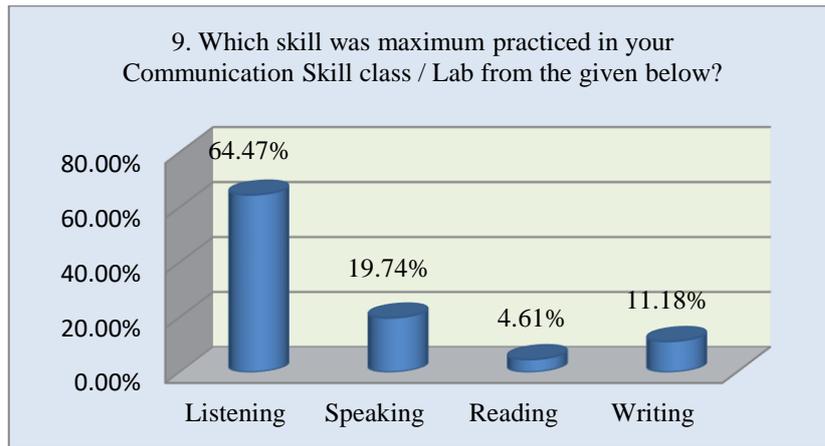


FIGURE 3.154: Graphical Analysis of Q.9 (Female Students’ Responses)

Majority of the Students (64.47%) opined that Listening skill of the students is practiced maximum in the class compared to other language skills. Only 19.74%, 04.61% and 11.18% students voted for speaking, reading and writing skill as maximum practiced skill respectively.

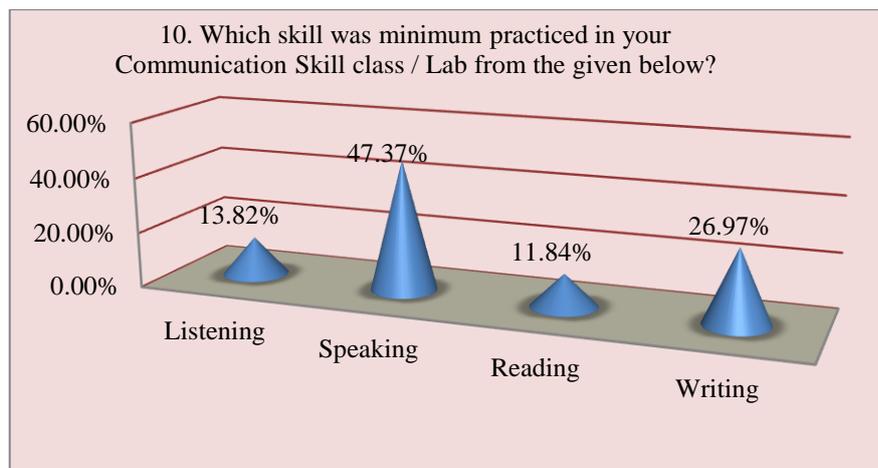


FIGURE 3.155: Graphical Analysis of Q.10 (Female Students’ Responses)

47.37% students replied that speaking skill of the students is practiced minimum in the class compared to other language skills. Only 13.82%, 11.84%, and 26.97% students voted for listening, reading and writing skill as maximum practiced skill respectively.



FIGURE 3.156: Graphical Analysis of Q.11 (Female Students' Responses)

While answering the question, 82.00% students found that the present syllabus of Communication Skills can help them developing their communication skills. Only 11.00% respondent denied and 07.00% students were not able to decide upon the given question. These responses exhibit that the students did not have any complaint with the content of the syllabus.

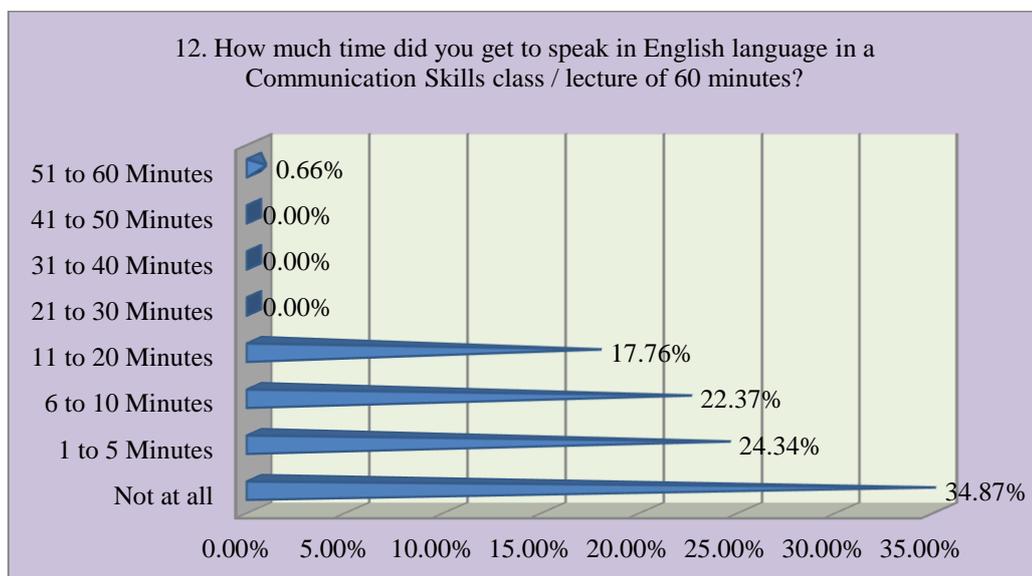


FIGURE 3.157: Graphical Analysis of Q.12 (Female Students' Responses)

Just to investigate whether the opportunities to speak English are provided to the students in the 60 minutes lecture or not, this question was accommodated in the questionnaire.

Analyzing the responses in the above chart, it can be observed that 34.87% of the students chose the option that they did not have the opportunity to speak in the class at all. Whereas, among those who got the opportunity to speak something in the class at maximum are 24.34% students who got the opportunity to speak for less than five minutes. Only 22.37% students got the chance to speak for 6 to 10 minutes in lecture of 60 minutes. The analysis shows that majority students do not get the enough opportunities / time to speak in the class.

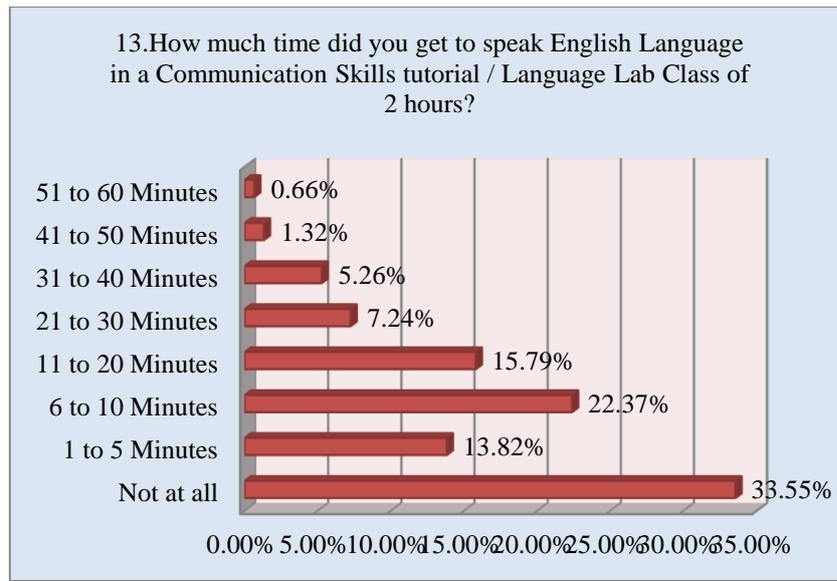


FIGURE 3.158: Graphical Analysis of Q.13 (Female Students' Responses)

The purpose of this question is to see whether the students are able to get the enough opportunities in Lab Sessions or not with reference to speaking skill. On generating the analysis in the above graph, it can be observed that 33.57% of students expressed that they did not speak at all English Language in a Communication Skills tutorial / Language Lab Class of 2 hours. Still, 13.82 % of the students got the opportunity to speak 1 to 5 minutes in a Lab session. 22.37% students admit that they get 6 to 10 minutes to speak. (These may be the students who take initiative and were eager to perform.) More than that 15.79% and 07.24% students got the opportunity to speak for 11 to 20 and 21 to 30 minutes in a Lab session respectively. Rest might be good and confident in their communication.

In above scenario majority of the students either did not get the opportunity or those who got the opportunity only got hardly 1 to 5 minutes which is very less in terms of English as a second or third language (as in most of the cases of Gujarati medium students) and that too when student normally do not get environment or enough opportunities outside the classroom situations.

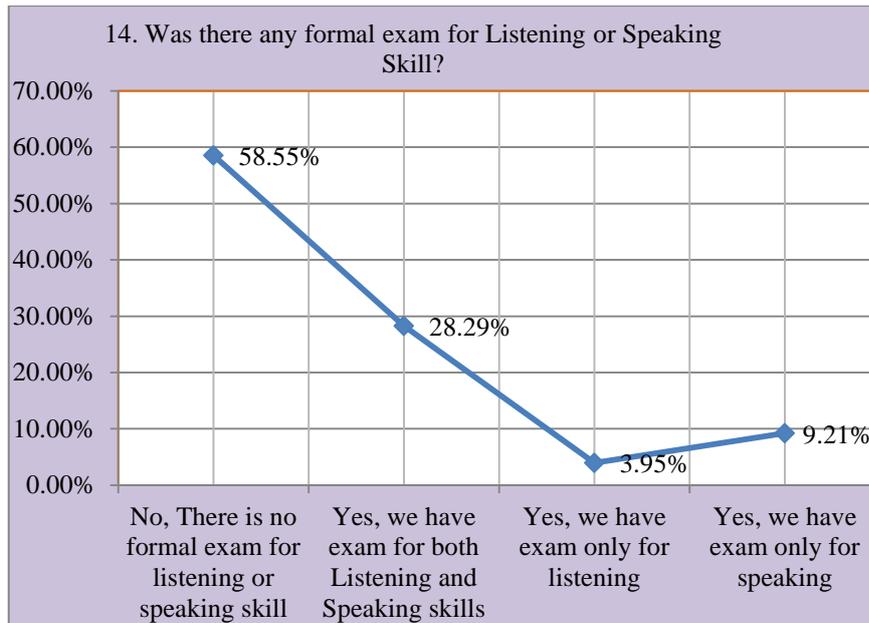


FIGURE 3.159: Graphical Analysis of Q.14 (Female Students’ Responses)

This question was asked just to investigate whether there is any formal exam conducted for Listening or Speaking Skill in respective engineering institutes by language teacher or at institute level. On analysing the data, 58.55% students said that they did not have any kind of formal exam for listening or speaking skill where as 28.29% students replied affirmatively that they had such evaluation. Rest of the respondents 03.95% and 09.21% said that they had exam only for listening and speaking respectively.

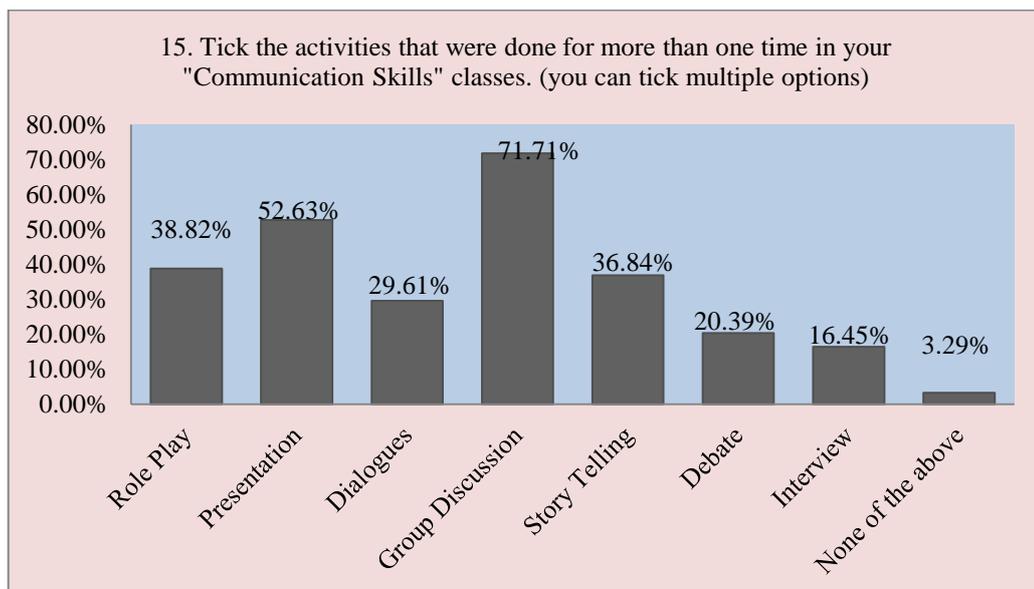


FIGURE 3.160: Graphical Analysis of Q.15 (Female Students’ Responses)

The activities in the English Language Lab Session are essential for the development of speaking skill. It matters and contributes to students' language learning if they are repeated frequently. The questions related to Lab Session enquiring about the frequency of the activity is asked to see if the activities for practicing language is repeated or is just done for once. The highlights of the responses reveal that 71.71%, 38.82 and 42.62% students said to have the repetition of Group Discussion, Presentation and Role Play respectively in Communication classes. It seems that teachers have tried to repeat these three activities for more than one time in the class.

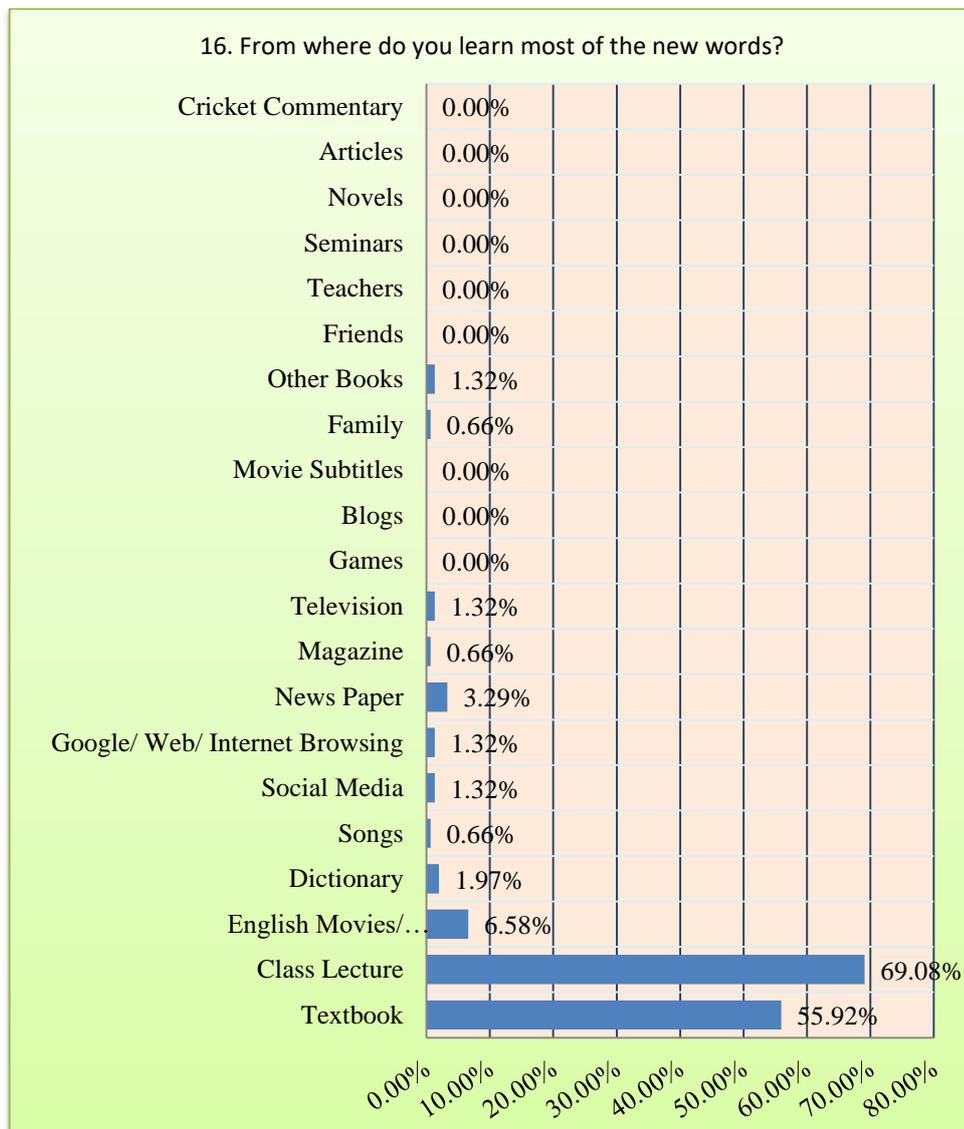


FIGURE 3.161: Graphical Analysis of Q.16 (Female Students' Responses)

This question digs out the sources from where / whom the engineering students learn new words. The analysis of the data shows that the major source of learning new words for them is either text-book or Class lecture as 69.08% and 55.92% students expressed respectively.

05.58% of the students said to have learnt the new words from English movies / you tube videos. Though they have multiple convenient options available with them, they are not conscious about using them effectively for learning new words.

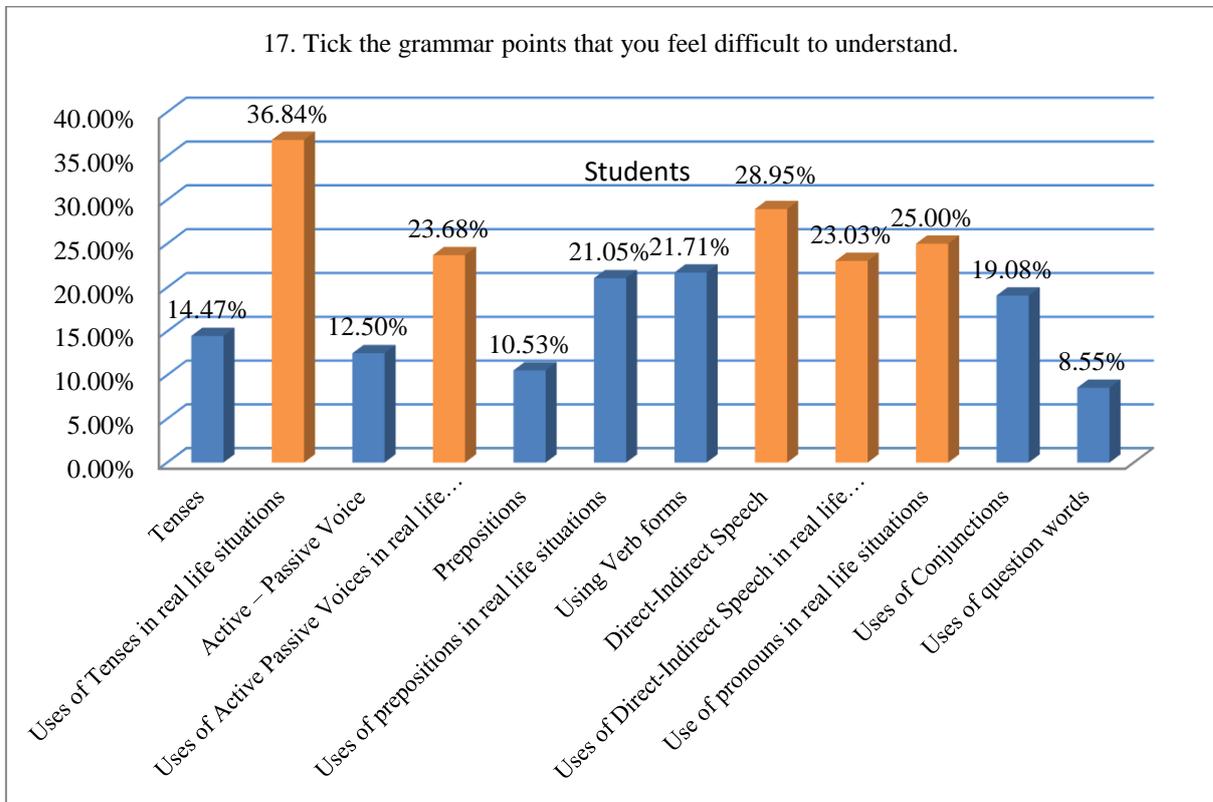


FIGURE 3.162: Graphical Analysis of Q.17 (Female Students' Responses)

The basic purpose of this question is to know whether students are comfortable in the basic units of grammar and more than that whether they are aware about using these grammatical units and structures in real life situation of their daily life. They were also allowed to choose multiple options as they might face problems in more than one grammatical topics.

From the analysis of the responses it was discovered that

1. They had knowledge of grammar but more than that they were not aware about how to use this knowledge in real life situation.
2. 14.47% students admitted that they face problem in understanding of Tenses where as 36.84% students confessed that they were not aware of using Tenses in real life situation
3. The second grammar point in which the 28.95% students were not comfortable was the use of Use of direct indirect speech.

4. The 25.00% and 23.68% students said to have difficulty in the use of pronoun and use of active passive forms in real life situation.

From the data it is evident that students might have the knowledge of a grammatical unit but when it comes to apply this knowledge in real life situation (orange coloured columns), they face problems. The teachers need to concentrate on not only imparting knowledge about a grammatical topic but also they need to make their students practice for how to apply this knowledge in real life situation. This practice, at the end, will surely result into develop confidence among the students to speak an appropriately.

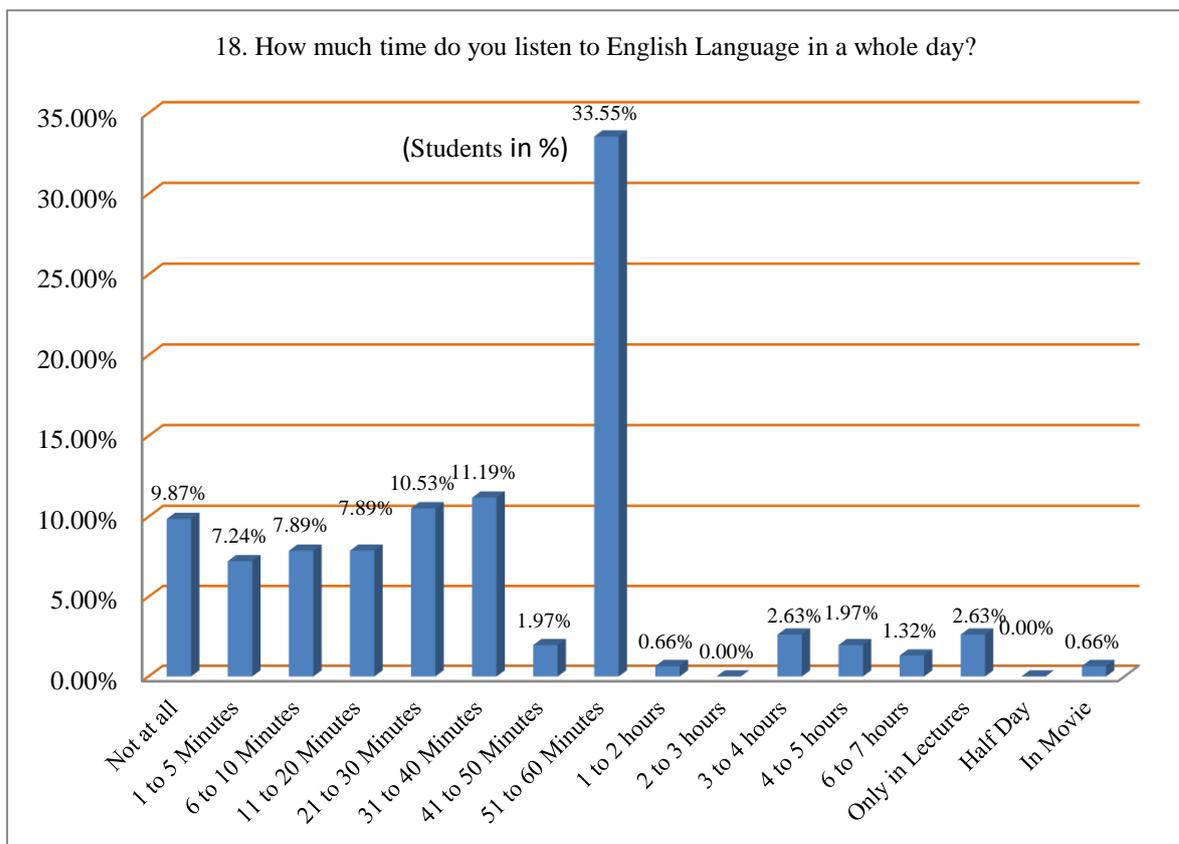


FIGURE 3.163: Graphical Analysis of Q.18 (Female Students' Responses)

To get the idea about the listening skill practiced by the engineering students, they were asked about how much time they listen to English Language in a day. From the above chart it can be seen that 33.55 % students listen to English Language for about an hour in a day. 46.7% students listen to English Language for less than 60 minutes. Rest only 09.87% students informed to listen to English Language for more than an hour.

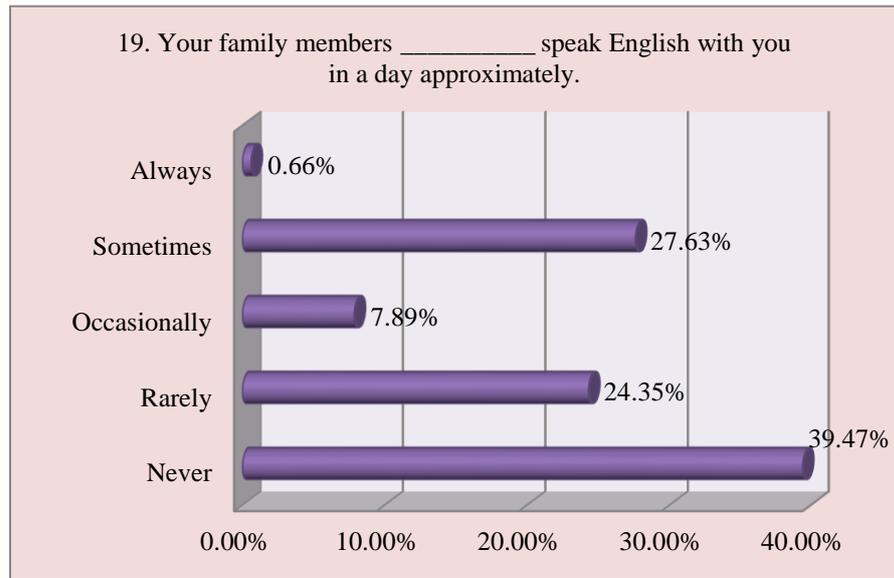


FIGURE 3.164: Graphical Analysis of Q.19 (Female Students’ Responses)

This question is an attempt to find out whether the family members speak English with the learner or not. As it can be observed in the above pie chart 39.47% of the students are in the situation wherein their family members never speak English at home with the learner. It matters as the learner has been staying with his/her family members apart from academic hours. 24.35% students said that their family members speak English rarely where as 27.63% said that their family members sometimes use English language.

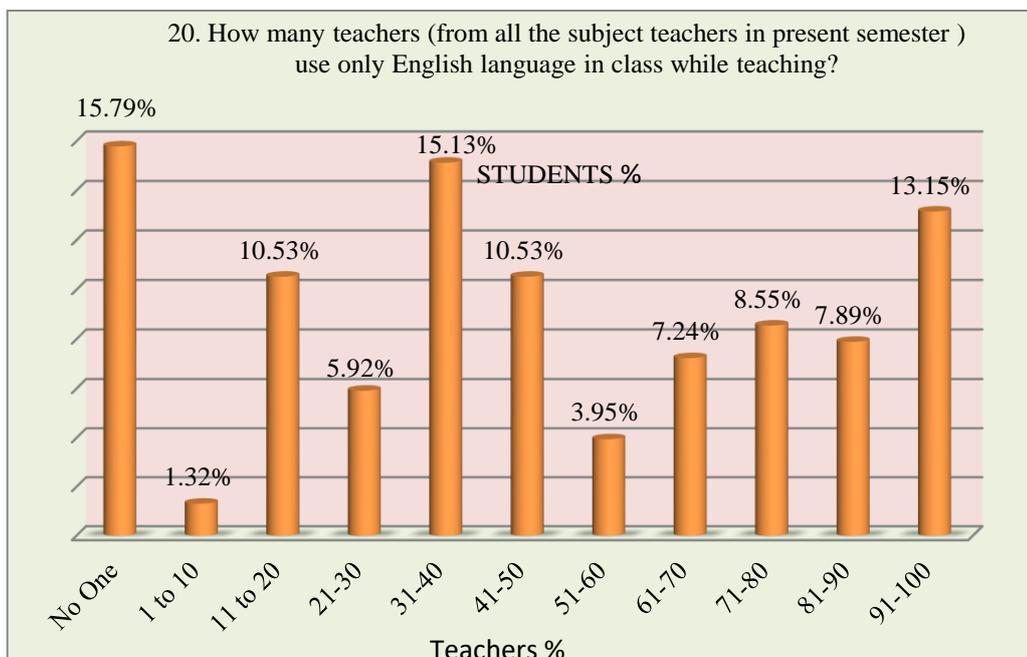


FIGURE 3.165: Graphical Analysis of Q.20 (Female Students’ Responses)

This question was included to know if the teachers use English language in teaching of their subjects or not. The analysis brought out the fact that only 13.15% students said that all the teachers teach using only English Language. More than 43.43% students confessed that their 50% teachers do not teach only in English.

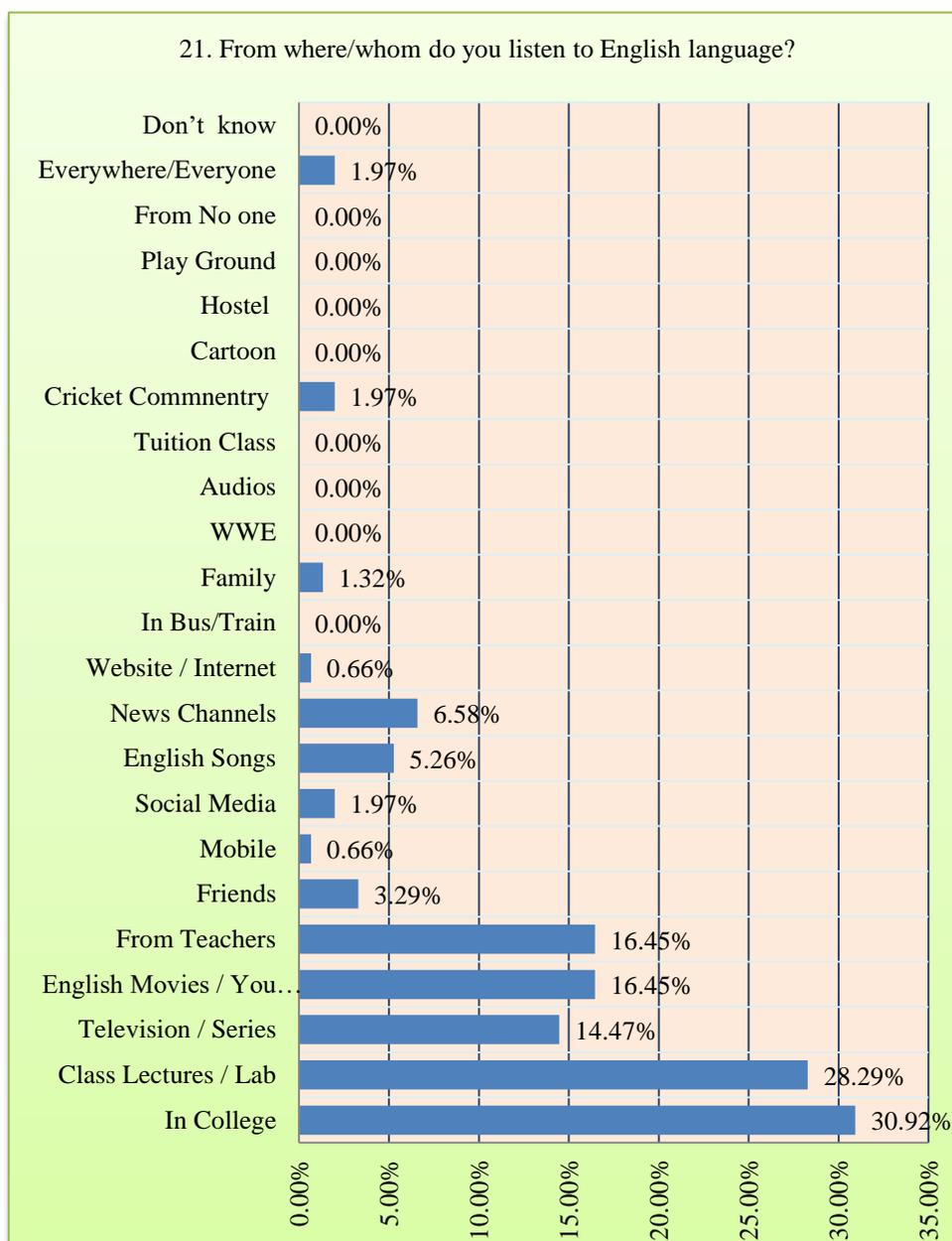


FIGURE 3.166: Graphical Analysis of Q.21 (Female Students' Responses)

When asked about the major source for their listening, it can be observed that 28.29%, 30.92% and 16.45% Students, as shown in the above chart, listen to English Language in class, in the college and from you tube respectively. 16.45% students listen to English from teachers. At the most, 14.47% listen to English Language from Television. The teachers

need to make them aware about the sources of listening to English language outside the classroom / college which is very essential for developing their speaking skill. Very few girls listen English language through the sources like TV, News Channels, friends etc.

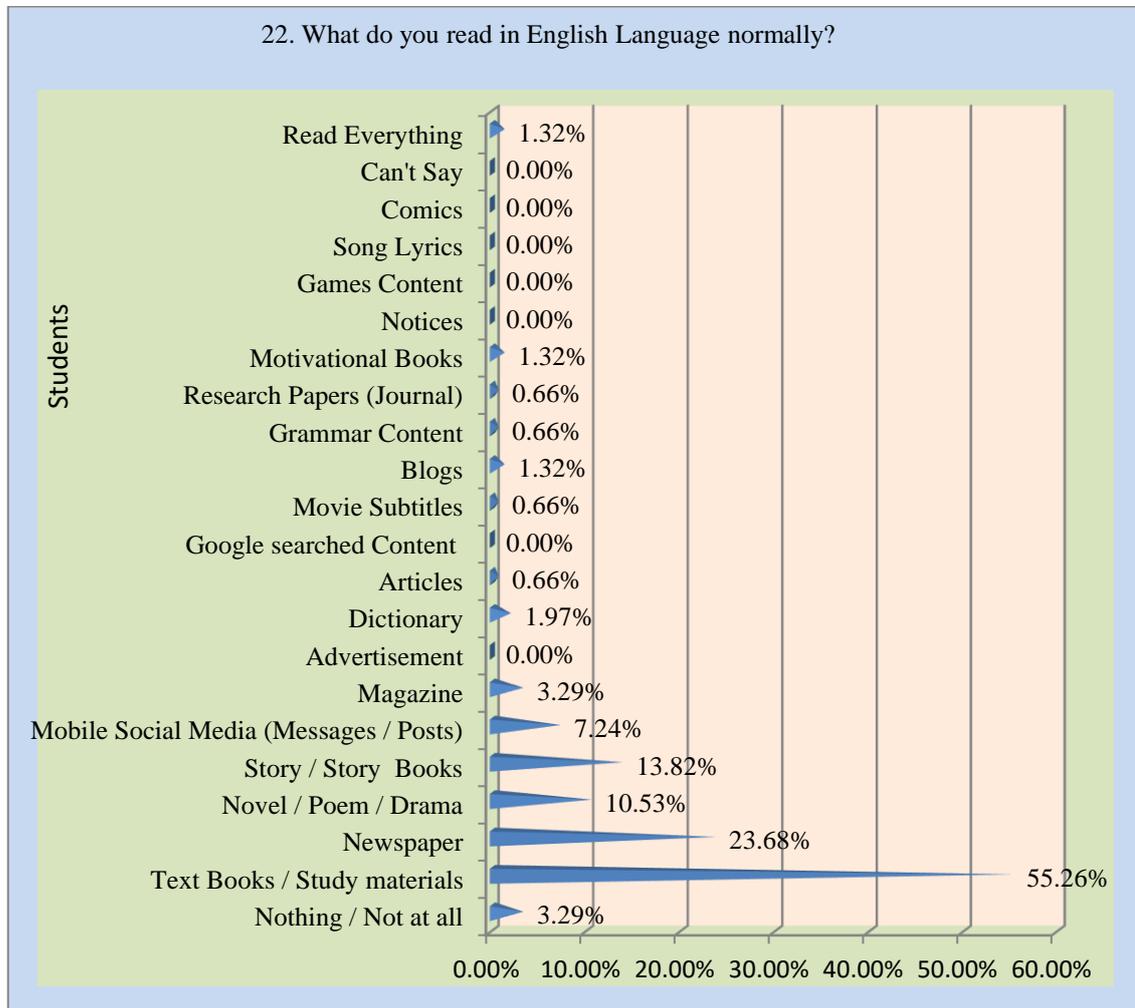


FIGURE 3.167: Graphical Analysis of Q.22 (Female Students' Responses)

Reading habit is very essential in terms of developing vocabulary and knowing sentence structures which ultimately supports and strengthens the speaking skill of the students. To have an idea about their reading resources, this question was included in the questionnaire. The responses reveal that majority of students i.e. 55.26% rely on only textbooks. It is quite interesting that 23.68 also read news papers. In other sources, 10.53% and 13.82% students also read on literary pieces like novel, drama, poem etc and Story books. Teachers need to make students aware about the reading material from where they can be benefited. There are other sources which they do not use at their best.

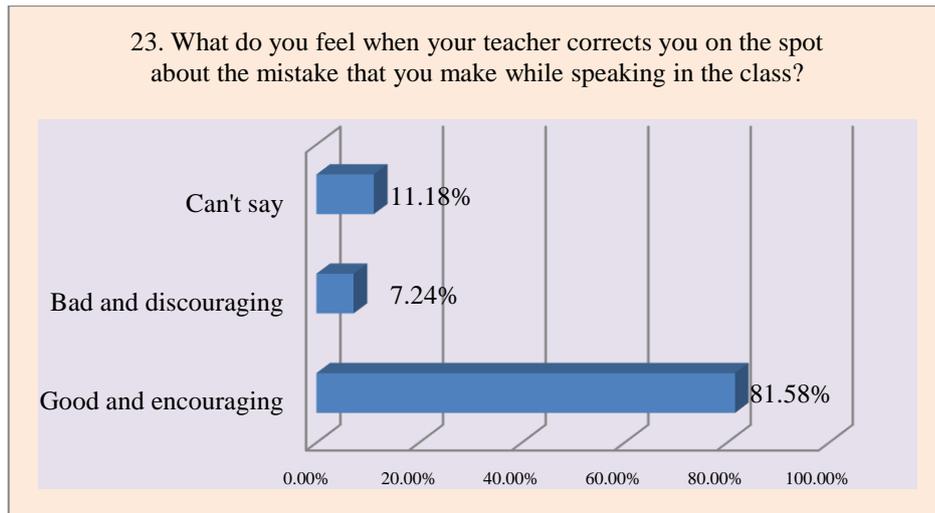


FIGURE 3.168: Graphical Analysis of Q.23 (Female Students' Responses)

Correction of students' errors is an important phase of developing speaking skill. But the immediate / on the spot/ instant correction of the errors may demotivate the students to speak for the next time. But the investigation shows that 81.58% students found it good and encouraging when their teacher corrected them on the spot about the mistake that they made while speaking in the class. Only 07.24% students found it bad and discouraging whereas 11.18% students could not decide what to say. Some also commented as below,

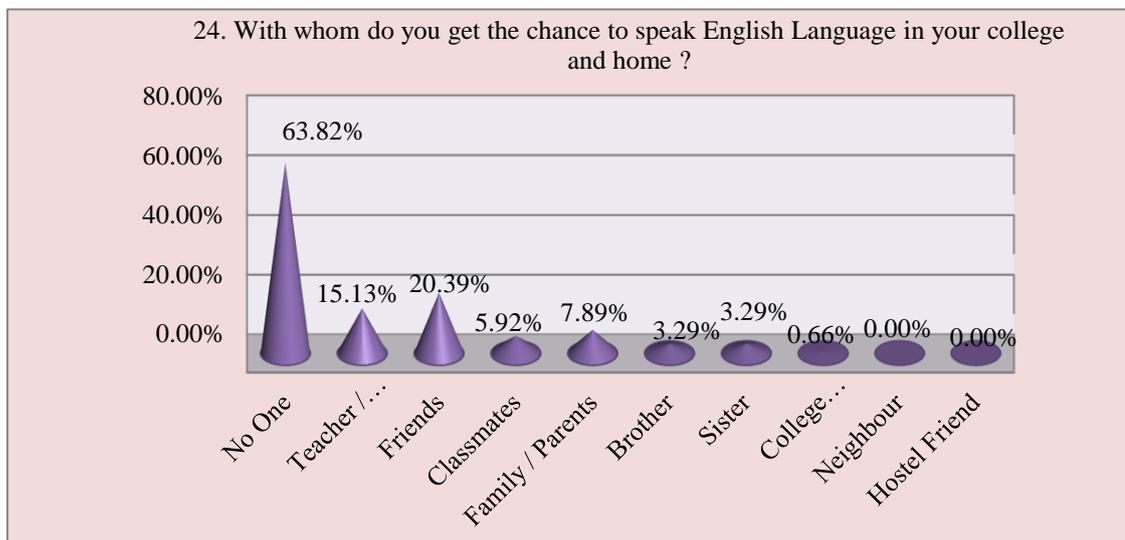


FIGURE 3.169: Graphical Analysis of Q.24 (Female Students' Responses)

Speaking is one of the language learning skills which, like other skills, have to be practiced a lot to develop proficiency. Through this question, an attempt was made to discover with whom the students get the opportunity to speak. The responses point out that 63.82% students

confess that they did not get the opportunity to interact with anybody.20.39% students said that they got the opportunity to interact with their friends and 15.13% students got the chance to interact with teachers. Very few ($\leq 8\%$) got the opportunity to interact with their family, classmates, room mate and neighbor or during presentation.

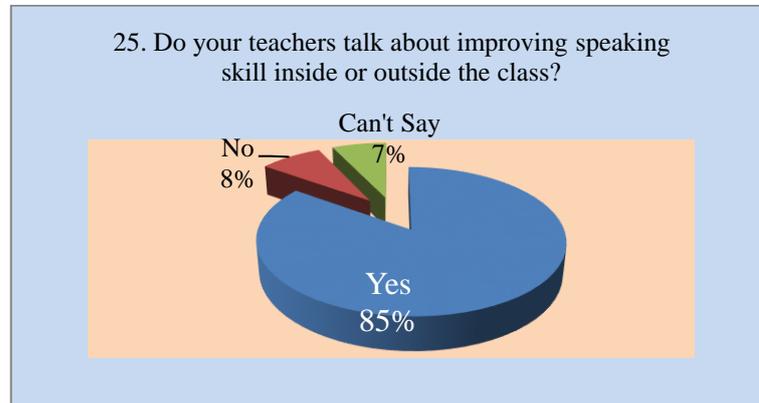


FIGURE 3.170: Graphical Analysis of Q.25 (Female Students' Responses)

Talking about target language frequently is also one of the ways of encouraging the students / learners in the process of language learning. In reply to this question, it became evident that teachers do talk about developing speaking skill inside or outside the class to encourage the students to speak.

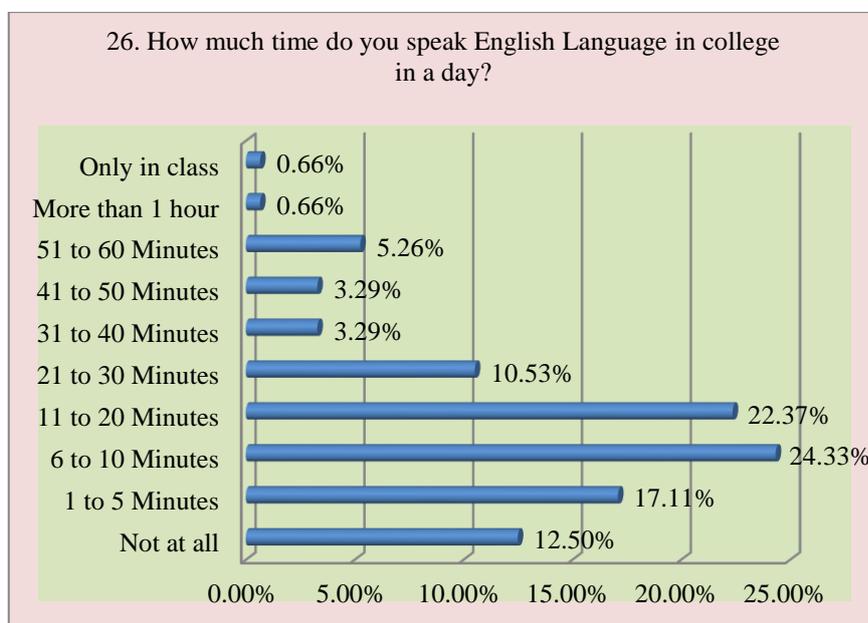


FIGURE 3.171: Graphical Analysis of Q.26 (Female Students' Responses)

The purpose of this question is to know whether the students practice during college hours speaking skill enough to be comfortable at it. The analysis discovered that 12.50% of students

do not speak English language at all in college hours. 17.11% said that they speak but only for 1 to 5 minutes in a day during college hours. 24.33%, 22.37% and 10.53% students speak English in college for 6 to 10 minutes, 11 to 20 minutes and 21 to 30 minutes respectively. In short, 74.35% students get the chance to speak English hardly for less than 30 minutes which is really too less time to develop any language skill.

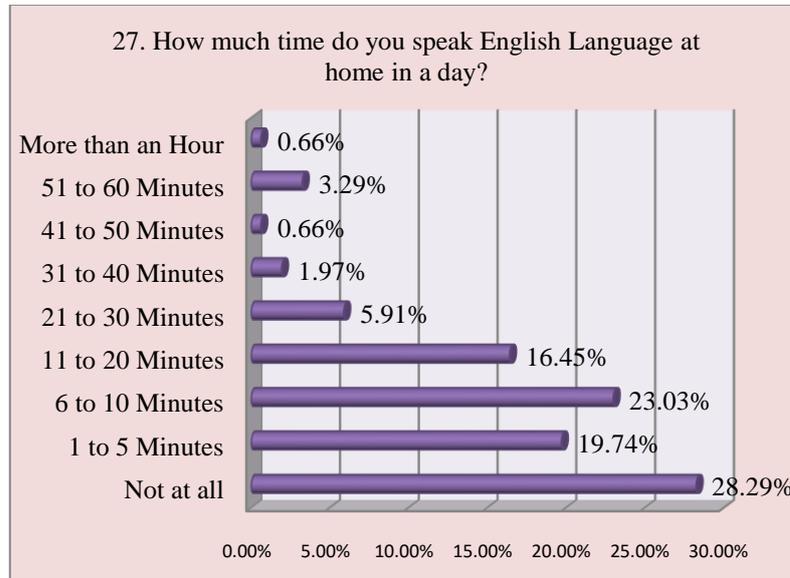


FIGURE 3.172: Graphical Analysis of Q.27 (Female Students' Responses)

As a skill, it doesn't matter how much you know about the language unless it is practiced again and again. To know the frequency of practicing speaking skill done by the students, it was asked to them about how much time they speak English Language at home in a day. The figures give the picture that 28.29% of students accepted that they do not practice English language speaking skill at home at all. 19.74% students said that they practice Speaking skill only from 1 to 5 minutes at home in a day. 23.03% and 16.45% students speak English at home for 6 to 10 minutes and 11 to 20 minutes respectively in a day. In short, majority of the students do not speak English language at home for a considerable period of time..

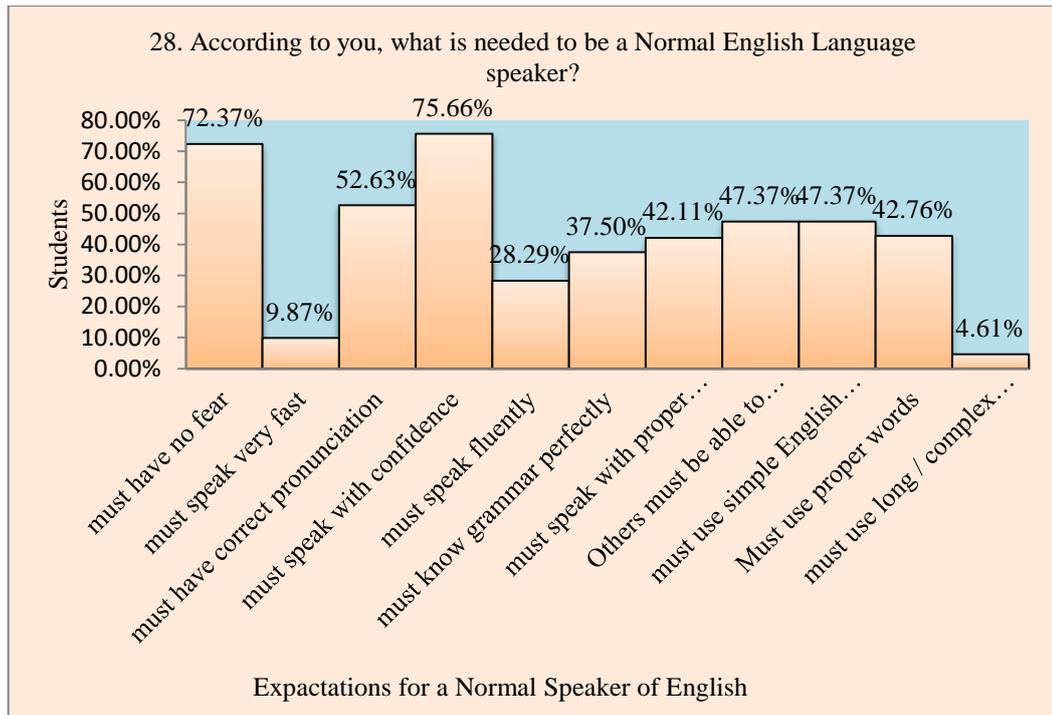


FIGURE 3.173: Graphical Analysis of Q.28 (Female Students' Responses)

Sometimes, Learners' expectations about the normal English speaker become hindrance in the process of developing their speaking skills. It means that when learners are not able to achieve the level that they imagine a normal speaker should have, they hesitate to speak. They decide to speak only after achieving that level which is not possible unless they start speaking. As per the analysis of the above question about their expectations of a normal English Language Speaker, the following four are the most expected characteristics of English language speaker.

1. must speak with confidence
2. must have no fear
3. Must have correct pronunciation
4. Others must be able to understand



FIGURE 3.174: Graphical Analysis of Q.29 (Female Students' Responses)

The 81.58% students felt the need of including Communication Skills in other semester too.

3.7.7 The major factors hindering the development of speaking skill of Engineering students studied in English Medium at School Level

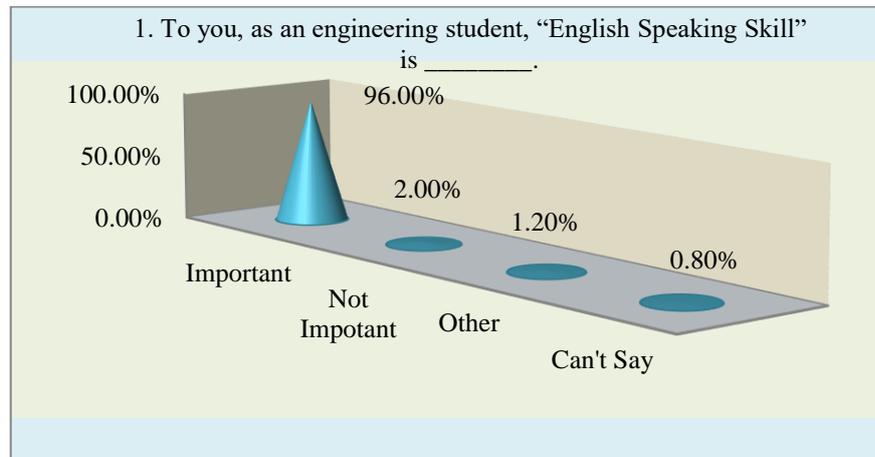


FIGURE 3.175: Graphical Analysis of Q.1 (English Medium Students' Responses)

This first question was asked to investigate whether the students realize the importance of English Language Speaking Skill or no. From the above analysis, it is clearly evident that the technical students understand the importance of English Language Speaking Skill as 96.00% of the respondents said that this skill is important to them. Only 02.00% students considered it as unimportant and the rest could not say anything about it as they are not sure. Other three commented

"Important but not so much. It is important when we are dealing with the outsiders. Otherwise we can use local language.", "knowledge is important not English.", "Talent is imp"

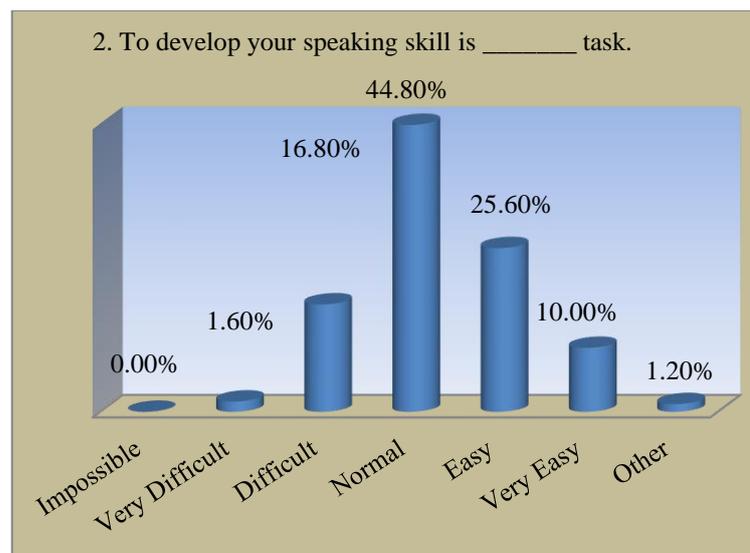


FIGURE 3.176: Graphical Analysis of Q.2 (English Medium Students' Responses)

It can be marked from the above column chart that almost 18.40% of the students that developing the speaking skill is difficult / very difficult to develop their speaking skill while 44.80% of the students consider this process as normal. Rest 35.60% felt it as easy / very easy. So, majority of English Medium students find it easy or normal to develop their speaking skill. Other three students said

“It was already well developed prior to my school days”

“Depends on how one uses opportunity”

“Depends on the individual”

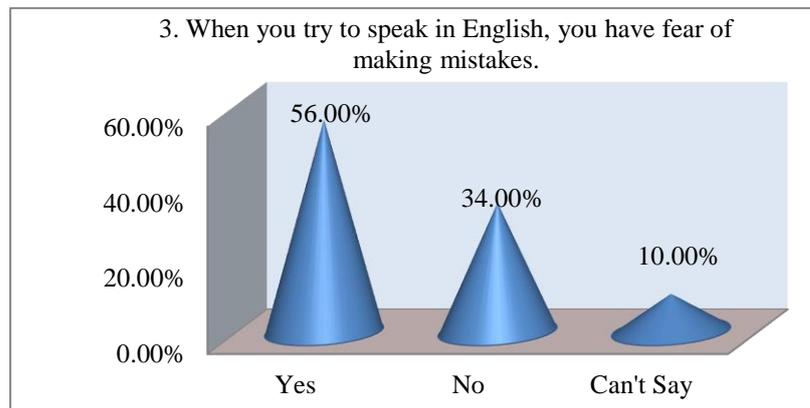


FIGURE 3.177: Graphical Analysis of Q.3 (English Medium Students' Responses)

This statement is given to know whether students' speaking skill is affected by the fear of committing mistakes while attempting to speak English. 56.00% of students confessed that they have fear while trying to speak English and only 34.00% students denied where as 10.00% students were unable to say anything about the statement.

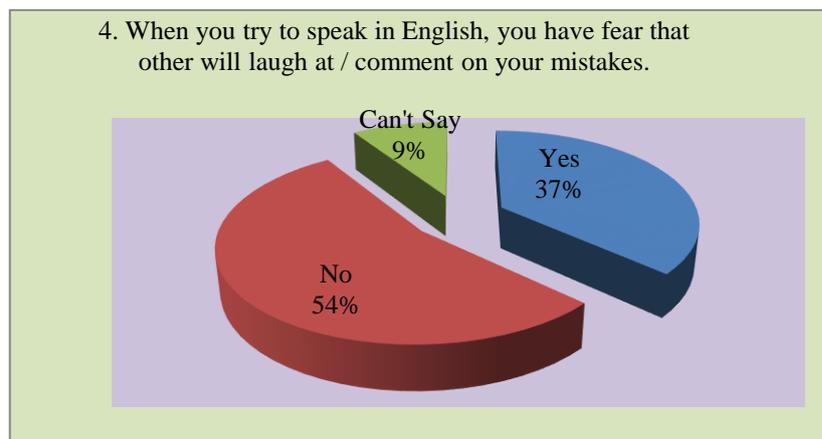


FIGURE 3.178: Graphical Analysis of Q.4 (English Medium Students' Responses)

This statement is used in questionnaire with a purpose to know if others' comments / laughing affect the process of developing Speaking skill of students. It is discovered that only 37.00% of the students has fear about others' comment or the fear of being laughed at while attempting to speak something. 54.00% of the students said to have no such fear and rest 09.00% couldn't say anything for the same. It seems that majority of the English Medium students have been successful in overcoming such fear compared to the students of Vernacular medium.

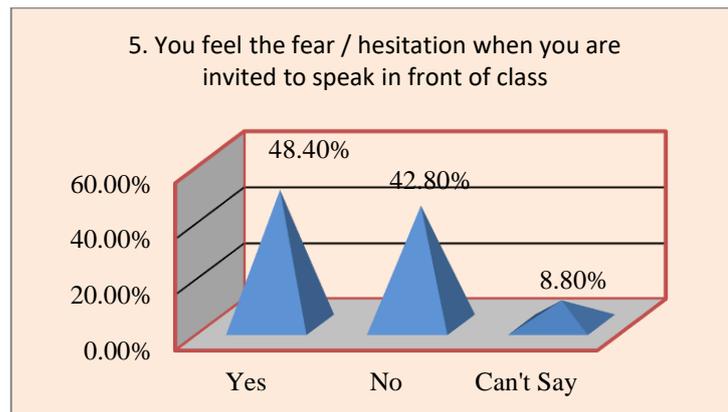


FIGURE 3.179: Graphical Analysis of Q.5 (English Medium Students' Responses)

This statement was given to know if the speaking in front other students in the class (though familiar) can affect the process of developing speaking skill students. To react to this statement, 48.40% of the students accepted that they felt fear / hesitation when they are invited to speak in front of class. 42.80% students did not agree to the statement and rest 08.80% students couldn't say anything. A student commented

“If I have knowledge of that particular task or topic then I don't feel hesitation or fear”

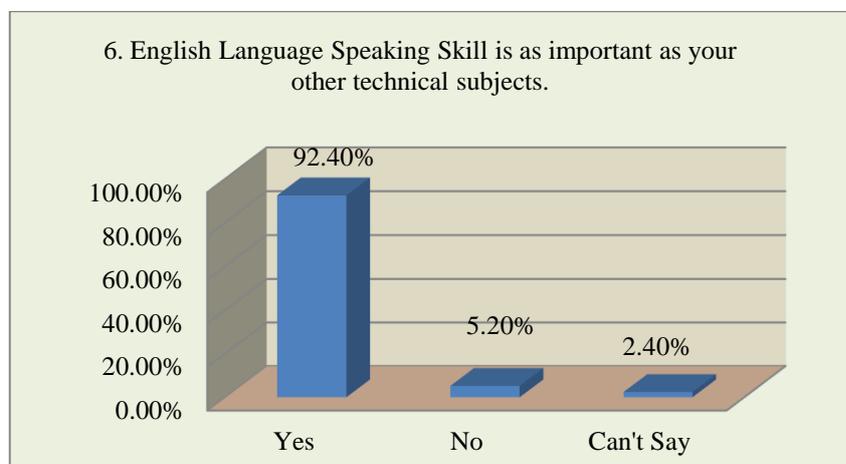


FIGURE 3.180: Graphical Analysis of Q.6 (English Medium Students' Responses)

This statement was included just to check the attitude of students towards Speaking Skill with reference to other technical subjects. It is found from the data that 92.40% of the students feel that English Language Speaking Skill is as important as their other technical subjects. Only 05.20% respondents did not feel the same. 2.40% students couldn't say anything.

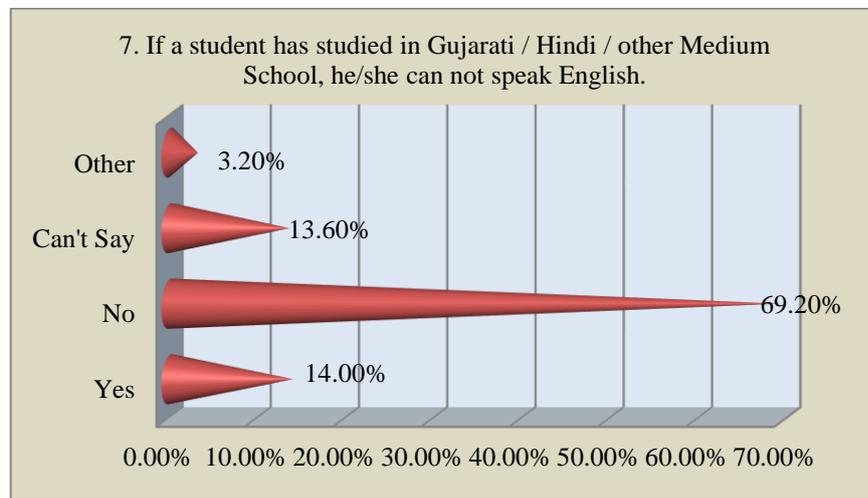


FIGURE 3.181: Graphical Analysis of Q.7 (English Medium Students' Responses)

This statement is added to questionnaire to know if the students believe that studying in vernacular medium schools may hinder the process of developing their speaking skill or not. To this statement, 69.20% students reacted negatively and agreed that they do not have such belief. This is a positive sign because this belief / attitude may affect the language learning process negatively. Still, 14.00% of the students reacted positively to the above statement. They need to be guided and counseled not to believe so by giving examples of people who could make it. 13.60 % did not give their opinion. Rest 3.20% reacted as

“depends on the student if he/she wants to”

“Depends upon his perception towards learning English in school days.”

“It is almost impossible to develop fluency when the students are from other medium schools. I notice that on a daily basis.”

“Mostly no. But he can speak if he had learned it.”

“They can bcoz it's just a language not any rocket science but requires their dedication towards the language.”

“they face problems”

“Why not of course he/she can speak English”

“Yes, due to lack of exposure.”

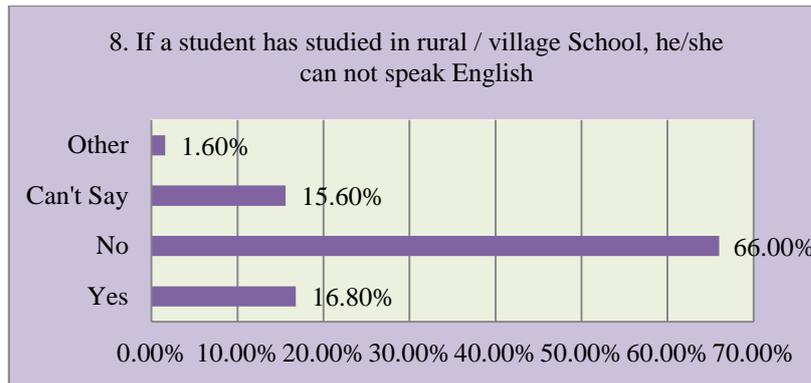


FIGURE 3.182: Graphical Analysis of Q.8 (English Medium Students' Responses)

The statement no. 8 has been observed working as psychological barrier in developing English language skill of students in general and English speaking skill in particular. While attempting this question, 66.00% students show their disagreement to the statement “if a student has studied in rural / village School, he/she can not speak English.” That is really a positive sign on the way to learning a second/ third language like English. Such attitude, that still 15.60% have, may hinder the development of speaking skill of those students. In this case 15.60% students did not react either positively or negatively. Rest 1.60% said

“everything can be learned nothing is impossible”

“He/she can but it totally depends on his/her interest as well as their circle”

“if the students try the can”

“Same depends upon his perception.”

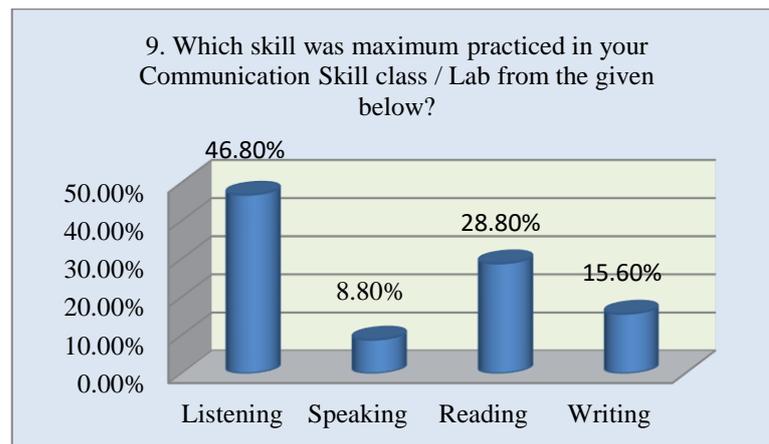


FIGURE 3.183: Graphical Analysis of Q.9 (English Medium Students' Responses)

Majority of the Students (46.80%) opined that Listening skill of the students is practiced maximum in the class compared to other language skills. Only 08.80%, 28.80% and 15.60%

students voted for speaking, reading and writing skill as maximum practiced skill respectively.

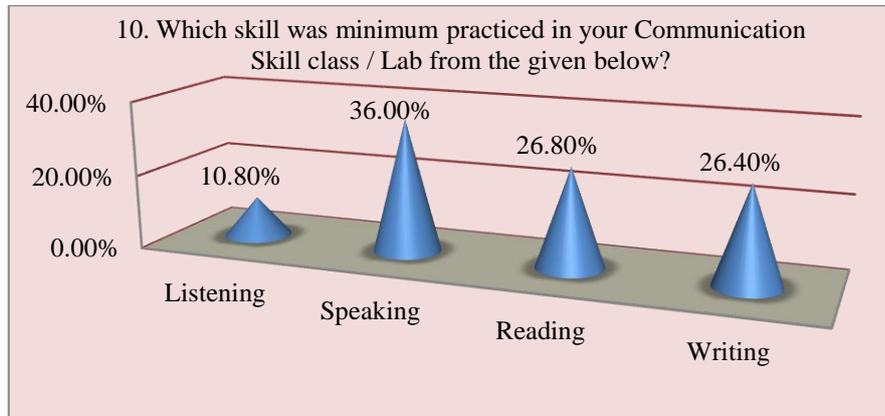


FIGURE 3.184: Graphical Analysis of Q.10 (English Medium Students’ Responses)

36.00% students replied that speaking skill of the students is practiced minimum in the class compared to other language skills. Only 10.80%, 26.80%, and 26.40% students voted for listening, reading and writing skill as maximum practiced skill respectively.

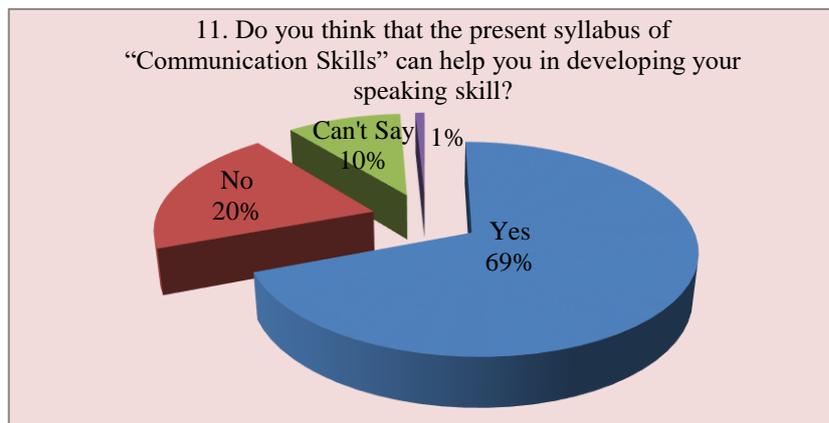


FIGURE 3.185: Graphical Analysis of Q.11 (English Medium Students’ Responses)

This question related to how students, after studying Communication Skills in Semester 1 / 2, feel about the syllabus content. Whether the content covered in the syllabus helped them in any way to develop their speaking skill or not. While answering the question, 69.00% students found that the present syllabus of Communication Skills can help them developing their communication skills. Only 20.00% respondent denied and 10.00% students were not able to decide upon the given question. These responses exhibit that the students did not have any complaint with the content of the syllabus. Two students (01.00%) expressed, *“helps some way out there”*

“I think there should be more content for reading and as far as listening is concerned. GTU should include audio books or some listening task/test to current syllabus.”

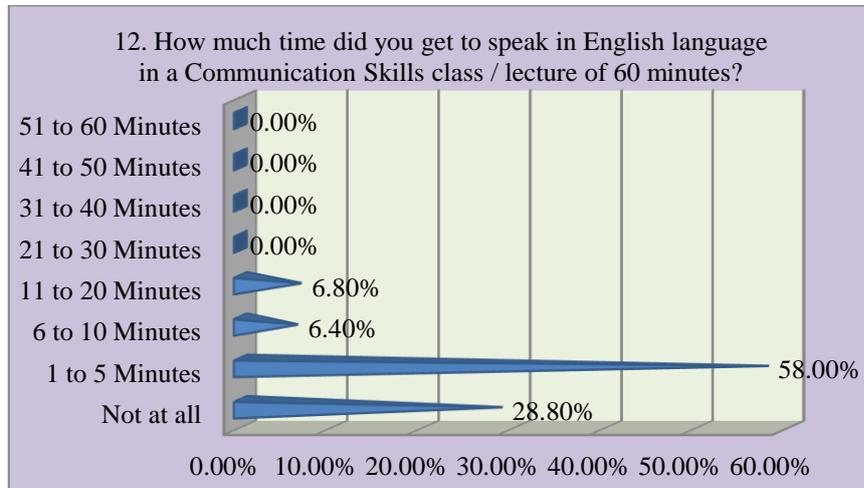


FIGURE 3.186: Graphical Analysis of Q.12 (English Medium Students’ Responses)

Just to investigate whether the opportunities to speak English are provided to the students in the 60 minutes lecture or not, this question was accommodated in the questionnaire. Analyzing the responses in the above chart, it can be observed that 28.80% of the students chose the option that they did not have the opportunity to speak in the class at all. Whereas, among those who got the opportunity to speak something in the class at maximum are 58.00% students who got the opportunity to speak for less than five minutes. Only 06.40% and 06.80% students claimed to speak for 6 to 10 minutes and 11 to 20 minutes in lecture of 60 minutes. The analysis shows that majority students do not get the enough opportunities / time to speak in the class (due to large number of students in the class).

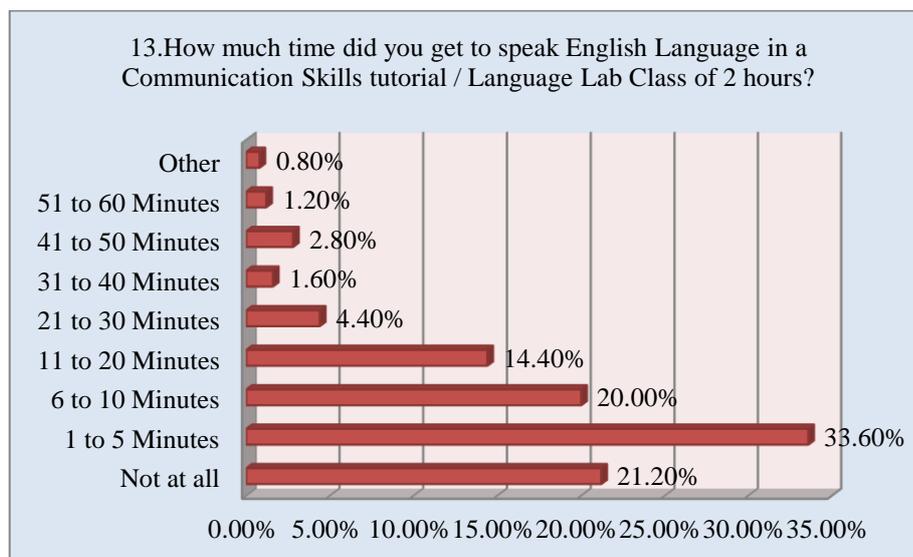


FIGURE 3.187: Graphical Analysis of Q.13 (English Medium Students’ Responses)

On generating the analysis in the above graph, it can be observed that 21.20% of students expressed that they did not speak at all English Language in a Communication Skills tutorial / Language Lab Class of 2 hours. (The reason may be lack of taking initiative on the part of students or it can be the difficulty on the part of teacher to accommodate all the students into the Speaking Activities due to any reason). Still, 33.60 % of the students got the opportunity to speak 1 to 5 minutes in a Lab session. 22.37% students admit that they get 6 to 10 minutes to speak. (These may be the students who take initiative and were eager to perform.) More than that 20.00% and 14.40% students got the opportunity to speak for 11 to 20 and 21 to 30 minutes in a Lab session respectively. (These students might be very active in the class and might have considerable command over English Language and are very enthusiastic to perform every time). Rest might be good and confident in their communication.

In above scenario majority of the students either did not get the opportunity or those who got the opportunity only got hardly 1 to 5 minutes which is very less in terms of English as a second or third language (as in most of the cases of Gujarati medium students) and that too when student normally do not get environment or enough opportunities outside the classroom situations.

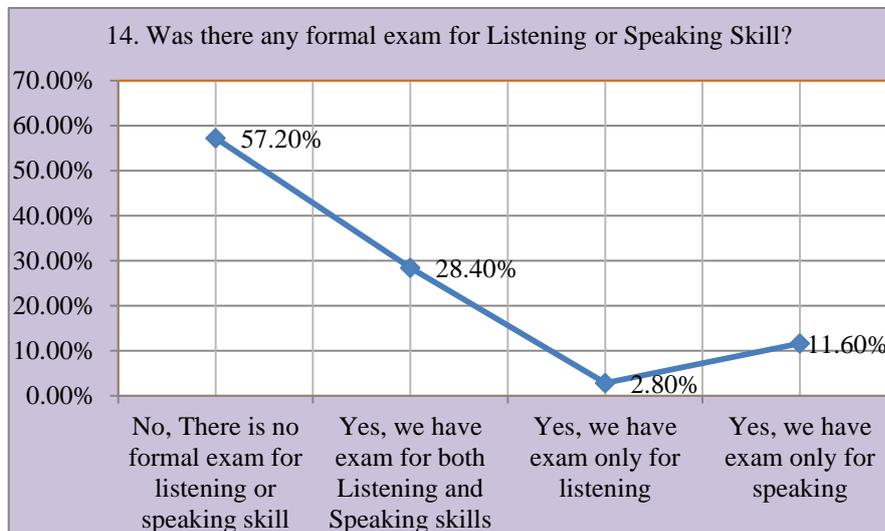


FIGURE 3.188: Graphical Analysis of Q.14 (English Medium Students’ Responses)

This question was asked just to investigate whether there is any formal exam conducted for Listening or Speaking Skill in respective engineering institutes by language teacher or at institute level. On analysing the data, 57.20% students said that they did not have any kind of formal exam for listening or speaking skill where as 28.40% students replied affirmatively that they had such evaluation. Rest of the respondents 02.80% and 11.60% said that they had

exam only for listening and speaking respectively. The responses point out the need of formal evaluation for listening and speaking skills by the university.

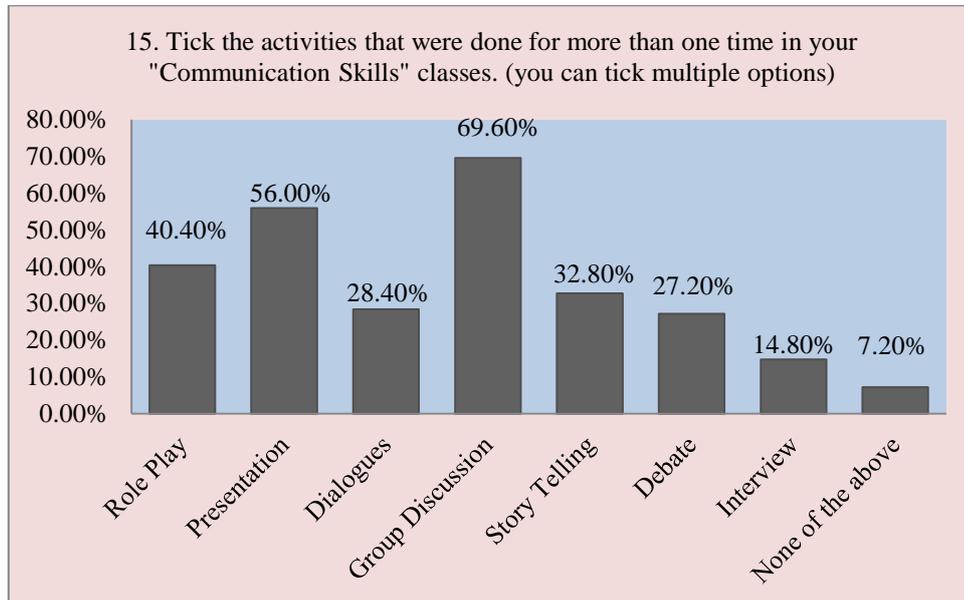


FIGURE 3.189: Graphical Analysis of Q.15 (English Medium Students' Responses)

The activities in the English Language Lab Session are essential for the development of speaking skill. It matters and contributes to students' language learning if they are repeated frequently. The questions related to Lab Session enquiring about the frequency of the activity is asked to see if the activities for practicing language is repeated or is just done for once. The highlights of the responses reveal that 69.60%, 56.00 and 40.40% students said to have the repetition of Group Discussion, Presentation and Role Play respectively in Communication classes. It seems that teachers have tried to repeat these three activities for more than one time in the class.

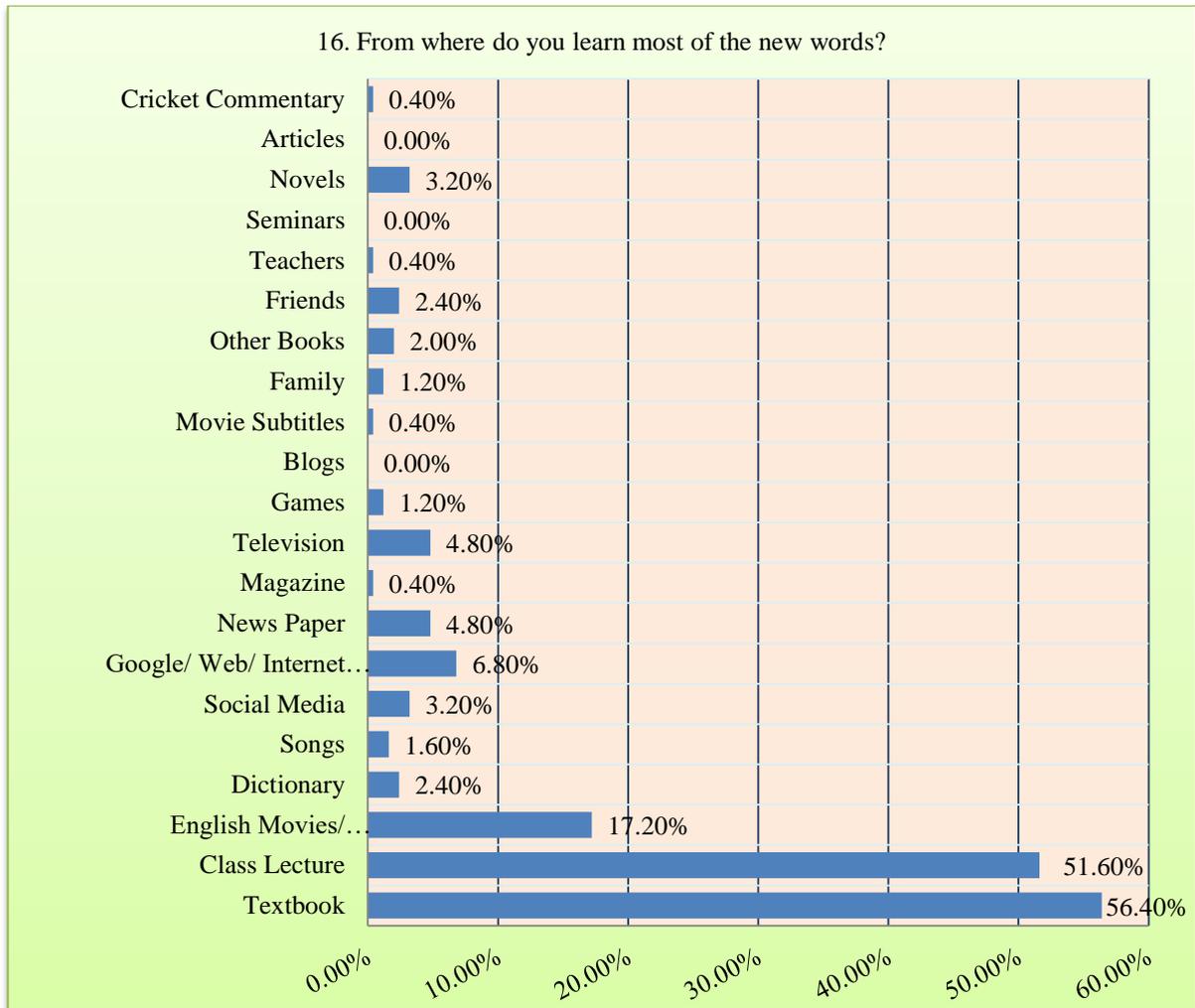


FIGURE 3.190: Graphical Analysis of Q.16 (English Medium Students’ Responses)

The major problem that the Engineering students face is recalling word at the time of speaking. This, sometimes, results into feeling of low confidence and de-motivation on the part of students. This question found out the sources from where / whom the engineering students learn new words. The analysis of the data shows that the major source of learning new words for them is either text-book or Class lecture as 56.40% and 51.60% students expressed respectively. 17.20% of the students said to have learnt the new words from English movies / you tube videos. Though they have multiple convenient options available with them, they are not conscious about using them effectively for learning new words. It can be observed from the graph that English medium students use more sources compared to the vernacular medium students.

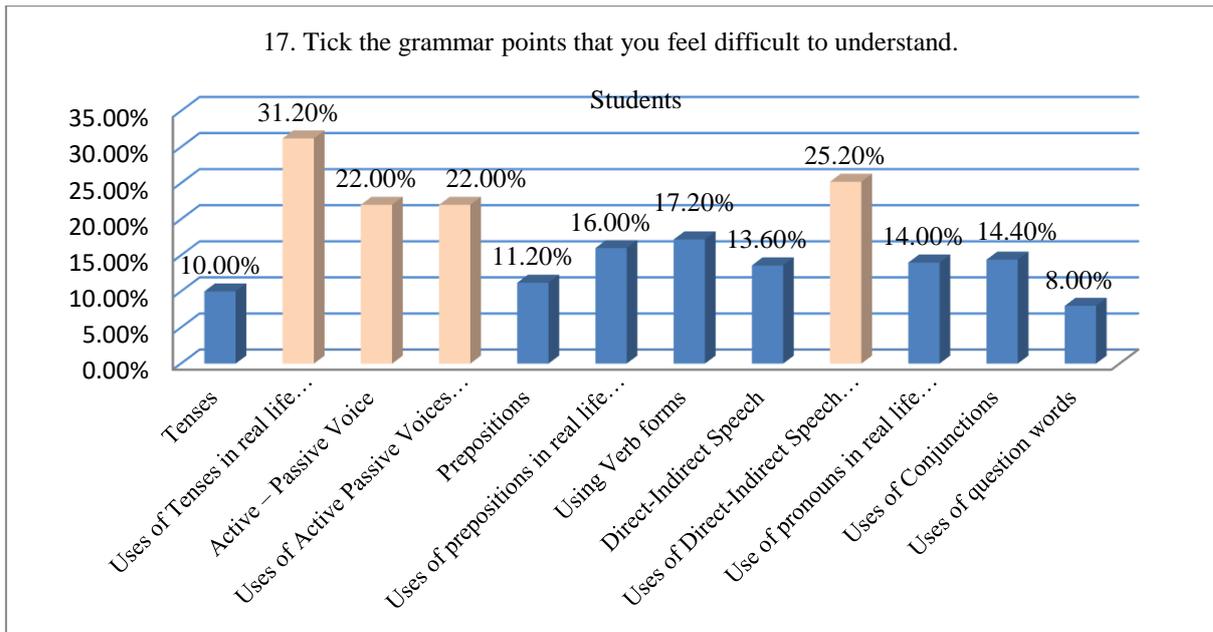


FIGURE 3.191: Graphical Analysis of Q.17 (English Medium Students' Responses)

They were asked to choose the grammar points that they feel difficult to understand and they were deliberately given the basic grammar topics and their uses as options from which they have to make choices. They were also allowed to choose multiple options as they might face problems in more than one grammatical topics.

From the analysis of the responses it was discovered that

1. They had knowledge of grammar but more than that they were not aware about how to use this knowledge in real life situation.
2. Only 10.00% students admitted that they face problem in understanding of Tenses where as 31.20% students confessed that they were not aware of using Tenses in real life situation
3. The second grammar point in which the 25.20% students were not comfortable was the use of Use of direct indirect speech.
4. The 22.00% students said to have difficulty in the use of pronoun and use of active passive forms in real life situation.

From the data it is evident that students might have the knowledge of a grammatical unit but when it comes to apply this knowledge in real life situation (orange coloured columns), they face problems.

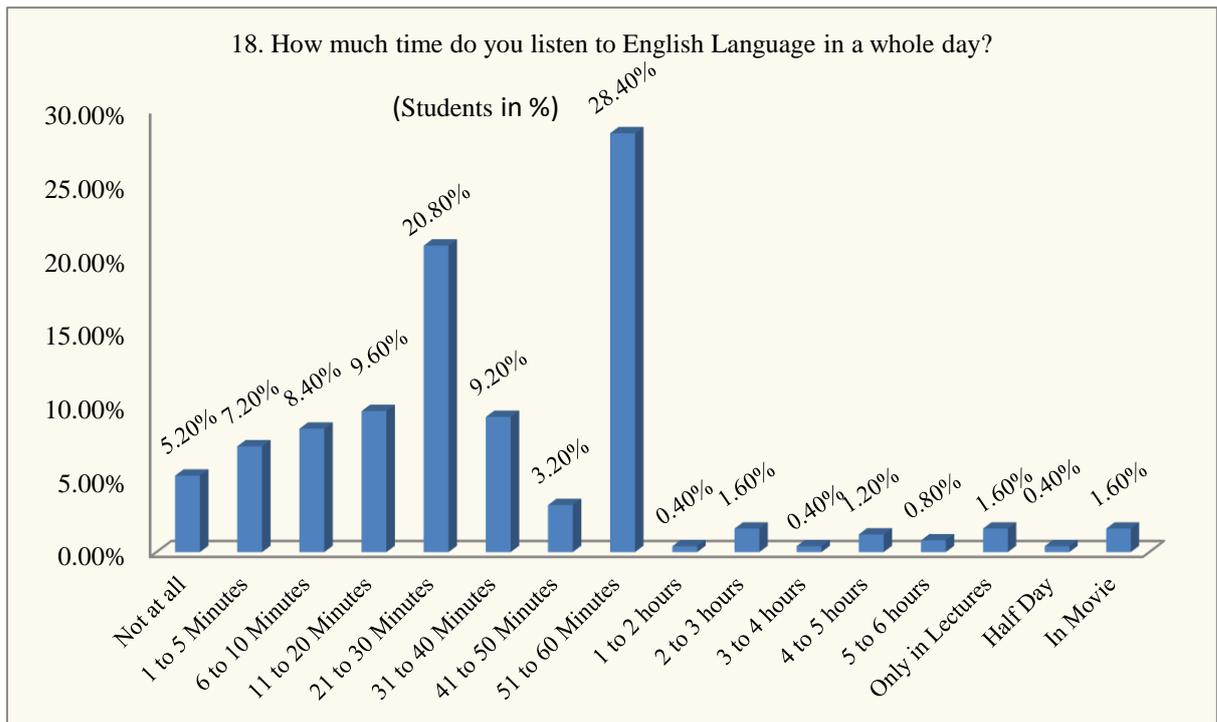


FIGURE 3.192: Graphical Analysis of Q.18 (English Medium Students' Responses)

The way the mother tongue is acquired makes us believe that “A good listener can be a good speaker”. Listening skill is very essential if one wants to develop his/her speaking skill. To get the idea about the listening skill practiced by the engineering students, they were asked about how much time they listen to English Language in a day. From the above chart it can be seen that 28.40 % English Medium students listen to English Language for about an hour in a day. 86.80% students listen to English Language for less than 60 minutes. Rest only 08.00% students informed to listen to English Language for more than an hour.

In this situation teachers can help students provide extra sources for listening practice and monitor the process.

This data exhibits that the students of Technical Institutes in Gujarat are not conscious about their listening skill. It can be said that they only listen whatever comes on the way without making conscious efforts. Most of the students listen to lectures and do not make deliberate efforts to listen English Language in their routine.

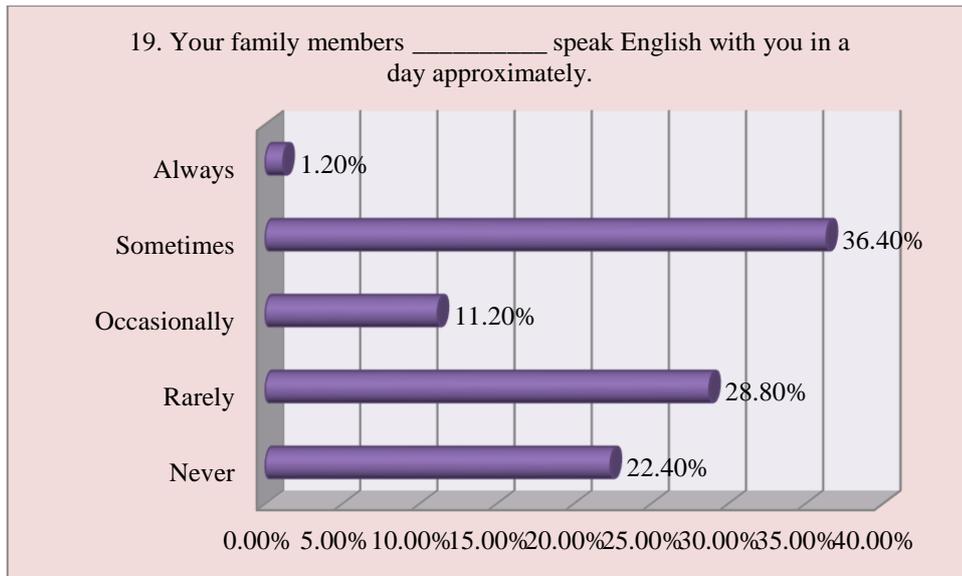


FIGURE 3.193: Graphical Analysis of Q.19 (English Medium Students' Responses)

The language learning is always supported and benefited by the surroundings /environment in which the learner lives. This is question is an attempt to find out whether the family members speak English with the learner or not. As it can be observed in the above chart 22.40% of the students are in the situation wherein their family members never speak English at home with the learner. It matters as the learner has been staying with his/her family members apart from academic hours. 28.80% students said that their family members speak English rarely where as 36.40% said that their family members sometimes use English language.

This can be taken as a challenge on the part of teacher as they need to put in extra efforts to ensure that their students speak more apart from class hours.

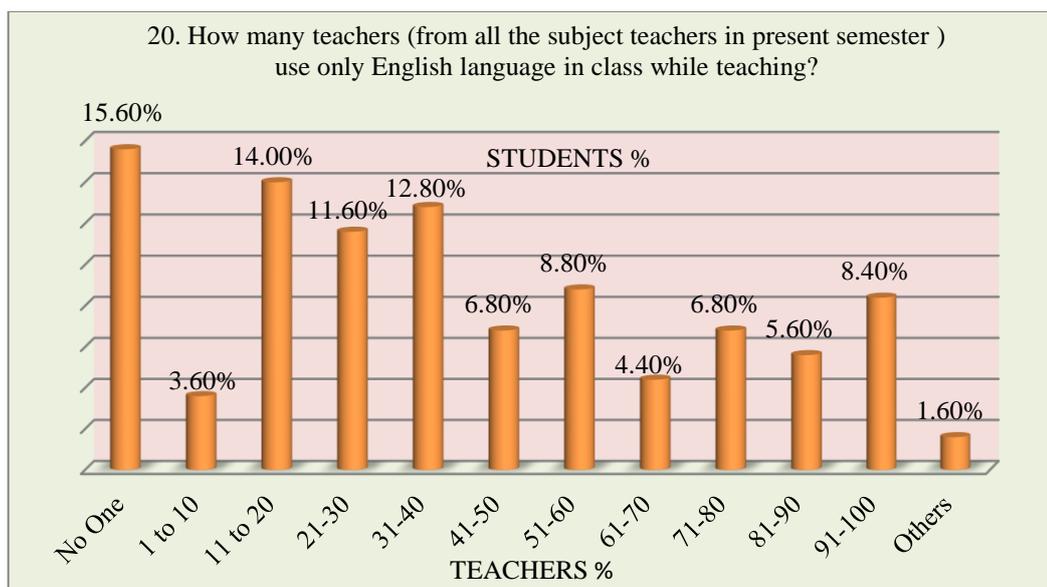


FIGURE 3.194: Graphical Analysis of Q.20 (English Medium Students' Responses)

This question was included to know if the teachers use English language in teaching of their subjects or not. The analysis brought out the fact that only 08.40% students said that all the teachers teach using only English Language. More than 48.80% students confessed that their 50% teachers do not teach only in English.

A few commented

“Some lecturer speaks in English full time but some speaks half English and half other languages.”

"almost everyone use to speak in English but for few minutes only after that they use to teach in Gujarati "

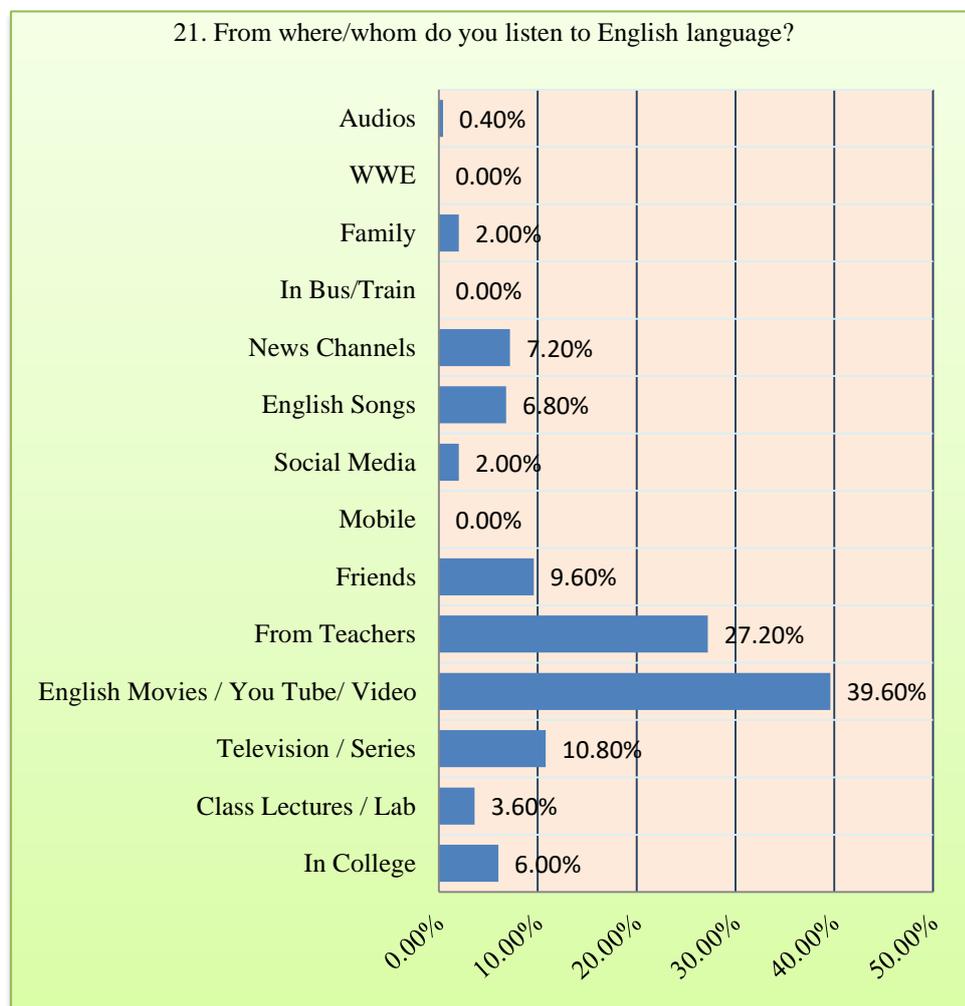


FIGURE 3.195: Graphical Analysis of Q.21 (English Medium Students’ Responses)

When asked about the major source for their listening, it can be observed that 39.60%, 27.20% and 10.80% Students, as shown in the above chart, listen to English Language from

you tube, Teachers and Television respectively. The teachers need to make them aware about the sources of listening to English language outside the classroom / college which is very essential for developing their speaking skill.

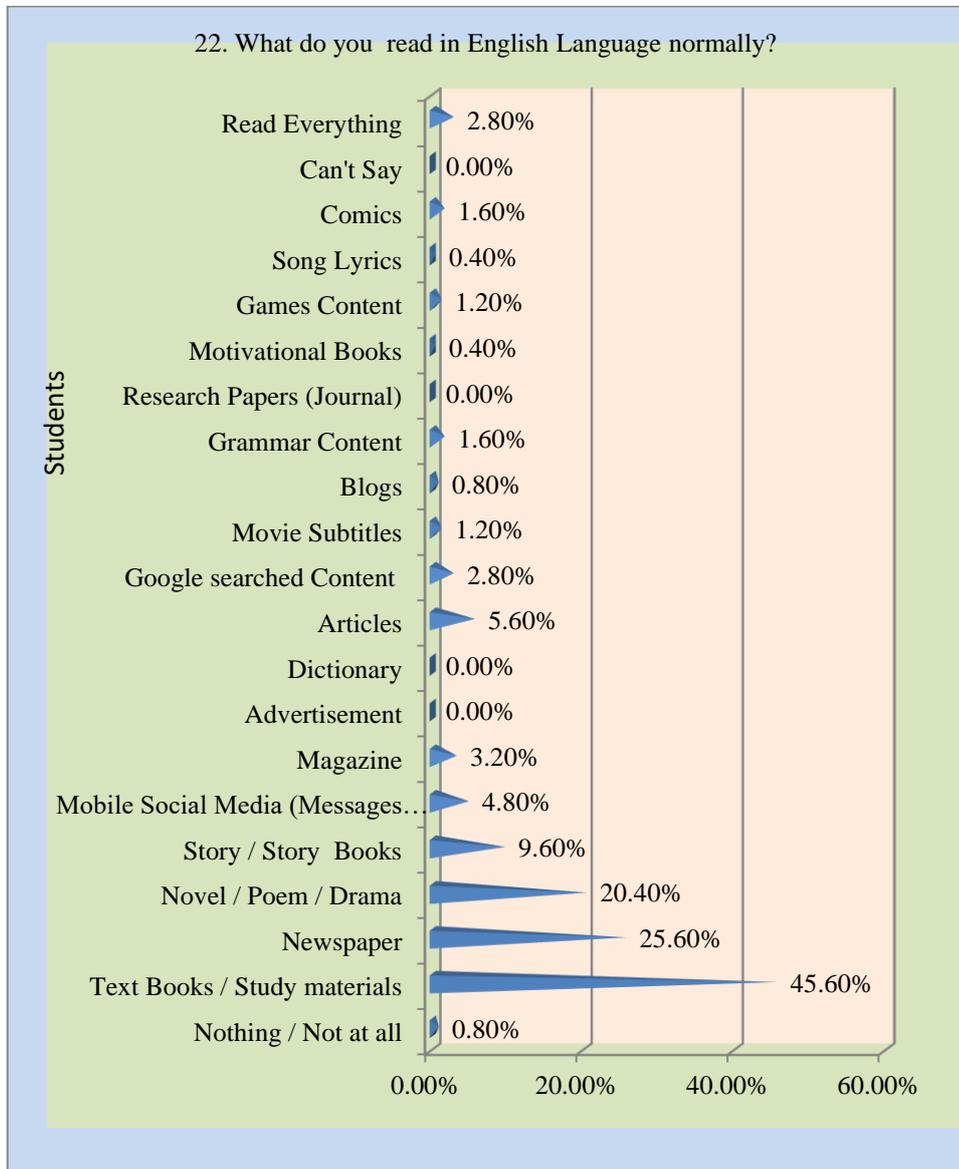


FIGURE 3.196: Graphical Analysis of Q.22 (English Medium Students' Responses)

Reading habit is very essential in terms of developing vocabulary and knowing sentence structures which ultimately supports and strengthens the speaking skill of the students. To have an idea about their reading resources, this question was included in the questionnaire. The responses reveal that majority of students i.e. 45.60% rely on only textbooks. It is quite

interesting that 25.60% also read news papers. In other sources, 20.40% and 09.60% students also read on literary pieces like novel, drama, poem etc and Story books. Teachers need to make students aware about the reading material from where they can be benefited. There are other sources which they do not use at their best.

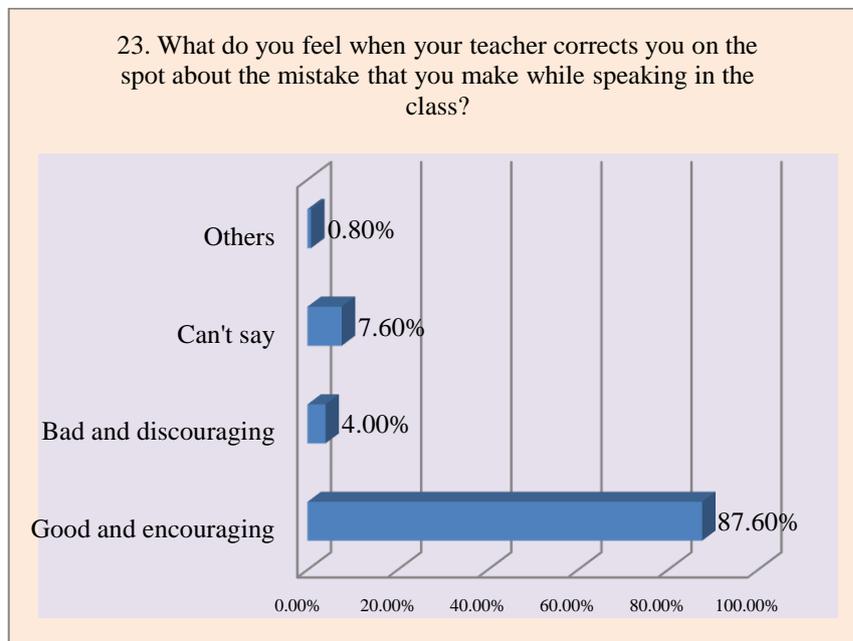


FIGURE 3.197: Graphical Analysis of Q.23 (English Medium Students' Responses)

Correction of students' errors is an important phase of developing speaking skill. But the immediate / on the spot/ instant correction of the errors may demotivate the students to speak for the next time. But the investigation shows that 87.60 % students found it good and encouraging when their teacher corrected them on the spot about the mistake that they made while speaking in the class. Only 04.00% students found it bad and discouraging whereas 0.80% students could not decide what to say. Some also commented as below,

"It seems ashamed of as sir finds mistakes in front of class but I think it is good for my future."

"depends on way to explain"

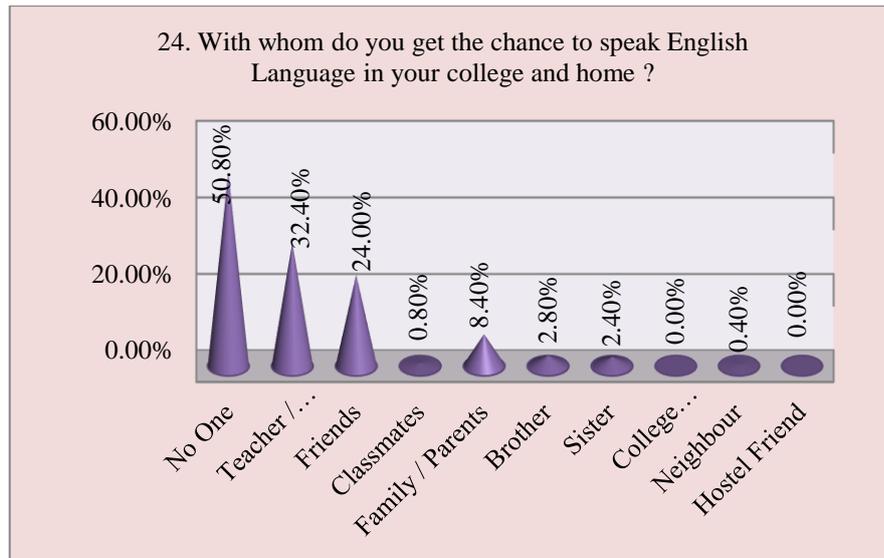


FIGURE 3.198: Graphical Analysis of Q.24 (English Medium Students' Responses)

Speaking is one of the language learning skills which, like other skills, have to be practiced a lot to develop proficiency. Through this question, an attempt was made to discover with whom the students get the opportunity to speak. The responses point out that 50.80% students confess that they did not get the opportunity to interact with anybody. 24.00% students said that they got the opportunity to interact with their friends and 32.40% students got the chance to interact with teachers. Very few ($\leq 8\%$) got the opportunity to interact with their family, classmates, room mate and neighbor or during presentation.

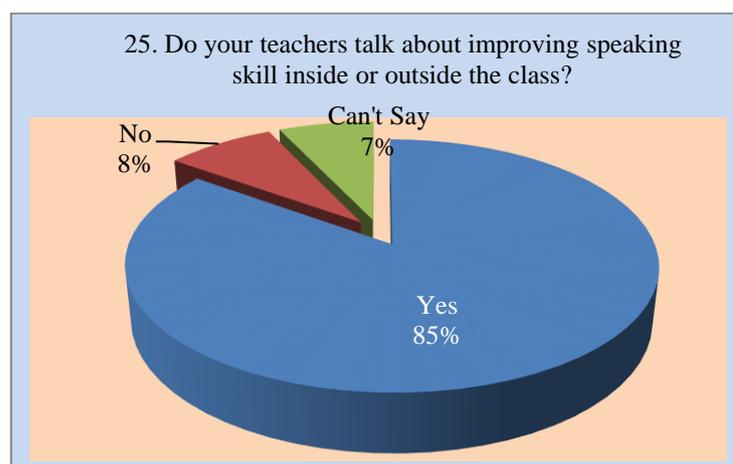


FIGURE 3.199: Graphical Analysis of Q.25 (English Medium Students' Responses)

Talking about target language frequently is also one of the ways of encouraging the students / learners in the process of language learning. In reply to this question, it became evident that teachers do talk about developing speaking skill inside or outside the class to encourage the students to speak

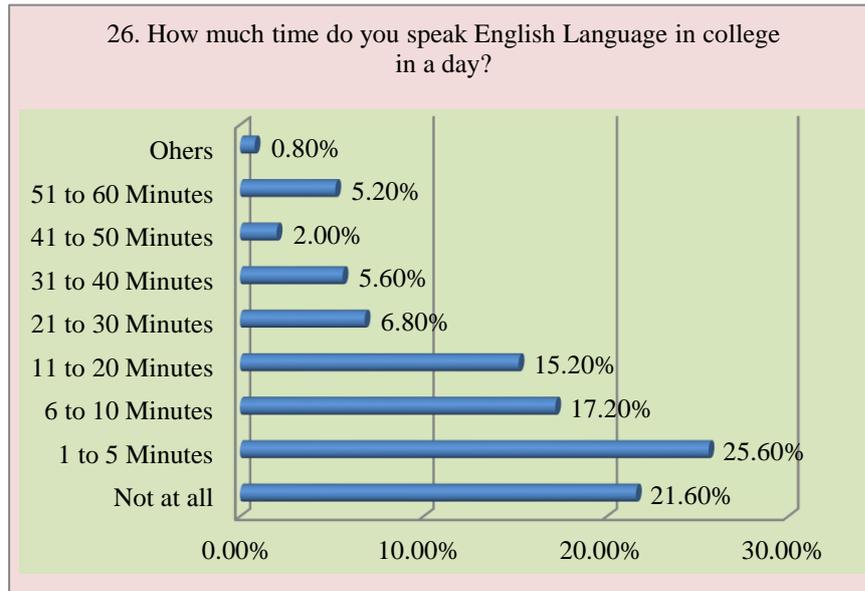


FIGURE 3.200: Graphical Analysis of Q.26 (English Medium Students' Responses)

The analysis discovered that 21.60% of students do not speak English language at all in college hours. 25.60% said that they speak but only for 1 to 5 minutes in a day during college hours. 17.20%, 15.20% and 06.80% students speak English in college for 6 to 10 minutes, 11 to 20 minutes and 21 to 30 minutes respectively. In short, 80.6% students get the chance to speak English hardly for less than 30 minutes which is really too less time to develop any language skill.

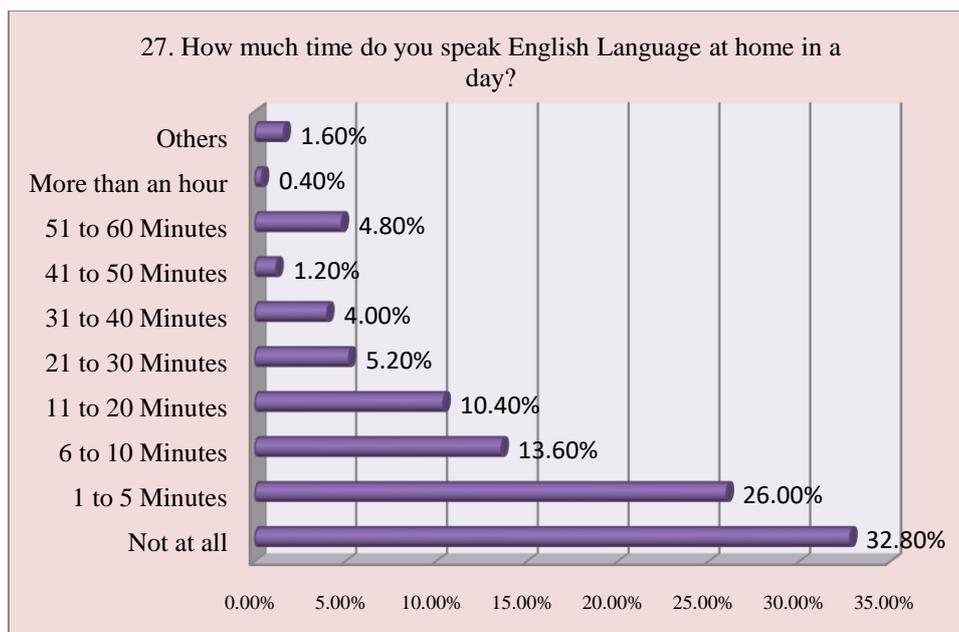


FIGURE 3.201: Graphical Analysis of Q.27 (English Medium Students' Responses)

As a skill, it doesn't matter how much you know about the language unless it is practiced again and again. To know the frequency of practicing speaking skill done by the students, it was asked to them about how much time they speak English Language at home in a day. The figures give the picture that 32.80% of students accepted that they do not practice English language speaking skill at home at all. 26.00% students said that they practice Speaking skill only from 1 to 5 minutes at home in a day. 13.60% and 10.40% students speak English at home for 6 to 10 minutes and 11 to 20 minutes respectively in a day. In short, majority of the students do not speak English language at home.

"People avoid it to be honest. That to speak in English"

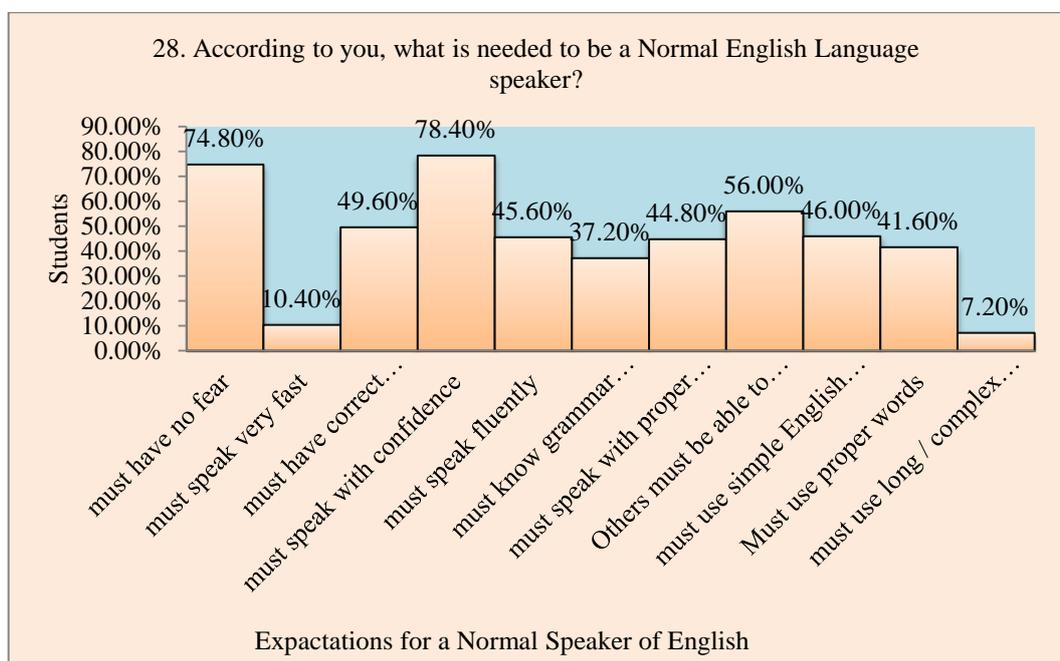


FIGURE 3.202: Graphical Analysis of Q.28 (English Medium Students' Responses)

Sometimes, Learners' expectations about the normal English speaker become hindrance in the process of developing their speaking skills. It means that when learners are not able to achieve the level that they imagine a normal speaker should have, they hesitate to speak. They decide to speak only after achieving that level which is not possible unless they start speaking. As per the analysis of the above question about their expectations of a normal English Language Speaker, the following four are the most expected characteristics of English language speaker.

(must speak with confidence, must have no fear, Others must be able to understand, Must have correct pronunciation)

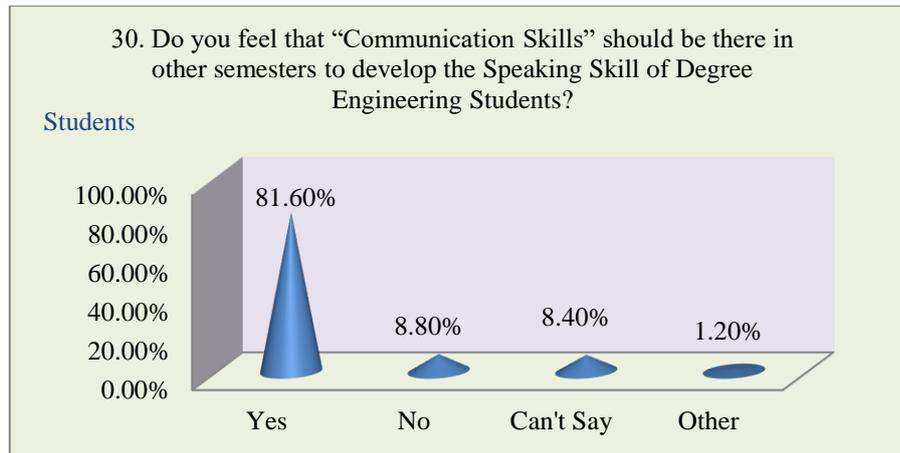


FIGURE 3.203: Graphical Analysis of Q.30 (English Medium Students' Responses)

The 81.60% students felt the need of including Communication Skills in other semester too.

3.8 Comparative Analysis of Students' Responses

3.8.1 Comparative Analysis of the factors hindering the development of speaking skill of GEC Students and SFI Students studied in Vernacular medium

1. The students from GECs and SFIs are very well aware about the importance of “English Speaking Skill”
2. The numbers of students in SFI is more who feel it difficult to develop their speaking skill compared to than that of GECs. (Psychological)

TABLE 3.4: Comparative Analysis of GEC-SFI Students Q.2

To develop your speaking skill is _____ task.	GEC Students	SFI Students
Impossible	0.40%	0.57%
Very Difficult	5.40%	4.29%
Difficult	46.00%	48.86%
Normal	31.40%	26.00%
Easy	11.20%	11.71%
Very Easy	5.60%	8.57%

3. Majority of the students (>70%) in both GECs and SFIs confessed that they have fear of making mistake when they try to speak English. (Psychological)
4. Majority of the students (>54%) in both GECs and SFIs have fear that others will laugh on their mistakes if they try to speak in English. (Psychological)
5. Majority of the students (>63%) in both GECs and SFIs feel fear/ hesitation if they are invited to speak before the class (Psychological)
6. Engineering Students of both types of institutes consider the speaking Skill is as important as your other technical subjects.
7. More number of GEC students agreed that the student can speak English no matter even if he has studied in Gujarati / Hindi / other Medium School compared to the SFI students.
8. More number of GEC students agreed that “even if a student has studied in rural / village school, he/she can not speak English.” compared to the SFI students.
9. Students from both types of institutes stated that Listening skill is practiced maximum in the Class by the students.
10. Students from both types of institutes stated that Speaking is the skill that is minimum practiced in the class by the students.

11. More GEC (82.80%) students confessed that the present syllabus of communication skills can help them develop their communication skills compared to SFI students (77.71%)
12. The students of SFI colleges get more opportunities to speak in “Communication Skills Lectures” classes of 60 minutes compared to GEC students.

TABLE 3.5: Comparative Analysis of GEC-SFI Students Q.12

Time get to speak in Lecture of 60 Minutes	GEC Students	SFI Students
Not at all	51.40%	45.71%
1 to 5 Minutes	42.00%	41.71%
6 to 10 Minutes	3.00%	8.87%
11 to 20 Minutes	2.20%	3.71%
21 to 30 Minutes	0.00%	0.00%
31 to 40 Minutes	0.00%	0.00%
41 to 50 Minutes	0.00%	0.00%
Only when question asked	1.40%	0.00%

13. The students of GEC get more opportunities to communicate in 2 hours of Lab / tutorial sessions compared to SFI students.

TABLE 3.6: Comparative Analysis of GEC-SFI Students Q.13

Time get to speak in Lab of 120 Minutes	GEC Students	SFI Students
Not at all	35.20%	35.14%
1 to 5 Minutes	23.80%	32.86%
6 to 10 Minutes	19.00%	13.71%
11 to 20 Minutes	10.80%	7.71%
21 to 30 Minutes	5.80%	2.87%
31 to 40 Minutes	3.00%	3.43%
41 to 50 Minutes	1.00%	1.71%
51 to 60 Minutes	1.40%	2.57%
Other	0.60%	0.00%

14. Majority confessed that there is no formal examination for listening and speaking in both types of institutions.

TABLE 3.7: Comparative Analysis of GEC-SFI Students Q.14

Formal Evaluation of Listening and Speaking	GEC Students	SFI Students
No, There is no formal exam for listening or speaking skill	67.00%	64.57%
Yes, we have exam for both Listening and Speaking skills	17.40%	23.14%
Yes, we have exam only for listening	3.20%	12.29%
Yes, we have exam only for speaking	12.40%	0.00%

15. The students of both the types of colleges confessed that only Group Discussion and Presentations (PPT on a topic given) were done for more than one time as a part of language lab activities in Lab sessions of 2 hours. Rest of the activities might have been done once in the lab session.

TABLE 3.8: Comparative Analysis of GEC-SFI Students Q.15

Language Lab Activity (more than once)	GEC Students	SFI Students
Role Play	38.20%	47.14%
Presentation	52.40%	60.29%
Dialogues	28.20%	25.14%
Group Discussion	72.40%	61.71%
Story Telling	36.80%	29.71%
Debate	19.80%	23.71%
Interview	18.60%	22.00%
None of the above	4.20%	6.86%

16. The majority students of SFI colleges more rely on Text books and Class lecture to learn new words consciously. At the same time a very few of them refer other sources like Internet, Television, You tube, newspaper, magazine, social media. In case of GECs, the students mostly rely on Text books and class lectures to learn new words. They hardly refer to extra sources for making conscious attempts to learn new words compared to SFI students.

TABLE 3.9: Comparative Analysis of GEC-SFI Students Q.16

Sources of learning new words	GEC Students	SFI Students
Textbook	61.40%	67.71%
Class Lecture	69.40%	75.14%
English Movies/ Serials	4.80%	4.00%
Dictionary	0.60%	0.86%
Educational-English Video/YouTube	5.40%	0.29%
Songs	0.80%	0.00%
News Channels	0.80%	2.00%
Social Media	0.60%	0.57%
other Non Tech. Books / Novel	1.80%	2.00%
Talking to others / Friends	1.40%	2.57%
News Channel	0.80%	1.71%
Google/ Web/ Internet Browsing	3.40%	0.57%
News Paper	1.60%	2.29%
Magazine	0.20%	0.57%
Cricket Commentary	0.20%	0.00%
Games	0.20%	0.00%
Seminar	0.60%	0.00%
Reading Articles	0.40%	0.00%
In the Canteen	0.20%	0.00%
Television	0.60%	0.00%
While Travelling	0.20%	0.00%
Mobile / Application	0.40%	0.00%
Blogs	0.20%	0.00%
Joined English Class	0.20%	0.00%

17. Among all grammatical points, the students of both the types of colleges face problems in using (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation. They know about the topic but find it difficult actually when they try to use in real life situations.

TABLE 3.10: Comparative Analysis of GEC-SFI Students Q.17

Grammar Unit	GEC Students	SFI Students
Tenses	24.60%	16.29%
Uses of Tenses in real life situations	49.80%	39.71%
Active – Passive Voice	17.80%	22.00%
Uses of Active Passive Voices in real life situations	26.80%	28.57%
Prepositions	21.40%	8.86%
Uses of prepositions in real life situations	29.00%	23.71%
Using Verb forms	29.80%	25.71%
Direct-Indirect Speech	13.80%	10.29%
Uses of Direct-Indirect Speech in real life situations	23.00%	22.86%
Use of pronouns in real life situations	27.00%	26.00%
Uses of Conjunctions	33.00%	26.86%
Uses of question words	13.00%	12.86%

18. The GEC students (87.40%) and the SFI students (91.71) get the chance to listen to the English Language for less than an hour in a day. (including lectures) Both hardly seem to attempt listening consciously.
19. There are more numbers of families of GEC students (46.60%) who do not speak English language at all at home compared to than that of SFI students (30.86). In both the cases, more than 65% students' family members hardly speak English with them in a day.
20. The number of teachers teaching only in English is comparatively higher in GECs than that of SFIs.
21. The majority of the students of both the types of colleges listen to Class Lectures and teachers in the colleges as a part. Whereas the SFI students use other sources like, YouTube videos and internet more than the GEC students do. Vice versa, GEC students listen to news channels and English songs more compared to SFI students. Still very few (<8%) students use other sources for developing their listening skill consciously. Rests rely only on class lectures for listening.

TABLE 3.11: Comparative Analysis of GEC-SFI Students Q.21

Sources of Listening	GEC Students	SFI Students
In College	17.60%	25.71%
Class Lectures / Lab	33.60%	24.00%
Television	7.80%	7.14%
English Movies / You Tube / Video	2.00%	22.57%
From Teachers	17.60%	11.14%
Friends	3.60%	3.71%
Mobile	1.40%	0.57%
Social Media	1.60%	0.86%
English Songs	4.60%	2.86%
News Channels	4.00%	2.57%
Website / Internet	1.40%	6.86%
In Bus/Train	0.40%	0.00%
Family	0.20%	1.71%
Father	0.60%	0.00%
Brother	0.20%	0.00%
Sister	0.20%	0.00%
English Series	1.80%	0.00%
WWE	0.40%	0.00%
Audios	0.40%	0.00%
Tuition Class	0.40%	0.57%
Cricket Commentary	2.60%	2.00%
Cartoon	0.20%	0.00%
Hostel	0.60%	0.00%
Play Ground	0.20%	0.00%
From No one	0.20%	1.43%

22. The majority students of both the types of colleges read only study materials or textbooks. Still, while comparing the other sources of reading, we have following data.

TABLE 3.12: Comparative Analysis of GEC-SFI Students Q.22

Source of Reading	GEC Students	SFI Students
Nothing / Not at all	1.80%	2.57%
Text Books / Study materials	51.40%	40.86%
Newspaper	21.80%	16.86%
Novel / Poem / Drama	6.20%	14.57%
Story / Story Books	12.60%	8.29%
Mobile Social Media (Messages / Posts)	8.60%	7.71%
Magazine	1.60%	1.14%
Advertisement	0.80%	0.00%
Dictionary	0.80%	0.86%
Articles	2.20%	1.43%
Google searched Content	1.00%	0.29%
Movie Subtitles	1.40%	0.00%
Blogs	0.80%	0.57%
Grammar Content	0.80%	3.14%
Research Papers (Journal)	0.20%	0.29%
Motivational Books	0.40%	0.00%
Notices	0.60%	0.00%
Games Content	0.40%	0.00%
Song Lyrics	0.20%	0.29%
Comics	0.40%	0.57%
Can't Say	0.40%	0.00%
Read Everything	0.80%	1.43%

23. Majority of students in both types of colleges feel it encouraging when their teacher corrects them on the spot about the mistake that they make while speaking in the class.
24. GEC students comparatively grab more opportunities to speak with others in colleges as well as at home compared to SFI students. The Teachers and friends, in both the cases, are the persons with whom very few interact.

TABLE 3.13: Comparative Analysis of GEC-SFI Students Q.24

The person with whom they get chance to speak English ...	GEC Students	SFI Students
No One	61.40%	77.14%
Teacher / Professor	16.40%	10.29%
Friends	21.80%	13.14%
Classmates	1.80%	0.57%
Family / Parents	2.60%	1.43%
Brother	0.80%	2.00%
Sister	1.40%	0.86%
College Presentation	0.60%	0.57%
Neighbour	0.20%	0.00%
Girl Friend	0.20%	0.00%

25. Students confessed that the teachers of GEC and SFI talk about improving their speaking skill.

TABLE 3.14: Comparative Analysis of GEC-SFI Students Q.25

Teachers talking about improving speaking skill	GEC Students	SFI Students
Yes	83.20%	75.71%
No	11.60%	16.57%
Can't Say	5.20%	7.71%

26. The 64.80% GEC students get the chance to speak for less than 20 minutes in a college in a day. 12.00% do not speak at all. The 61.71 % SFI students get the chance to speak for less than 20 minutes in a college in a day. 17.71% do not speak at all.

TABLE 3.15: Comparative Analysis of GEC-SFI Students Q.26

English language spoken in college in a day...	GEC Students	SFI Students
Not at all	12.40%	17.71%
1 to 5 Minutes	24.60%	25.71%
6 to 10 Minutes	18.20%	21.14%
11 to 20 Minutes	21.60%	14.86%
21 to 30 Minutes	11.40%	6.00%
31 to 40 Minutes	3.20%	3.43%
41 to 50 Minutes	1.00%	3.14%
51 to 60 Minutes	4.00%	7.14%
More than an hour	0.60%	0.00%
Other	3.00%	0.86%

27. The students 58.60% speak English for less than 20 minutes at home. 30.20% do not speak at all at home. The students 57.43% speak English for less than 20 minutes at home. 32.86% do not speak at all at home.

TABLE 3.16: Comparative Analysis of GEC-SFI Students Q.27

English language spoken at home in a day...	GEC Students	SFI Students
Not at all	30.20%	32.86%
1 to 5 Minutes	30.60%	26.57%
6 to 10 Minutes	17.20%	16.57%
11 to 20 Minutes	10.80%	14.29%
21 to 30 Minutes	3.60%	1.71%
31 to 40 Minutes	2.80%	1.43%
41 to 50 Minutes	1.00%	1.71%
51 to 60 Minutes	1.60%	4.57%
More than an hour	2.20%	0.29%

28. To more than 50.00% students, they must have the following qualities if they want to become Normal English Language Speaker.
- a. must speak with confidence
 - b. must not have fear while speaking
 - c. must use simple language
 - d. Others must be able to understand
 - e. must have correct pronunciation

To more than 50.00% students, they must have the following qualities if they want to become Normal English Language Speaker.

- must not have fear while speaking
 - must speak with confidence
 - must have correct pronunciation
29. Majority (>76%) students, both GEC and SFI, recommended that the subjects should be there in other semesters too.

3.8.2. Comparative Analysis of the factors hindering the development of speaking skill of Vernacular medium Students studied in the schools from Urban and Rural Area

1. The students studied in Rural and Urban schools are very well aware about the importance of “English Speaking Skill”

TABLE 3.17: Comparative Analysis of Urban and Rural Students Q.1

Is CS Important?	Rural	Urban
Important	98.06%	95.56%
Not Important	1.11%	3.33%
Can't Say	0.83%	0.89%
Other	0.00%	0.22%

2. The more number of students studied in Rural found it difficult and less normal to develop their speaking skill compared to the students of Urban schools The numbers of students in SFI is more who feel it difficult to develop their speaking skill compared to than that of GECs. (Psychological)

TABLE 3.18: Comparative Analysis of Urban and Rural Students Q.2

To develop your speaking skill is_____ task	Rural	Urban
Impossible	0.28%	0.67%
Very Difficult	4.44%	4.89%
Difficult	48.61%	28.67%
Normal	29.72%	40.89%
Easy	11.67%	16.44%
Very Easy	5.28%	8.44%

3. The students studied in rural area are more concerned about committing mistakes while speaking than that of the urban schools.

TABLE 3.19: Comparative Analysis of Urban and Rural Students Q.3

Fear of committing mistakes while speaking	Rural	Urban
Yes	81.67%	71.11%
No	12.22%	21.56%
Can't Say	6.11%	6.89%
Others	0.00%	0.44%

4. The students studied in rural schools are more concerned about being laughed at by others for committing mistakes while speaking than that of those who studied in the urban schools.

TABLE 3.20: Comparative Analysis of Urban and Rural Students Q.4

Fear of others laughing at their mistakes while speaking	Rural	Urban
Can't Say	58.33%	52.44%
No	33.06%	39.33%
Can't Say	8.33%	8.00%
Other	0.28%	0.22%

5. Majority of the students (>60%) studied from both rural and urban schools have fear/hesitation if they are invited to speak before the class (Psychological). Still, the number of rural students is high compared to that of urban students.

TABLE 3.21: Comparative Analysis of Urban and Rural Students Q.5

Feel fear when invited to speak before class	Rural	Urban
Yes	69.44%	61.12%
No	26.11%	32.44%
Can't Say	4.17%	6.44%
Other	0.28%	0.00%

6. Engineering Students belonging to both types of schools consider the speaking Skill is as important as their other technical subjects.
7. Both agreed that the student can speak English no matter even if he has studied in Gujarati / Hindi / other Medium School
8. More number of rural students agreed that “even if a student has studied in rural / Village School, he/she can not speak English.” compared to the Urban students.
9. Both (Urban and Rural) Students stated that Listening skill is practiced maximum in the Class by the students.
10. Both (Urban and Rural) Students stated that Speaking is the skill that is minimum practiced in the class by the students.
11. All the students confessed that the present syllabus of communication skills can help them develop their communication skills.

12. The students studied through urban schools grab more opportunities to speak in “Communication Skills Lectures” classes of 60 minutes compared to those who studied in rural schools.

TABLE 3.22: Comparative Analysis of Urban and Rural Students Q.12

Time get to speak in Lecture of 60 Minutes	Rural	Urban
Not at all	41.94%	17.11%
1 to 5 Minutes	38.89%	41.33%
6 to 10 Minutes	11.39%	26.89%
11 to 20 Minutes	6.39%	14.00%
21 to 30 Minutes	0.00%	0.00%
31 to 40 Minutes	0.00%	0.00%
41 to 50 Minutes	0.00%	0.00%
51 to 60 Minutes	0.28%	0.00%
Only while answering in class	1.11%	0.67%

13. The students studied in rural schools manage to get less time to speak even in 2 hours of Lab / tutorial sessions compared to those who studied in Urban Schools.

TABLE 3.23: Comparative Analysis of Urban and Rural Students Q.13

Time get to speak in Lab of 120 Minutes	Rural	Urban
Not at all	16.94%	16.89%
1 to 5 Minutes	43.61%	20.67%
6 to 10 Minutes	23.33%	23.11%
11 to 20 Minutes	6.11%	20.00%
21 to 30 Minutes	4.44%	7.56%
31 to 40 Minutes	2.22%	4.89%
41 to 50 Minutes	1.67%	2.00%
51 to 60 Minutes	1.11%	4.67%
Other	0.56%	0.23%

14. Majority confessed that there is no formal examination for listening and speaking in both types of institutions.

TABLE 3.24: Comparative Analysis of Urban and Rural Students Q.14

Formal Evaluation of Listening and Speaking	Rural	Urban
No, There is no formal exam for listening or speaking skill	52.50%	54.22%
Yes, we have exam for both Listening and Speaking skills	25.83%	32.22%
Yes, we have exam only for listening	9.44%	5.34%
Yes, we have exam only for speaking	12.22%	8.22%

15. The students of both the background confessed that only Group Discussion and Presentations (PPT on a topic given) were done for more than one time as a part of language lab activities in Lab sessions of 2 hours. Rest of the activities might have been done once in the lab session.
16. The majority students studied in urban and rural schools rely on Text books and Class lecture to learn new words consciously. At the same time a very few of them refer other sources like Internet, Television, You tube, newspaper, magazine, social media.

TABLE 3.25: Comparative Analysis of Urban and Rural Students Q.16

Sources of learning new words	Rural	Urban
Textbook	60.56%	64.22%
Class Lecture	68.06%	66.00%
English Movies/ Serials/Video/YouTube	6.11%	4.44%
Dictionary	0.56%	0.89%
Songs	0.56%	0.67%
Social Media	1.67%	0.89%
Google/ Web/ Internet Browsing	4.72%	3.33%
News Paper	2.22%	2.00%
Magazine	0.56%	0.22%
Television	1.39%	0.89%
Games	0.28%	0.22%
Blogs	0.28%	0.00%
Movie Subtitles	0.28%	0.00%
Family	0.28%	0.00%
Other Books	0.00%	0.44%
Friends	0.00%	1.56%
Teachers	0.00%	0.44%
Seminars	0.00%	0.44%
Novels	0.00%	0.67%
Articles	0.00%	0.22%

17. Among all grammatical points, the students of both the types of students face problems in using (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation. They know about the topic but find it difficult actually when they try to use in real life situations.

TABLE 3.26: Comparative Analysis of Urban and Rural Students Q.17

Grammar Unit	Rural	Urban
Tenses	13.33%	12.89%
Uses of Tenses in real life situations	44.44%	46.89%
Active – Passive Voice	20.00%	19.11%
Uses of Active Passive Voices in real life situations	25.83%	28.22%
Prepositions	10.28%	9.33%
Uses of prepositions in real life situations	28.33%	26.00%
Using Verb forms	25.00%	30.89%
Direct-Indirect Speech	19.44%	8.67%
Uses of Direct-Indirect Speech in real life situations	21.94%	23.33%
Use of pronouns in real life situations	26.94%	25.78%
Uses of Conjunctions	30.83%	31.11%
Uses of question words	11.67%	13.11%

18. The students (86.67%) studied in rural schools get the chance to listen to the English Language for less than an hour in a day. The students (92.44%) studied in urban schools get the chance to listen to the English Language for less than an hour in a day. (Including lectures). In both the cases situation is the same. Majority of them listen to English language hardly for an hour in a day approximately.

TABLE 3.27: Comparative Analysis of Urban and Rural Students Q.18

The time you listen to English Language in a whole day...	Rural	Urban
Not at all	5.56%	6.22%
1 to 5 Minutes	11.39%	7.78%
6 to 10 Minutes	7.78%	10.22%
11 to 20 Minutes	11.39%	11.78%
21 to 30 Minutes	13.06%	14.00%
31 to 40 Minutes	8.61%	10.22%
41 to 50 Minutes	3.61%	4.22%
51 to 60 Minutes	25.28%	28.00%
More than an hour	13.32%	7.56%

19. The students family members hardly (42.78%: Never, 31.94%: Rarely) speak English with them in a day. The students family members hardly (38.67%: Never, 19.33%: Rarely) speak English with them in a day. Still, the family members of urban students use more English language at home than that of the rural students.

TABLE 3.28: Comparative Analysis of Urban and Rural Students Q.19

Family members speaking English with you in a day approximately.	Rural	Urban
Always	0.28%	1.11%
Sometimes	21.94%	35.11%
Occasionally	3.06%	5.78%
Rarely	31.94%	19.33%
Never	42.78%	38.67%

20. The number of teachers teaching only in English language in class is less than 14.00%.
21. The majority of the students of both the types of colleges listen to Class Lectures and teachers in the colleges as a part. Whereas the SFI students use other sources like, YouTube videos and internet more than the GEC students do. Vice versa, GEC students listen to news channels and English songs more compared to SFI students. Still very few (<8%) students use other sources for developing their listening skill consciously. Rests rely only on class lectures for listening.

TABLE 3.29: Comparative Analysis of Urban and Rural Students Q.21

Sources of Listening	Rural	Urban
In College	23.89%	23.56%
Class Lectures / Lab	33.61%	29.11%
Television / Series	8.61%	7.33%
English Movies / You Tube/ Video	25.56%	28.00%
From Teachers	16.39%	15.56%
Friends	3.33%	3.56%
Mobile	1.67%	0.89%
Social Media	0.56%	2.44%
English Songs	3.89%	4.89%
News Channels	3.33%	4.67%
Website / Internet	1.39%	0.67%
In Bus/Train	0.56%	0.44%
Family	0.83%	1.33%

WWE	0.28%	0.22%
Tuition Class	0.56%	0.44%
Cricket Commentary	2.22%	2.44%
Cartoon	0.28%	0.00%
Hostel	0.56%	0.22%
Play Ground	0.00%	0.22%
From No one	0.28%	0.89%
Everywhere	0.83%	2.00%
Don't know	0.28%	0.22%

22. The majority students of both the types of colleges read only study materials or textbooks. Still, while comparing the other sources of reading, we have following data.

TABLE 3.30: Comparative Analysis of Urban and Rural Students Q.22

Sources of Reading	Rural	Urban
Nothing / Not at all	3.33%	1.78%
Text Books / Study materials	51.67%	50.67%
Newspaper	18.89%	19.33%
Novel / Poem / Drama	6.11%	7.11%
Story / Story Books	10.83%	10.89%
Mobile Social Media (Messages / Posts)	11.39%	5.11%
Magazine	1.39%	1.78%
Advertisement	0.83%	0.22%
Dictionary	0.28%	1.56%
Articles	2.50%	0.89%
Google searched Content	1.11%	0.44%
Movie Subtitles	0.56%	1.33%
Blogs	0.56%	0.89%
Grammar Content	3.06%	0.44%
Research Papers (Journal)	0.56%	0.00%
Motivational Books	0.00%	0.22%
Notices	0.28%	0.22%
Games Content	0.28%	0.44%
Song Lyrics	0.28%	0.22%
Comics	0.28%	0.44%
Can't Say	0.00%	0.22%
Read Everything	3.33%	1.11%

23. Majority of students (both urban and rural) feel it encouraging when their teacher corrects them on the spot about the mistake that they make while speaking in the class.

24. The majority of students (67.78%) studied in the schools of rural areas do not get any chance to speak with other persons compared to those studied in urban schools (51.78%). The Teachers and friends, in both the cases, are the persons with whom very few interact. In that case also urban students interact more compared to a very small numbers of rural students.

TABLE 3.31: Comparative Analysis of Urban and Rural Students Q.24

The person with whom they get chance to speak English ...	Rural	Urban
No One	67.78%	51.78%
Teacher / Professor	17.22%	18.89%
Friends	17.78%	30.22%
Classmates	2.22%	4.00%
Family / Parents	2.78%	9.56%
Brother	1.67%	1.11%
Sister	1.39%	1.33%
College Presentation	0.56%	0.89%
Neighbour	0.28%	0.00%
Hostel Friend	0.29%	0.22%
Cousins	0.29%	0.00%
Girl Friend	0.00%	0.22%

25. All Students confessed that the teachers talk about improving their speaking skill.

TABLE 3.32: Comparative Analysis of Urban and Rural Students Q.25

Teachers talking about improving speaking skill	Rural	Urban
Yes	81.66%	78.67%
No	12.78%	13.78%
Can't Say	5.56%	7.55%

26. The 59.44% students studied in rural schools get the chance to speak for less than 20 minutes in a college in a day. 13.61% do not speak at all. The 63.11 % urban students get the chance to speak for less than 20 minutes in a college in a day. 15.33% do not speak at all.

TABLE 3.33: Comparative Analysis of Urban and Rural Students Q.26

English language spoken in college in a day...	Rural	Urban
Not at all	13.61%	15.33%
1 to 5 Minutes	20.56%	24.68%
6 to 10 Minutes	19.17%	20.44%
11 to 20 Minutes	19.72%	18.00%
21 to 30 Minutes	13.61%	10.89%
31 to 40 Minutes	2.50%	4.00%
41 to 50 Minutes	2.50%	2.00%
51 to 60 Minutes	5.83%	4.44%
More than an hour	2.50%	0.22%

27. The students 58.60% speak English for less than 20 minutes at home. 30.20% do not speak at all at home. The students 57.43% speak English for less than 20 minutes at home. 32.86% do not speak at all at home.

TABLE 3.34: Comparative Analysis of Urban and Rural Students Q.27

English language spoken at home in a day...	Rural	Urban
Not at all	45.83%	31.11%
1 to 5 Minutes	31.94%	22.67%
6 to 10 Minutes	8.89%	17.78%
11 to 20 Minutes	4.72%	15.56%
21 to 30 Minutes	2.22%	5.78%
31 to 40 Minutes	2.22%	2.22%
41 to 50 Minutes	1.39%	1.33%
51 to 60 Minutes	2.50%	2.89%
More than an hour	0.28%	0.66%

28. The majority of the students expect that they must have the following qualities if they want to become Normal English Language Speaker.

- must speak with confidence
- must not have fear while speaking
- must use simple language
- Others must be able to understand
- must have correct pronunciation

TABLE 3.35: Comparative Analysis of Urban and Rural Students Q.28

Expectations for Normal English Speaker	Rural	Urban
must have no fear	68.33%	69.33%
must speak very fast	12.50%	16.89%
must have correct pronunciation	51.11%	48.00%
must speak with confidence	67.50%	71.33%
must speak fluently	27.22%	29.11%
must know grammar perfectly	33.33%	32.44%
must speak with proper expression and body language	40.00%	41.78%
Others must be able to understand	50.83%	45.56%
must use simple English language	56.11%	46.22%
Must use proper words	43.33%	40.89%
must use long / complex sentence structures	7.50%	10.00%

29. Majority (80%) students, both rural and urban, recommended that the subjects should be there in other semesters too.

3.8.3 Comparative Analysis of the factors hindering the development of speaking skill of Male and Female Students studied in vernacular medium

1. The boys and girls both are very well aware about the importance of “English Speaking Skill”

TABLE 3.36: Comparative Analysis of Male and Female Students Q.1

Is English Speaking Skill Important?	Male	Female
Important	96.92%	96.71%
Not Important	2.16%	1.97%
Can't Say	0.92%	1.32%

2. The more number of boys found it more difficult and less normal to develop their speaking skill compared to the girl students.

TABLE 3.37: Comparative Analysis of Male and Female Students Q.2

To develop your speaking skill is_____ task	Male	Female
Impossible	0.62%	0.00%
Very Difficult	5.06%	3.29%
Difficult	44.62%	36.18%
Normal	31.08%	40.13%
Easy	13.08%	13.82%
Very Easy	5.54%	6.58%

3. The female students studied in vernacular medium are more concerned about committing mistakes while speaking than that of male students.

TABLE 3.38: Comparative Analysis of Male and Female Students Q.3

Fear of committing mistakes while speaking	Male	Female
Yes	74.46%	84.21%
No	18.15%	13.82%
Can't Say	7.38%	1.97%

4. The girl students studied vernacular medium schools are more concerned about being laughed at by others for committing mistakes while speaking than that of boy students studied vernacular medium .

TABLE 3.39: Comparative Analysis of Male and Female Students Q.4

Fear of others laughing at their mistakes while speaking	Male	Female
Yes	53.54%	63.16%
No	37.54%	31.58%
Can't Say	8.92%	5.26%

5. Majority of the male students studied in vernacular medium schools have fear/hesitation if they are invited to speak before the class compared to female students.

TABLE 3.40: Comparative Analysis of Male and Female Students Q.5

Feel fear when invited to speak before class	Male	Female
Yes	65.69%	62.50%
No	28.77%	32.89%
Can't Say	5.54%	4.61%

6. Both male and Female Engineering Students belonging to vernacular medium schools consider the speaking Skill is as important as their other technical subjects.
7. Both agreed that the student can speak English no matter even if he has studied in Gujarati / Hindi / other Medium School
8. More number of Male students believed that “even if a student has studied in rural / Village School, he/she cannot speak English.” compared to the female students.

TABLE 3.41: Comparative Analysis of Male and Female Students Q.8

If student has studied in rural / village School, he/she cannot speak English	Male	Female
Yes	21.23%	15.79%
No	62.31%	73.68%
Can't Say	15.38%	10.53%
Other	1.08%	0.00%

9. Both (male and female) Students stated that Listening skill is practiced maximum in the Class by the students.
10. Both (male and female) Students stated that Speaking is the skill that is minimum practiced in the class by the students.
11. Both male and female students confessed that the present syllabus of communication skills can help them develop their communication skills.
12. The 35% of male and female students studied in vernacular medium schools do not get any opportunity to speak in “Communication Skills Lectures” classes of 60 minutes. Even from those who get the opportunities, Boys get more time to speak than that of girls comparatively.

TABLE 3.42: Comparative Analysis of Male and Female Students Q.12

Time get to speak in Lecture of 60 Minutes	Male	Female
Not at all	35.23%	34.87%
1 to 5 Minutes	40.77%	24.34%
6 to 10 Minutes	14.30%	22.37%
11 to 20 Minutes	9.08%	17.76%
21 to 30 Minutes	0.00%	0.00%
31 to 40 Minutes	0.00%	0.00%
41 to 50 Minutes	0.00%	0.00%
51 to 60 Minutes	0.00%	0.66%
Only while answering in class	0.62%	0.00%

13. The male students manage to get more time to speak in 2 hours of Lab / tutorial sessions compared to the female students.

TABLE 3.43: Comparative Analysis of Male and Female Students Q.13

Time get to speak in Lab of 120 Minutes	Male	Female
Not at all	22.16%	33.55%
1 to 5 Minutes	40.92%	13.82%
6 to 10 Minutes	20.77%	22.37%
11 to 20 Minutes	9.38%	15.79%
21 to 30 Minutes	2.15%	7.24%
31 to 40 Minutes	1.85%	5.26%
41 to 50 Minutes	2.00%	1.32%
51 to 60 Minutes	0.77%	0.66%

14. Majority of boys and girls confessed that there is no formal examination for listening and speaking in their colleges.
15. Both boys and girls confessed that only Group Discussion and Presentations (PPT on a topic given) were done for more than one time as a part of language lab activities in Lab sessions of 2 hours. Rest of the activities might have been done once in the lab session.
16. The majority boys and girls studied in vernacular medium schools largely on Text books and Class lecture to learn new words consciously. At the same time a very few of them refer other sources like Internet, Television, You tube, newspaper, magazine, social media.

TABLE 3.44: Comparative Analysis of Male and Female Students Q.16

Sources of learning new words	Male	Female
Textbook	64.00%	55.92%
Class Lecture	66.77%	69.08%
English Movies/ Serials/Video/YouTube	4.77%	6.58%
Dictionary	0.62%	1.97%
Songs	0.62%	0.66%
Social Media	1.23%	1.32%
Google/ Web/ Internet Browsing	3.85%	1.32%
News Paper	1.38%	3.29%

Magazine	0.31%	0.66%
Television	1.38%	1.32%
Games	0.15%	0.00%
Blogs	0.15%	0.00%
Movie Subtitles	0.15%	0.00%
Family	0.00%	0.66%
Other Books	1.38%	1.32%
Friends	1.38%	0.00%
Teachers	0.00%	0.00%
Seminars	0.31%	0.00%
Novels	0.15%	0.00%
Articles	0.31%	0.00%
Cricket Commentary	0.15%	0.00%

17. Among all grammatical points, both male and female students face problems in using the grammar knowledge (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation. They know about the topic but find it difficult actually when they try to use in real life situations. While comparing the data, it can be marked out that male students are facing more problems in grammar than that of female students.

TABLE 3.45: Comparative Analysis of Male and Female Students Q.17

Grammar Unit	Male	Female
Tenses	12.77%	14.47%
Uses of Tenses in real life situations	47.38%	36.84%
Active – Passive Voice	21.23%	12.50%
Uses of Active Passive Voices in real life situations	28.00%	23.68%
Prepositions	22.62%	10.53%
Uses of prepositions in real life situations	28.46%	21.05%
Using Verb forms	30.00%	21.71%
Direct-Indirect Speech	32.15%	28.95%
Uses of Direct-Indirect Speech in real life situations	22.92%	23.03%
Use of pronouns in real life situations	26.77%	25.00%
Uses of Conjunctions	33.54%	19.08%
Uses of question words	13.38%	8.55%

18. Majority of both male (92.62%) and female (90.13) students studied in vernacular medium schools get the chance to listen to the English Language for less than **an hour** in a day.

TABLE 3.46: Comparative Analysis of Male and Female Students Q.18

The time you listen to English Language in a whole day...	Male	Female
Not at all	7.38%	9.87%
1 to 5 Minutes	11.23%	7.24%
6 to 10 Minutes	9.54%	7.89%
11 to 20 Minutes	12.15%	7.89%
21 to 30 Minutes	14.46%	10.53%
31 to 40 Minutes	9.08%	11.18%
41 to 50 Minutes	4.00%	1.97%
51 to 60 Minutes	24.77%	33.55%
More than an hour	5.85%	6.58%
Other	1.54%	3.29%

19. The family members of majority male students (42.92% + 26.31%) either never speak or rarely speak English language with them. Still, the family members of urban students use more English language at home than that of the rural students.

TABLE 3.47: Comparative Analysis of Male and Female Students Q.19

Family members speaking English with you in a day approximately.	Male	Female
Never	42.92%	39.47%
Rarely	26.31%	24.34%
Occasionally	3.85%	7.89%
Sometimes	26.00%	27.63%
Always	0.92%	0.66%

20. According to both, the number of teachers teaching only in English language in class is less than 14.00%.
21. The majority of the male and female students listen to only Class Lectures and teachers in the colleges as a part. While comparing the data of male and female students, it is discovered that Male students make more use of YouTube videos and movies as a source of listening than that of female students. But all the students hardly use other sources for listening consciously.

TABLE 3.48: Comparative Analysis of Male and Female Students Q.21

Sources of Listening	Male	Female
In College	16.77%	30.92%
Class Lectures / Lab	33.08%	28.29%
Television / Series	7.85%	14.47%
English Movies / You Tube/ Video	29.54%	16.45%
From Teachers	15.69%	16.45%
Friends	3.23%	3.29%
Mobile	1.38%	0.66%
Social Media	1.54%	1.97%
English Songs	4.00%	5.26%
News Channels	4.62%	6.58%
Website / Internet	1.23%	0.66%
In Bus/Train	0.62%	0.00%
Family	0.92%	1.32%
WWE	0.31%	0.00%
Audios	0.00%	0.00%
Tuition Class	0.62%	0.00%
Cricket Commentary	2.46%	1.97%
Cartoon	0.15%	0.00%
Hostel	0.46%	0.00%
Play Ground	0.15%	0.00%
From No one	0.77%	0.00%
Everywhere	1.08%	1.97%
Don't know	0.31%	0.00%

22. The majority male and female students of both the types of colleges read only study materials or textbooks. Still, while comparing the other sources of reading, we have following data.

TABLE 3.49: Comparative Analysis of Male and Female Students Q.22

Sources of Reading	Male	Female
Nothing / Not at all	2.46%	3.29%
Text Books / Study materials	51.85%	55.26%
Newspaper	17.23%	23.68%
Novel / Poem / Drama	4.92%	10.53%
Story / Story Books	10.77%	13.82%
Mobile Social Media (Messages / Posts)	7.38%	7.24%
Magazine	1.08%	3.29%
Advertisement	0.46%	0.00%
Dictionary	0.92%	1.97%
Articles	1.85%	0.66%
Google searched Content	0.77%	0.00%
Movie Subtitles	1.38%	0.66%

Blogs	0.62%	1.32%
Grammar Content	2.46%	0.66%
Research Papers (Journal)	0.31%	0.66%
Motivational Books	0.00%	1.32%
Notices	0.46%	0.00%
Games Content	0.31%	0.00%
Song Lyrics	0.31%	0.00%
Comics	0.31%	0.00%
Can't Say	0.00%	0.00%
Read Everything	0.77%	1.32%

23. Majority of students (both male and female >80%) feel it encouraging when their teacher corrects them on the spot about the mistake that they make while speaking in the class.
24. The majority of male (68.31%) and female (63.82) students studied vernacular medium schools do not get any chance to speak with other persons compared though the female numbers are less. The Teachers and friends, in both the cases, are the persons with whom very few interact and again the girls manage to get more opportunities to speak.

TABLE 3.50: Comparative Analysis of Male and Female Students Q.24

The person with whom they get chance to speak English ...	Male	Female
No One	68.31%	63.82%
Teacher / Professor	11.08%	15.13%
Friends	18.46%	20.39%
Classmates	3.85%	5.92%
Family / Parents	1.23%	7.89%
Brother	0.92%	3.29%
Sister	1.23%	3.29%
College Presentation	0.77%	0.66%
Neighbour	0.15%	0.00%
Hostel Friend	0.31%	0.00%
Girl Friend	0.15%	0.00%

25. Majority of male and female students confessed that the teachers talk about improving their speaking skill.

26. The 88.15% male students and 86.84% female students get the chance to speak for less than 30 minutes in a college in a day. Majority of them hardly use English language in college hours.

TABLE 3.51: Comparative Analysis of Male and Female Students Q.26

English language spoken in college in a day...	Male	Female
Not at all	14.92%	12.50%
1 to 5 Minutes	24.16%	17.11%
6 to 10 Minutes	18.92%	24.34%
11 to 20 Minutes	17.70%	22.37%
21 to 30 Minutes	12.46%	10.53%
31 to 40 Minutes	3.38%	3.29%
41 to 50 Minutes	2.00%	3.29%
51 to 60 Minutes	4.92%	5.26%
More than 1 hour	0.62%	0.66%
Only in class	0.92%	0.66%

27. The 56.15% male students speak English for less than 20 minutes at home whereas 59.21% female students speak English for less than 20 minutes at home. Though the speaking skill is practiced minimum by majority in both the cases, more girls practice speaking skill at home. Average 30.00% in both the cases do not speak at all at home.

TABLE 3.52: Comparative Analysis of Male and Female Students Q.27

English language spoken at home in a day...	Male	Female
Not at all	31.54%	28.29%
1 to 5 Minutes	28.62%	19.74%
6 to 10 Minutes	15.23%	23.03%
11 to 20 Minutes	11.69%	16.45%
21 to 30 Minutes	5.23%	5.92%
31 to 40 Minutes	2.31%	1.97%
41 to 50 Minutes	1.38%	0.66%
51 to 60 Minutes	2.62%	3.29%
More than an hour	0.31%	0.66%
Others	0.45%	0.00%

28. The majority of the male and female students expect that they must have the following qualities if they want to become Normal English Language Speaker.

TABLE 3.53: Comparative Analysis of Male and Female Students Q.28

Expectations for Normal English Speaker	Male	Female
must have no fear	67.69%	72.37%
must speak very fast	16.00%	9.87%
must have correct pronunciation	48.77%	52.63%
must speak with confidence	68.00%	75.66%
must speak fluently	28.15%	28.29%
must know grammar perfectly	31.69%	37.50%
must speak with proper expression and body language	40.77%	42.11%
Others must be able to understand	48.00%	47.37%
must use simple English language	51.23%	47.37%
Must use proper words	41.54%	42.76%
must use long / complex sentence structures	9.85%	4.61%

29. Majority (80%) students, both male and female, recommended that the subjects should be there in other semesters too.

3.9 Data analysis of Teachers' Questionnaire

1. Developing speaking skill of your degree engineering students is _____ task.

TABLE 3.54: Analysis of Q.1 (Teachers' Responses)

Very Easy	0.00%
Easy	8.00%
Normal	20.00%
Difficult	60.00%
Very Difficult	8.00%
Impossible	0.00%
Other	4.00%
Total	100.00%

- Majority of the teachers (68.00%) felt that developing speaking skill of their degree engineering students is difficult / very difficult task.

Others: It largely depends on the background of the learners' viz. family, schooling, upbringing environment, regional effects.

2. Degree Engineering Students understand the importance of Speaking Skill.

TABLE 3.55: Analysis of Q.2 (Teachers' Responses)

Yes	60.00%
No	28.00%
Can't say	4.00%
Others	8.00%
Total	100.00%

Others: - Not all, they require experience and realization.

- They understand only professional requirement of speaking skill.

3. The students feel the fear / hesitation when they are invited to speak in front of class.

TABLE 3.56: Analysis of Q.3 (Teachers' Responses)

Yes	92.00%
No	4.00%
Can't say	0.00%
Others	4.00%
Total	100.00%

Others:

- *“Class is heterogeneous and highly divided in this aspect. Students from District place / from English medium feel less hesitation whereas students from remote rural area are most generally hesitation.”*
- *“It depends. But majority of them... yes...They do feel hesitant.”*
- *“Yes, some of the learners who are not fluent enough surely hesitate. While others have not shown hesitation.”*

4. When students try to speak in English, they have fear of committing mistakes.

TABLE 3.57: Analysis of Q.4 (Teachers' Responses)

Yes	96.00%
No	4.00%
Can't say	0.00%
Others	0.00%
Total	100.00%

5. When students try to speak in English, they have the fear that others will laugh at / comment on their mistakes.

TABLE 3.58: Analysis of Q.5 (Teachers' Responses)

Yes	80.00%
No	4.00%
Can't say	8.00%
Others	8.00%
	100.00%

Others: *"depends, ratio is very less."*
 "They don't know how to speak."

6. The students of your college believe that English Language Speaking Skill is as important as their other technical subjects.

TABLE 3.59: Analysis of Q.6 (Teachers' Responses)

Yes	48.00%
No	32.00%
Can't say	20.00%
Others	0.00%
	100.00%

7. The other teachers teaching technical subjects believe that English Language Speaking Skill is as important as other technical subjects.

TABLE 3.60: Analysis of Q.7 (Teachers' Responses)

Yes	24.00%
No	32.00%
Can't say	44.00%
Others	0.00%
Total	100.00%

8. If a student has studied in vernacular medium school, he/she cannot speak English.

TABLE 3.61: Analysis of Q.8 (Teachers' Responses)

Yes	20.00%
No	68.00%
Can't say	12.00%
Others	0.00%
Total	100.00%

9. You use _____ language during the teaching in your class.

TABLE 3.62: Analysis of Q.9 (Teachers' Responses)

Only in English	16.00%
Vernacular (Local) Language	0.00%
Both	76.00%
Other	8.00%
Total	100.00%

Others

- *“Mostly English, with Gujarati & Hindi references in between.”*
- *“My simple English sentences with appropriate delivery are well understood by 1st year students. As a teacher I rarely feel need to use vernacular.”*

10. The students use _____ language while answering your questions in class.

TABLE 3.63: Analysis of Q.10 (Teachers' Responses)

English	4.00%
Vernacular Language	12.00%
Both	76.00%
Other	8.00%
Total	100.00%

Others:

- *“They may commit error but they try and respect my insistence to speak I. English...When they need to speak something.”*
- *“80% English...Remaining 20% are allowed to use vernacular language to motivate.”*

11. The students talk among themselves in _____ language normally inside / outside the class.

TABLE 3.64: Analysis of Q.11 (Teachers' Responses)

English	0.00%
Vernacular Language	72.00%
Both	28.00%
Total	100.00%

12. You talk to the students in _____ language outside the class.

TABLE 3.65: Analysis of Q.12 (Teachers' Responses)

English	24.00%
Vernacular Language	8.00%
Both	68.00%
Total	100.00%

13. The other teachers of your college teaching technical subjects talk to the students in English outside the class.

TABLE 3.66: Analysis of Q.13 (Teachers' Responses)

Yes	0.00%
No	56.00%
Can't say	44.00%
Others	0.00%
	100.00%

14. Students consciously make attempts to develop their speaking skill.

TABLE 3.67: Analysis of Q.14 (Teachers' Responses)

Yes	40.00%
No	32.00%
Can't say	28.00%
	100.00%

15. Students come to you to take the guidance for developing their English speaking skill.

TABLE 3.68: Analysis of Q.15 (Teachers' Responses)

Yes	68.00%
No	28.00%
Can't say	0.00%
Others	4.00%
Total	100.00%

Others: Apart from syllabus they contact us for guidance for elocution, debate, anchoring, Uni. Youth festival and competitive exams.

16. You use audio visual aids during your Communication Skills class.

TABLE 3.69: Analysis of Q.16 (Teachers' Responses)

Never	0.00%
Rarely	8.00%
Occasionally	12.00%
Sometimes	52.00%
Frequently	28.00%
Total	100.00%

17. Do you have Language Lab and software in your college?

TABLE 3.70: Analysis of Q.17 (Teachers' Responses)

yes, we have both	20.00%
we have only Lab	56.00%
No, we have neither Lab nor software	24.00%
Other	0.00%
Total	100.00%

18. Do the students read other reference books / material except the texts prescribed in the syllabus?

TABLE 3.71: Analysis of Q.18 (Teachers' Responses)

Yes	36.00%
No	56.00%
Can't say	8.00%
Total	104.00%

19. Do you think that you can develop and give the kind of quality in speaking skill that an engineer requires with the present syllabus?

TABLE 3.72: Analysis of Q.19 (Teachers' Responses)

Yes	64.00%
No	32.00%
Can't say	0.00%
Others	4.00%
Total	100.00%

Other: There is a need of modifications

20. Assign the percentage to four skills (Listening, Speaking, Reading, and Writing) as per the importance given in content of "Communication Skills" syllabus. (Out of 100%)

- Majority of teachers (68.00%) said that Writing is given more importance compared to any other language skill.
- 20.00% teachers opine that Listening skill is more emphasized in syllabus.
- 12.00% teachers said that all language skills are equally distributed.

21. Do you recommend increase in teaching hours of Communication Skills? If yes, what should be the teaching scheme per week?

TABLE 3.73: Analysis of Q.21 (Teachers' Responses)

Increase in Lecture hours	76.00%
Increase in Lab hours	40.00%
Other	20.00%

Others:

- Yes, it should be like we have weekly 2 hours of lecture and lab apart from that in a week may be we can organize 2 hours of general discussion of any topic including communication skills and their other subject and day to day life. And leave them in a group or friends to speak only into English.
- There must be visits to industrial HR department to make students understand how the communication takes place in a professional world. Secondly the students should be given an exposure to other colleges so that they can understand and see how the students of other colleges overcome the difficulties they face in their college. Third, alumni should be invited for talks to share their experiences.
- The credit of the subject should be considered at par with other technical subjects. The subject may be extended to some advanced semesters.
- All schemes should be turned into workshops
- Every year One Course to develop Communication Skills with 1 hr theory 2 hours lab...

22. If you are given an opportunity to design/modify/reform the syllabus of CS, which topics / activities (that are really essential for developing speaking skill) would you like to add in the present syllabus? Which topics would you like to delete from the present syllabus?

- Seminar and presentations
- a Google app that can help students to identify the correct pronunciation of a given word
- Enrich students' vocabulary.
- More Practical Activity Sessions
- Viva Exam for students
- Give more emphasis on speaking skill exercises and writing skills.
- "Grammar should be there in the syllabus but not the basic one. It should be of some higher level. Then there must be a scope for content writing, expression and explanations of that creative writing.
- One must understand that every student is not supposed to pursue a career in engineering field only. There can be some who will have a career in other fields. So the syllabus should be designed in such a way that it turns to be helpful for a future but in a global scenario."

- Listening Skill, Presentation, GD
- Add Stress rules, poem recitation, telephonic conversation, meeting, public speech, anchoring, selected historically famous speeches you Tube video can be part of syllabus.
- Topics will do. Teaching techniques need to be changed....
- Would add creative writings, portions of literature, professional communication, more sessions on Presentation Skills
- "literature should be added like Novels, short stories, plays etc"
- "Presentation skills, Non verbal communication, communication skills, job interviews, group discussion, writing skills, emotional intelligence, goal setting, time management, conflict resolution, leadership skills.
- I would like to eliminate unnecessary things like phonetics and basic grammar stuff."
- I will not delete anything. But I will add more literature oriented language teaching content.
- more focus on language exercises

23. Do you believe that the knowledge of grammar is essential for developing Speaking Skill of your students?

TABLE 3.74: Analysis of Q.23 (Teachers' Responses)

Yes	64.00%
No	28.00%
Can't say	4.00%
Others	4.00%
Total	100.00%

Others:

- "Initial focus should be incontinence and fluency achieved which correct grammar can be addressed."
- "Yes. But at the age of 17 or 18, they must be exposed to speaking skills."

24. List down the grammar topics which are very important for developing speaking skill but your students face problems in them.

- Tenses : 84% Teachers
- Voice : 60% Teachers
- Vocabulary : 48% Teachers

- Parts of Speech: 36% Teachers
- Reported Speech: 32% Teachers
- Vocabulary: 20% Teachers
- Subject – Verb Agreement: 12% Teachers
- Articles: 8% Teachers
- Prepositions: 8% Teachers
- Usages of idioms: 8% Teachers
- Dangling modifiers: 4% Teachers
- Cohesive devices :4% Teachers
- Conditionals: 4% Teachers
- Phonetics: 4% Teachers

25. How do you, as a teacher, help your students developing their vocabulary?

- “Ask them to prepare 10 words per day”
- “Word building (give them word ' Idea,' and how many different words can be framed), language game, discussion/ writing on wide range of topics, consulting dictionary for various purpose, news reading/ listening”
- “As a teacher I made them to take notes of their subject and give some meaning of the words which they find difficult and in a lab I made to write some new words for them and made them to find out their meaning and as homework. I gave them some audio to listen and find difficult words with their meaning.”
- “Reading and Regular practice.”
- “Giving them new words - Asking them to find out all the related details about the given words - Giving them idioms - Giving them proverbs - Making them write the same sentence with different sentence structure”
- “Vocab. Tasks”
- “Through Activity Based Learning”
- “Advice to read magazines, articles news paper, story book.”
- “Introducing new words to students in every class, also engage students to fun based task of vocabulary.”
- “Reading Task, Listening Task, Note taking, Vocabulary activity etc”
- “By giving proper exposure to the relevant environment. Secondly, making them learn prepare corpus of the required vocabulary.”

- “By way of comparative study”
- “Providing proper method of learning English, worksheet, assessment, discussion on mistakes, practice specific areas,”
- “Advising to use dictionary, newspapers, magazines etc”
- “More focus on grammar”
- “I allow them to try using English and even allow them to make mistakes, this way they gain confidence and shun off fear of making errors.”
- “Provide opportunities to use English language during class.”
- “Make them use etymological approach to crack a word”
- “Reading news paper, fictional stories, writing drills”
- “They are motivated to use new vocabulary in sentences or synonyms in class room tasks.”

26. Have you gone through any special training for English Language Teaching?

TABLE 3.75: Analysis of Q.27 (Teachers’ Responses)

Yes	44.00%
No	52.00%
Others	4.00%
	100.00%

Other: Have a certificate course from BAOU, Gujarat for English Language Teaching. I am B. Ed with English subject.

27. Which activities / techniques / ELT Methods do you use inside /outside the class for developing the speaking skill of your students?

- Communicative Approach, Group Discussion, Team/ Group work and group work representation before class, facilitating for asking more questions, friendly environment in class, listening to TV shows Movies and Sharing before class
- Asking them questions related to the general knowledge, presentations
- Student centered class.
- Giving them different situation and ask to discuss only in English
- CLT
- Games, presentation, video observation, role play etc

- Role play, presentations, group discussions, theatre activities
- Seminar
- Role play, jigsaw method, group discussion, audio visual aids, questionnaires etc.
- Presentation, GD, elaboration of thought in speech and writing
- By asking a question and using major words more than twice so that they can learn at least learn some words from that topic.
- Pair work group work worksheets
- Question-Answer, Speaking Task, Story Telling, Sharing views, GD, Telephonic talk, Presentation
- Wholistic
- presentation, Listening, practicing through Video, story telling, Question Answer session
- Arranging small acts, role play, GD, debate etc
- I use communicative tasks, Situational models, direct method, and grammar translation method. I use them according to the level of the students.
- Role Play, Creative Writing
- Role plays, free writing are used to develop speaking skills with unconscious mind set.

28. What do you do when your students commit mistakes while speaking in the class?

TABLE 3.76: Analysis of Q.28 (Teachers' Responses)

Correct immediately	20.00%
Don't correct	8.00%
Correct later on	72.00%
Other:	0.00%
Total	100.00%

29. Do you recommend the subject "Communication Skills" in other semesters too?

TABLE 3.77: Analysis of Q.29 (Teachers' Responses)

Yes	100.00%
No	0.00%
Others	0.00%
Total	100.00%

30. State the factors/ reasons that affect the speaking skill of Engineering Students negatively as you have observed. Rank your factors from the most affecting factor = 1 to the least affecting factor = 5 as per your experience.

- 1. Culture 2. Vernacular 3. Mother tongue 4. Laziness 5. Lack of interest
- "Lack of basic knowledge, Fear of speaking in front of others, Lack of environment, Lack of the importance given to the subject
- "1. Only one faculty (faculty of English) keeps speaking in English, 2. Need of corrective effort on student part, 3. Learning of LSRW proportionately, 4. Integrating English with their socio-professional context, 5. Faculty's Self-analysis for students' sustained motivation and continued effort."
- "1. Student's background, 2. Self confidence, 3. Knowledge of English language, 4. Fear factor of language, 5. Practice "
- "Family atmosphere, The background in which they spend their most of time apart from family, Institutional atmosphere, Faculties"
- 1 hesitation to speak English 2 fear of making mistakes/ fear of teacher 3 lack of interest 4 teacher's attitude sometimes 5 surrounding (friends , relatives negative remarks)
- 1 - Writing skill is extremely poor, 2 - The entertainment is done in their regional language, 3 - Students lack vocabulary, 4 - Reading habit is decreased among youth, "5 - Students hesitate to practice speaking skills
- "Hesitation of speaking =1, Friends fear=2, Lack of grammar knowledge =3, Taking initiative to speak English = 4
- Not knowing the language, lack of grammar skills, not having confidence, fear of making mistakes, giving up too soon.
- 1 desensitized approach to language after 10th std as science students, 2 lack of motivation, 3 insufficient live contact with English, 4 examination system that kills spirit of language learning, 5 personal zeal
- 1. Students hesitation, 2. Lack of vocabulary and grammar, 3. Students overpowering by native language, 4. Social and cultural background, 5. Teacher's support
- Mother tongue interference, Background of learners , Fear, previous learning environment, methods used in schools, etc
- "1- students coming from vernacular background, 2- lack of confidence in speaking, 3- not getting proper surrounding to overcome their language competence, 4- students still

unaware about important of linguistics competence globally, 5- lack of grammatical knowledge "

- Phobia, Shyness, Lack Confidence
- "1. Inhibitions to express themselves in English in academic environment. 2. Lack of confidence, 3. No exposure to use English language, 4. Tedious syllabus, 5 weak grammar "
- "1. Focus of evaluation on Writing Skills, 2. Inadequate contact hours, 3. Inadequate staff hence the labs are merged so quality is compromised, 4. Apathy of the students, 5. Apathy of the teachers"
- "5. Their attitude (which they receive from seniors and other immature staff members regarding communication skills subject), 4. Their basics of English language (at schools), 3. Teaching hours are not enough. 2. Too holidays, 1. Irregularities due to late admission that cause unfinished syllabus."
- 1. Environment. 2. Vocabulary 3. Avoidance 4. Lack of reading habit, 5. 1 term syllabus

3.10 Data analysis of Speaking Test of Degree Engineering Students of Vernacular Medium

TABLE 3.78: Analysis of analysis Speaking Test Observations

Q.	Criteria (for Observation)	Total		Total	Y %	N %
		Y	N			
1	Understands the questions	193	7	200	96.50	3.50
2	Feels Fear while speaking	53	147	200	26.50	73.50
3	Feels Fear in beginning and then gradually gets the confidence	94	106	200	46.00	54.00
4	Fully Confident while speaking	53	147	200	26.50	73.50
5	Problem in finding / recalling Words	139	61	200	69.50	30.50
6	Able to get thoughts for speaking	144	56	200	72.00	28.00
7	Use of Separate words / no complete sentences	123	77	200	61.50	38.50
8	Wants / wishes to use Mother Tongue	22	178	200	11.00	89.00
9	Use of Gujarati Words while speaking English	68	132	200	34.00	66.00
10	Does exact translation from mother tongue	35	165	200	17.50	82.50
11	Intelligible pronunciation in Local Context	198	2	200	99.00	1.00
12	Repeats to correct himself / herself	188	12	200	94.00	6.00
13	Use of appropriate Tense (Subject - Verb Agreement?)	79	121	200	39.50	60.50
14	Use of Apostrophe 's' (Possessive)	53	147	200	26.50	73.50
15	Use of appropriate pronoun	113	87	200	56.50	43.50
16	Use of appropriate prepositions	121	79	200	60.50	39.50

Data Collection, Analysis and Interpretation

17	Use of Simple Sentences	199	1	200	99.50	0.50
18	Use of Compound Sentences	95	105	200	47.50	52.50
19	Use of Complex Sentences	28	172	200	14.00	86.00
20	Takes too long pauses	138	62	200	69.00	31.00
21	Not able to speak at all	4	196	200	2.00	98.00
22	Can he/she Communicate his/her message?	198	2	200	99.00	1.00

CHAPTER - 4
Findings of the Study

4.1 The major factors hindering the development of speaking skill of GEC students studied in Vernacular or the medium other than English at School Level: Findings

1. The students are very well aware about the importance of “English Speaking Skill”
2. The students (49%) feel that “to develop their speaking skill” is difficult / very difficult task. (Psychological)
3. The students (77.20%) feel that they have fear of making mistake when they try to speak English.(Psychological)
4. The students (56.80%) have fear that others will laugh on their mistakes if they try to speak in English. (Psychological)
5. The students (67.00%) feel fear/ hesitation if they are invited to speak before the class (Psychological)
6. Engineering Students consider that Skill is as important as your other technical subjects.
7. The students (66.20) do not agree to the given statement. “If a student has studied in Gujarati / Hindi / other Medium School, he/she can not speak”
8. The students (68.00%) do not agree to the given statement that “If a student has studied in rural / village School, he/she can not speak English.”
9. Listening is practiced maximum in the Class by the students.
10. Speaking is the skill that is minimum practiced in the class by the students.
11. The students confessed that the present syllabus of communication skills can help them develop their communication skills.
12. The students do not get the chance to speak in “Communication Skills Lectures” classes of 60 minutes. (51.40% : not at all, 42.00% : 1 to 5 minutes))
13. They even do not get enough opportunity to communicate in 2 hours of Lab / tutorial sessions. (35.20% : not at all, 23.80% : 1 to 5 minutes)
14. There is no formal examination for listening and speaking.(66.80)
15. Out of the language lag activities, only Group Discussion (72.40%) and (52.40%) Presentations were done for more than one time in Lab sessions.
16. The students do not use extra sources apart from Text books and Class lecture to learn new words consciously.
17. Among all grammatical points, students face problems in using (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation. They know about the topic.

18. The students (62.40%) get the chance to listen to the English Language for less than an hour in a day.
19. The students family members hardly (46.60%: Not at all, 26.00%: Rarely) speak English with them in a day.
20. Only few students (15.00%) said that their all the teacher uses only English Language while teaching their subjects.
21. The students use no other sources except Class Lectures and teachers in the college to develop their listening skill consciously.
22. Students don't manage to read anything except Text Books to develop their reading skill consciously.
23. The students feel good encouraging when their teacher corrects them on the spot about the mistake that you make while speaking in the class
24. Students (61.40%) do not get any person in the college or at home with whom they can practice English Language Speaking Skill.
25. Teachers talk about improving English Language Speaking inside or outside the class.
26. The students 64.80% get the chance to speak for less than 20 minutes in a college in a day. 12.00% do not speak at all.
27. The students 58.60% speak English for less than 20 minutes at home. 30.20% do not speak at all at home.
28. To more than 50.00% students, the normal speaker of English must have the following qualities if they want to become Normal English Language Speaker.
 1. must speak with confidence
 2. must not have fear while speaking
 3. must use simple language
 4. Others must be able to understand
 5. must have correct pronunciation
29. Majority of the students (82.20%) recommended that the subjects should be there in other semesters too.

4.2 The major factors hindering the development of speaking skill of SFI Engineering students studied in Vernacular or the medium other than English at School Level : Findings

1. The students are very well aware about the importance of “English Speaking Skill”
2. The students (54.80%) feel that “to develop their speaking skill” is difficult Task. (Psychological)

3. The students (75.14%) feel that they have fear of making mistake when they try to speak English.(Psychological)
4. The students (54.57%) have fear that others will laugh / comment on their mistakes if they try to speak in English. (Psychological)
5. The students (63.14%) feel fear/ hesitation if they are invited to speak before the class (Psychological)
6. Engineering Students (86.00%) consider that Skill is as important as your other technical subjects.
7. The students (62.86%) do not agree to the given statement. “If a student has studied in Gujarati / Hindi / other Medium School, he/she can not speak”
8. The students (59.43%) do not agree to the given statement that “If a student has studied in rural / village School, he/she can not speak English.”
9. Listening is practiced maximum in the Class by the students (53.14%).
10. Speaking is the skill that is minimum practiced in the class by the students.
11. The students (77.71%) confessed that the present syllabus of communication skills can help them develop their communication skills.
12. All the students do not get the chance to speak in “Communication Skills Lectures” classes of 60 minutes. (45.71% : not at all, 41.71% : 1 to 5 minutes)
13. They even do not get enough opportunity to communicate in 2 hours of Lab / tutorial sessions. (35.14% : not at all, 32.86% : 1 to 5 minutes)
14. There is no formal examination for listening and speaking.(65.57%)
15. Out of the language lag activities, only Group Discussion (61.71%), Presentations (60.29%) and Role-play (47.14%) were done for more than one time in Lab sessions.
16. The students do not use extra sources apart from Text books and Class lecture to learn new words consciously.
17. Among all grammatical points, students face problems in using the grammatical points like (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation.
18. The students (91.71%) get the chance to listen to the English Language for less than an hour in a day.
19. The students family members hardly (30.86% : Not at all, 35.14%: Rarely) speak English with them in a day.
20. Only few students (07.71%) said that their all the teacher uses only English Language while teaching their subjects.

21. The students use no other sources except Class Lectures and teachers in the college to develop their listening skill consciously.
22. Students don't manage to read anything except Text Books to develop their reading skill consciously.
23. The students (81.43%) feel good encouraging when their teacher corrects them on the spot about the mistake that you make while speaking in the class
24. The Students (77.14%) do not get any person in the college or at home with whom they can practice English Language Speaking Skill.
25. Teacher (75.71%) talk about improving English Language Speaking inside or outside the class.
26. The 61.71 % students get the chance to speak for less than 20 minutes in a college in a day. 17.71% do not speak at all.
27. The students 57.43% speak English for less than 20 minutes at home. 32.86% do not speak at all at home.
28. To more than 50.00% students, the normal speaker of English must have the following qualities if they want to become Normal English Language Speaker.
 - a. must not have fear while speaking
 - b. must speak with confidence
 - c. must have correct pronunciation
29. Majority of the students (76.86%) recommended that the subjects should be there in other semesters too.

4.3 The major factors hindering the development of speaking skill of Engineering students studied in schools of Rural Area: Findings

1. The students (98.00%) are very well aware about the importance of "English Speaking Skill"
2. The students (53.50%) feel that "to develop their speaking skill" is difficult / very difficult Task. (Psychological)
3. The students (81.67%) feel that they have fear of making mistake when they try to speak English.(Psychological)
4. The students (58.33%) have fear that others will laugh / comment on their mistakes if they try to speak in English. (Psychological)
5. The students (69.44%) feel fear/ hesitation if they are invited to speak before the class (Psychological)

6. Engineering Students (89.44%) consider that Skill is as important as your other technical subjects.
7. The students (65.28%) do not agree to the given statement. “If a student has studied in Gujarati / Hindi / other Medium School, he/she can not speak”
8. The students (66.11%) do not agree to the given statement that “If a student has studied in rural / village School, he/she can not speak English.”
9. Listening is practiced maximum in the Class by the students (55.56%).
10. Speaking is the skill that is minimum practiced in the class by the students. (40.83%)
11. The students (85.28%) confessed that the present syllabus of communication skills can help them develop their communication skills.
12. All the students do not get the chance to speak in “Communication Skills Lectures” classes of 60 minutes. (41.94% : not at all, 38.89% : 1 to 5 minutes)
13. They even do not get enough opportunity to communicate in 2 hours of Lab / tutorial sessions. (16.94% : not at all, 43.61% : 1 to 5 minutes)
14. There is no formal examination for listening and speaking.(52.50%)
15. Out of the language lag activities, only Group Discussion (69.17%), Presentations (53.33%) and Role-play (45.28%) were done for more than one time in Lab sessions.
16. The students do not use extra sources apart from Text books (60.56%) and Class lecture (68.06%) to learn new words consciously.
17. Among all grammatical points, students face problems in using the grammatical points like (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation.
18. The students (86.67%) get the chance to listen to the English Language for less than an hour in a day.
19. The students family members hardly (42.78%: Never, 31.94%: Rarely) speak English with them in a day.
20. Only few students (12.78%) said that their all the teacher uses only English Language while teaching their subjects.
21. The students listen to Class Lectures, teachers and English videos to develop their listening skill consciously.
22. Students read Text Books to develop their reading skill. Only few of them (18.89%) read news paper.

23. The students (80.83%) feel good encouraging when their teacher corrects them on the spot about the mistake that you make while speaking in the class
24. The Students (67.78%) do not get any person in the college or at home with whom they can practice English Language Speaking Skill. Only few talk with teachers and friends.
25. Teacher (81.67%) talk about improving English Language Speaking inside or outside the class.
26. The 59.44% students get the chance to speak for less than 20 minutes in a college in a day. 13.61% do not speak at all.
27. The students 45.83% speak English for less than 20 minutes at home. 30.20% do not speak at all at home.
28. To more than 50.00% students, the normal speaker of English must have the following qualities if they want to become Normal English Language Speaker.
 - d. must not have fear while speaking (68.33%)
 - e. must speak with confidence(67.50%)
 - f. must use simple English language (56.11%)
 - g. must have correct pronunciation (51.11%)
 - h. Other must be able to understand (50.83%)
29. Majority of the students (79.72%) recommended that the subjects should be there in other semesters too.

4.4 The major factors hindering the development of speaking skill of Engineering students studied in Urban / City Area: Findings

1. The students (95.56%) are very well aware about the importance of “English Speaking Skill”
2. The students (65.77%) feel that “to develop their speaking skill” is normal /easy Task. (Psychological)
3. The students (71.11%) feel that they have fear of making mistake when they try to speak English.(Psychological)
4. The students (52.44%) have fear that others will laugh / comment on their mistakes if they try to speak in English. (Psychological)
5. The students (61.12%) feel fear/ hesitation if they are invited to speak before the class (Psychological)

6. Engineering Students (84.89%) consider that Skill is as important as your other technical subjects.
7. The students (64.22%) do not agree to the given statement. “If a student has studied in Gujarati / Hindi / other Medium School, he/she can not speak”
8. The students (63.33%) do not agree to the given statement that “If a student has studied in rural / village School, he/she can not speak English.”
9. Listening is practiced maximum in the Class by the students (53.11%).
10. Speaking is the skill that is minimum practiced in the class by the students.(36.67%)
11. The students (77.56%) confessed that the present syllabus of communication skills can help them develop their communication skills.
12. All the students do not get the chance to speak in “Communication Skills Lectures” classes of 60 minutes. (17.11% : not at all, 41.33 % : 1 to 5 minutes, 26.89% : 6to 10 minutes)
13. They even do not get enough opportunity to communicate in 2 hours of Lab / tutorial sessions. (16.89%: not at all, 20.67%: 1 to 5 minutes, 23.11% 6 to 10 minutes, 20.00% 11 to 20 min.)
14. There is no formal examination for listening and speaking.(54.22%)
15. Out of the language lag activities, only Group Discussion (67.78%), Presentations (58.00%) and Role-play (40.00%) were done for more than one time in Lab sessions.
16. The students do not use extra sources apart from Text books (64.22%) and Class lecture (66.00%) to learn new words consciously.
17. Among all grammatical points, students face problems in using the grammatical points like (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation.
18. The students (86.22%) get the chance to listen to the English Language for less than an hour in a day.
19. The students family members hardly (38.67%: Never, 19.33%: Rarely) speak English with them in a day.
20. Only few students (14.44%) said that their all the teacher uses only English Language while teaching their subjects.
21. The students listen to only Class Lectures and teachers to develop their listening skill consciously. Only 28.00% listen to you tube videos.
22. Students (50.67%) read only Text Books to develop their reading skill. Only few of them (19.33%) read news paper.

23. The students (84.00%) feel good encouraging when their teacher corrects them on the spot about the mistake that you make while speaking in the class
24. The Students (51.78%) do not get any person in the college or at home with whom they can practice English Language Speaking Skill. Only few 18.89% and 30.22% talk with teachers and friends respectively.
25. Teacher (78.67% students) talk about improving English Language Speaking inside or outside the class.
26. The 63.12 % students get the chance to speak for less than 20 minutes in a college in a day. 15.33% do not speak at all.
27. The students (56.00%) speak English for less than 20 minutes at home.31.11% do not speak at all at home.
28. To more than 50.00% students, the normal speaker of English must have the following qualities if they want to become Normal English Language Speaker.
 - i. must not have fear while speaking (69.33%)
 - j. must speak with confidence(71.33%)
 - k. must have correct pronunciation (48.00%)
29. Majority of the students (80.00%) recommended that the subjects should be there in other semesters too.

4.5 The major factors hindering the development of speaking skill of Male Engineering students studied in Vernacular or the medium other than English at School Level: Findings

1. The students (96.92%) are very well aware about the importance of “English Speaking Skill”
2. The students (50.31%) feel that “to develop their speaking skill” is difficult / very difficult Task. (Psychological)
3. The students (74.46%) feel that they have fear of making mistake when they try to speak English.(Psychological)
4. The students (53.54%) have fear that others will laugh / comment on their mistakes if they try to speak in English. (Psychological)
5. The students (65.69%) feel fear/ hesitation if they are invited to speak before the class (Psychological)
6. Engineering Students (86.46%) consider that Skill is as important as your other technical subjects.

7. The students (64.00%) do not agree to the given statement. “If a student has studied in Gujarati / Hindi / other Medium School, he/she can not speak”
8. The students (62.31%) do not agree to the given statement that “If a student has studied in rural / village School, he/she can not speak English.”
9. Listening is practiced maximum in the Class by the students (57.54%).
10. Speaking is the skill that is minimum practiced in the class by the students.(40.46%)
11. The students (80.92%) confessed that the present syllabus of communication skills can help them develop their communication skills.
12. All the students do not get the enough chance to speak in “Communication Skills Lectures” classes of 60 minutes. (35.23% : not at all, 40.77% : 1 to 5 minutes, 14.31% : 6 to 10 minutes)
13. They even do not get enough opportunity to communicate in 2 hours of Lab / tutorial sessions. (21.69%: not at all, 40.92%: 1 to 5 minutes, 20.77% 6 to 10 minutes, 9..38% 11 to 20 min.)
14. There is no formal examination for listening and speaking.(56.92%)
15. Out of the language lag activities, only Group Discussion (67.85%), Presentations (56.62%) and Role-play (42.62%) were done for more than one time in Lab sessions.
16. The students do not use extra sources apart from Text books (64.00%) and Class lecture (66.77%) to learn new words consciously.
17. Among all grammatical points, students face problems in using the grammatical points like (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions and verb forms) in real life situation.
18. The students (92.62%) get the chance to listen to the English Language for less than an hour in a day.
19. The students family members hardly (42.92%: Never, 26.31%: Rarely) speak English with them in a day.
20. Only few students (6.31%) said that their all the teacher uses only English Language while teaching their subjects.
21. The students listen to only Class Lectures and teachers to develop their listening skill consciously. Only 29.54% listen to you tube videos.
22. Students (51.85%) read only Text Books to develop their reading skill. Only few of them (17.23%) read news paper.
23. The students (83.23%) feel good encouraging when their teacher corrects them on the spot about the mistake that you make while speaking in the class

24. The Students (68.31%) do not get any person in the college or at home with whom they can practice English Language Speaking Skill. Only few 11.08% and 18.46% talk with teachers and friends respectively.
25. Teacher (78.92% students) talk about improving English Language Speaking inside or outside the class.
26. The 60.77 % students get the chance to speak for less than 20 minutes in a college in a day. 14.92% do not speak at all.
27. The students 56.54% speak English for less than 20 minutes at home.31.54% do not speak at all at home.
28. To more than 50.00% students, the normal speaker of English must have the following qualities if they want to become Normal English Language Speaker.
 - must speak with confidence(68.00%)
 - must not have fear while speaking (67.69%)
 - must have correct pronunciation (48.77%)
 - Others must be able to understand (48.00)
29. Majority of the students (79.54%) recommended that the subjects should be there in other semesters too.

4.6 The major factors hindering the development of speaking skill of Female Engineering students studied in Vernacular or the medium other than English at School Level : Findings

1. The students (96.71%) are very well aware about the importance of “English Speaking Skill”
2. The students (60.53%) feel that “to develop their speaking skill” is normal / easy Task. (Psychological)
3. The students (84.21%) feel that they have fear of making mistake when they try to speak English.(Psychological)
4. The students (63.16%) have fear that others will laugh / comment on their mistakes if they try to speak in English. (Psychological)
5. The students (62.50%) feel fear/ hesitation if they are invited to speak before the class (Psychological)
6. Engineering Students (88.82%) consider that Skill is as important as your other technical subjects.

7. The students (69.08%) do not agree to the given statement. “If a student has studied in Gujarati / Hindi / other Medium School, he/she can not speak”
8. The students (73.68%) do not agree to the given statement that “If a student has studied in rural / village School, he/she can not speak English.”
9. Listening is practiced maximum in the Class by the students (64.47%).
10. Speaking is the skill that is minimum practiced in the class by the students. (47.37%)
11. The students (82.24%) confessed that the present syllabus of communication skills can help them develop their communication skills.
12. All the students do not get the enough chance to speak in “Communication Skills Lectures” classes of 60 minutes. (34.87% : not at all, 24.34% : 1 to 5 minutes, 22.37% : 6 to 10 minutes)
13. They even do not get enough opportunity to communicate in 2 hours of Lab / tutorial sessions. (33.55%: not at all, 13.82%: 1 to 5 minutes, 22.37% 6 to 10 minutes, 15.79% : 11 to 20 min.)
14. There is no formal examination for listening and speaking.(58.55%)
15. Out of the language lag activities, only Group Discussion (71.71%), Presentations (52.63%) and Role-play (38.82%) were done for more than one time in Lab sessions.
16. The students do not use extra sources apart from Text books (55.92%) and Class lecture (69.08%) to learn new words consciously.
17. Among all grammatical points, students face problems in using the grammatical points like (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions and verb forms) in real life situation.
18. The students (90.13%) get the chance to listen to the English Language for less than an hour in a day.
19. The students family members hardly (39.47%: Never, 24.34%: Rarely) speak English with them in a day.
20. Only few students (13.61%) said that their all the teacher uses only English Language while teaching their subjects.
21. The students listen to only Class Lectures to develop their listening skill consciously. Only 16.45%, 16.45% and 14.47% students practice listening through You Tube, Teachers and Television respectively.
22. Students (55.26%) read only Text Books to develop their reading skill. Only few of them (23.68%) read news paper.

23. The students (81.58%) feel good encouraging when their teacher corrects them on the spot about the mistake that you make while speaking in the class
24. The Students (63.82%) do not get any person in the college or at home with whom they can practice English Language Speaking Skill. Only few 15.13% and 20.39% talk with teachers and friends respectively.
25. Teacher (according to 85.00% students) talk about improving English Language Speaking inside or outside the class.
26. The 63.82 % students get the chance to speak for less than 20 minutes in a college in a day. 12.50% do not speak at all.
27. The students (59.21%) speak English for less than 20 minutes at home. 28.29% do not speak at all at home.
28. To more than 50.00% students, the normal speaker of English must have the following qualities if they want to become Normal English Language Speaker.
 - l. must speak with confidence(75.66 %)
 - m. must not have fear while speaking (72.37%)
 - n. must have correct pronunciation (52.63 %)
 - o. Others must be able to understand (47.37)
 - p. Must use proper words (42.67%)
29. Majority of the students (81.58%) recommended that the subjects should be there in other semesters too.

4.7 The major factors hindering the development of speaking skill of Engineering students studied in English Medium at School Level: Findings

1. The students (96.00%) are very well aware about the importance of “English Speaking Skill”
2. The students (80.40%) feel that “to develop their speaking skill” is normal / easy Task. (Psychological)
3. The students (56.00 %) feel that they have fear of making mistake when they try to speak English.(Psychological)
4. The students (54.00%) do not have fear that others will laugh / comment on their mistakes if they try to speak in English. (Psychological)
5. The students (48.40%) feel fear/ hesitation if they are invited to speak before the class. 8.80% cant say anything.(Psychological)

6. Engineering Students (92.40%) consider that Skill is as important as your other technical subjects.
7. The students (69.20%) do not agree to the given statement. “If a student has studied in Gujarati / Hindi / other Medium School, he/she can not speak”
8. The students (66.00%) do not agree to the given statement that “If a student has studied in rural / village School, he/she can not speak English.”
9. Listening is practiced maximum in the Class by the students (46.80%).
10. Speaking is the skill that is minimum practiced in the class by the students. (36.00%)
11. The students (69.20%) confessed that the present syllabus of communication skills can help them develop their communication skills.
12. A few English medium students get the chance to speak in “Communication Skills Lectures” classes of 60 minutes. (28.80% : not at all, 58.00% : 1 to 5 minutes,)
13. They even do not get enough opportunity to communicate in 2 hours of Lab / tutorial sessions. (21.20 %: not at all, 33.60%: 1 to 5 minutes, 20.00% 6 to 10 minutes, 14.40% : 11 to 20 min.)
14. There is no formal examination for listening and speaking. (57.20%)
15. Out of the language lag activities, only Group Discussion (69.69%), Presentations (56.00%) and Role-play (40.40%) were done for more than one time in Lab sessions.
16. The students do not use extra sources apart from Text books (56.40%) and Class lecture (51.60%) to learn new words consciously.
17. Among all grammatical points, students face problems in using the grammatical points like (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions, and verb forms) in real life situation.
18. The students (92.00%) get the chance to listen to the English Language for less than an hour in a day.
19. The students family members hardly (22.40%: Never, 28.80%: Rarely, 11.20 Occasionally) speak English with them in a day.
20. Only few students (8.40%) said that their all the teacher uses only English Language while teaching their subjects.
21. The students listen to teachers / classes (27.20) and you tube videos (39.60%) to develop their listening skill consciously. Very few students practice listening through Television and other sources.
22. Students (45.60%) read only Text Books to develop their reading skill. Only few of them 25.20% and 20.40% read news paper and literature respectively.

23. The students (87.60%) feel good encouraging when their teacher corrects them on the spot about the mistake that you make while speaking in the class
24. The Students (50.80%) do not get any person in the college or at home with whom they can practice English Language Speaking Skill. Still 32.40% and 24.00% students talk with teachers and friends respectively.
25. Teacher (85.00% students) talk about improving English Language Speaking inside or outside the class.
26. The 21.60 % students get the chance to speak for less than 20 minutes in a college in a day. 12.50% do not speak at all.
27. The students (50.00%) speak English for less than 20 minutes at home. 32.80 % do not speak at all at home.
28. To more than 50.00% students, the normal speaker of English must have the following qualities if they want to become Normal English Language Speaker.
 - a. must speak with confidence(78.40%)
 - b. must not have fear while speaking (74.80%)
 - c. must have correct pronunciation (49.60 %)
 - d. Others must be able to understand (56.00%)
29. Majority of the students (81.60%) recommended that the subjects should be there in other semesters too.

4.8 Comparative Analysis of the factors hindering the development of speaking skill of GEC Students and SFI Students studied in Vernacular Medium: Findings

1. The students from GECs and SFIs are very well aware about the importance of “English Speaking Skill”
2. The students of SFI feel it more difficult to develop their speaking skill compared to than that of GECs. (Psychological)
3. Compared to the students of SFIs, more number of students of GECs have fear of making mistake when they try to speak English. (Psychological)
4. Compared to the students of SFIs, more number of the students of GECs have fear that others will laugh on their mistakes if they try to speak in English. (Psychological)
5. Compared to the students of SFIs, more number GEC Students feel fear/ hesitation when they are invited to speak before the class (Psychological)
6. Engineering Students of both (GEC and SFI) types of institutes consider the speaking Skill is as important as your other technical subjects.

7. Compared to the students of GECs, More number of SFI students believed that that the student can not speak English if he has studied in Gujarati / Hindi / other Medium School.
8. More number of GEC students agreed that “even if a student has studied in rural / Village School, he/she can not speak English.” compared to the SFI students.
9. Students from both types of institutes stated that Listening skill is practiced maximum in the Class by the students.
10. Students from both types of institutes stated that Speaking is the skill that is minimum practiced in the class by the students.
11. More GEC students, compared to the students of SFI, believe that the present syllabus of communication skills can help them develop their communication skills compared to SFI students (77.71%)
12. The students of SFI colleges manage to get more opportunities to speak in “Communication Skills Lectures” classes of 60 minutes compared to GEC students. The students of GECs seem to have fewer opportunities to speak.
13. The students of GEC get more opportunities to communicate in 2 hours of Lab / tutorial sessions compared to SFI students.
14. Majority confessed that there is no formal examination for listening and speaking in both types of institutions.
15. The students of both the types of colleges confessed that only Group Discussion and Presentations (PPT on a topic given) were done for more than one time as a part of language lab activities in Lab sessions of 2 hours. Rest of the activities might have been done once in the lab session.
16. The majority students of SFI colleges more rely on Text books and Class lecture to learn new words consciously. At the same time a very few of them refer other sources like Internet, Television, You tube, newspaper, magazine, social media. In case of GECs, the students mostly rely on Text books and class lectures to learn new words. They hardly refer to extra sources for making conscious attempts to learn new words compared to SFI students.
17. Among all grammatical points, the students of both the types of colleges face problems in various grammatical units. But the GEC students confessed to have more problems in grammatical topics compared to SFI students. The more problems in both the cases lie with use of the grammar knowledge (i.e. Tenses, Prepositions, Direct-

- Indirect, conjunctions) in real life situation. They know about the topic but find it difficult actually when they try to use in real life situations.
18. SFI students get more chance to listen language in a day compared to the GEC students. But both hardly seem to attempt listening consciously. Majority of them listen to English in the class only.
 19. There are more numbers of families of GEC students who do not speak English language at all at home compared to than that of SFI students. In both the cases, more than 65% students' family members hardly speak English with them in a day. So they do not get the chance to listen to English at home.
 20. The number of teachers teaching only in English is comparatively higher in GECs than that of SFIs.
 21. The majority of the students of both the types of colleges listen to only Class Lectures and teachers in the colleges. Whereas the SFI students use other sources like YouTube videos and internet more than the GEC students do. Vice versa, GEC students listen to news channels and English songs more compared to SFI students. Still very few (<8%) students use other sources for developing their listening skill consciously. Rests rely only on class lectures for listening.
 22. The majority students of both the types of colleges read only study materials or textbooks and very few rely on the sources of reading. GEC students use newspaper, story books, social media more as a source of reading compared to SFI students who are more interested in reading literature.
 23. Majority of students in both types of colleges feel it encouraging when their teacher corrects them on the spot about the mistake that they make while speaking in the class.
 24. The majority students in both (GEC and SFI Students) the cases do not get anyone with whom they can communicate in English. While comparing the data, GEC students comparatively grab more opportunities to speak with others in colleges as well as at home compared to SFI students. The Teachers and friends, in both the cases, are the persons with whom very few interact.
 25. Students confessed that the majority of teachers of GEC and SFI talk about improving their speaking skill. While comparing the data, it can be discovered that the number of faculty of GEC is higher than that of SFI who talk about improving speaking skill..

26. The majority of students of both types of colleges speak hardly for less than 20 minutes in a day. But when compared, students of GECs speak more English Language than that of the SFI students.
27. 1/3rd of the total students in both (GEC and SFI) the cases do not speak English language at all at home in a day. When comparison was made between those who speak, it was discovered that the rest of the students on both the types of colleges speak hardly less than 20 minutes in a day.
28. Majority of the GEC students feel that a normal English language speaker must speak (1) English with confidence (2) must not have fear and (3) must be understood by others where as majority of the SFI students expect that a normal speaker (1) must not have fear (2) must have confidence and (3) must have correct pronunciation.
29. More students of GEC were in favour of Communication skills / English Majority (>76%) students, both GEC and SFI, recommended that the subjects should be there in other semesters too.

4.9 Comparative Analysis of the factors hindering the development of speaking skill of Vernacular medium Students studied in the schools from Urban and Rural Area

1. Both the students (studied in Rural and Urban schools) are very well aware about the importance of “English Speaking Skill”. But comparison shows that More number of students from rural area consider communication skills important than that of the students from urban area.
2. The more number of students studied in Rural found it difficult and less normal to develop their speaking skill compared to the students of urban schools.
3. The students studied in rural area are more concerned about committing mistakes while speaking than that of the urban schools.
4. The students studied in rural schools are more concerned about being laughed at by others for committing mistakes while speaking than that of those who studied in the urban schools.
5. Majority of the students (>60%) studied from both rural and urban schools have fear/ hesitation if they are invited to speak before the class (Psychological). Still, the number of rural students who feel this is high compared to than that of urban students.
6. Majority of engineering Students belonging to both types of schools consider the speaking Skill is as important as their other technical subjects. But when compared to each other, more rural students are found to have such thinking.

7. Majority of both agreed that the student can speak English no matter even if he has studied in Gujarati / Hindi / other Medium School but the number of students from rural area is less to believe so. Still the students from rural area feel that medium of study in school affect the English speaking skill and vernacular medium can affect negatively to the English speaking skill.
8. More number of rural students agreed that “even if a student has studied in rural / Village School, he/she can not speak English.” compared to the Urban students.
9. Both (Urban and Rural) Students stated that Listening skill is practiced maximum in the Class by the students.
10. Both (Urban and Rural) Students stated that Speaking is the skill that is minimum practiced in the class by the students.
11. More rural students are of the opinion that the present syllabus of communication skills can help them develop their communication skills compared to the urban students.
12. The students studied through urban schools grab more opportunities to speak in “Communication Skills Lectures” classes of 60 minutes compared to those who studied in rural schools. The students studied in rural school are found less active in the class compared to urban students in practicing speaking skill in the class.
13. The students studied in rural schools manage to get less time to speak even in 2 hours of Lab / tutorial sessions compared to those who studied in urban schools.
14. Majority students in both confessed that there is no formal examination for listening and speaking in both types of institutions.
15. The students of both the background confessed that only Group Discussion and Presentations (PPT on a topic given) were done for more than one time as a part of language lab activities in Lab sessions of 2 hours. Rest of the activities might have been done once in the lab session.
16. The majority students studied in urban and rural schools rely on Text books and Class lecture to learn new words consciously. At the same time a very few of them refer other sources like Internet, Television, You tube, newspaper, magazine, social media. The students studied in rural school are found using other sources more to learn new words than that of urban ones.
17. Among all grammatical points, the majority of both the types of students face problems in using (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation. They know about the topic but find it difficult actually when they try to

- use in real life situations. When compared, more rural students are having problems with basics of the grammatical point along with using them in real life situation.
18. The students (86.67%) studied in rural schools get the chance to listen to the English Language for less than an hour in a day. The students (92.44%) studied in urban schools get the chance to listen to the English Language for less than an hour in a day. In both (urban and rural) the cases situation is the same. Majority of them listen to English language hardly for an hour in a day approximately. But while comparing the data, the students studied in urban schools manage to listen to more English language than that of rural schools.
 19. Both (Urban and rural) students' family members hardly speak English with them in a day. Still, the comparison shows that the family members of urban school students use more English language at home than that of the rural school students.
 20. The number of teachers teaching only in English language in class is less than 14.00%.
 21. The majority of the students of both the types of colleges listen to Class Lectures and teachers in the colleges only. Whereas the more urban students use other sources like, YouTube videos, Movies, friends, news channels etc. as sources of listening in comparison with rural ones. Still very few students use other sources for developing their listening skill consciously. Rests rely only on class lectures for listening.
 22. The majority students of both (students from urban and rural schools) the types of colleges read only study materials or textbooks. Very few refer to other sources of reading like News paper and literature.
 23. Majority of students (both urban and rural) feel it encouraging when their teacher corrects them on the spot about the mistake that they make while speaking in the class.
 24. The majority of students studied in the schools of rural areas get less opportunities to speak with other persons compared to those studied in the urban schools. The Teachers and friends, in both the cases, are the persons with whom very few interact. In that case also urban students interact more compared to a very small numbers of rural students.
 25. All Students confessed that the teachers talk about improving their speaking skill.
 26. The students studied in rural schools manage get more chance to speak English Language in college in a day compared to the students from urban school. (Though the time is less than half an hour.)
 27. The students studied in rural schools get less opportunity get less opportunities to speak English language at home compared to students from urban schools.

28. Majority of the students studied in rural schools feel that a normal English language speaker must speak English without fear (1), must have confidence (2) and must have correct pronunciation (3) whereas majority of the Urban school student expect that a normal speaker must not have confidence (1) , no fear (2) and must have correct pronunciation(3).
29. Majority (80%) students, both rural and urban, recommended that the subjects should be there in other semesters too.

4.10 Comparative Analysis of the factors hindering the development of speaking skill of Male and Female Students studied in vernacular medium

1. The boys and girls both are very well aware about the importance of “English Speaking Skill”
2. The boys found it more difficult and less normal to develop their speaking skill compared to the girl students.
3. More female students studied in vernacular medium are concerned about committing mistakes while speaking than that of male students.
4. The girl students studied vernacular medium schools are more concerned about being laughed at by others for committing mistakes while speaking than that of boy students studied vernacular medium.
5. More numbers of the male students studied in vernacular medium schools stated to have fear/ hesitation when invited to speak before the class compared to female students.
6. More numbers of the female students studied in vernacular medium schools consider the speaking Skill is as important as their other technical subjects compared to male students.
7. Majority of both (male and female) agreed that the student can speak English no matter even if he has studied in Gujarati / Hindi / other Medium School but the number of students from male students is less to believe so when compared. .
8. Majority in both the cases disagree with the given statement. But when compared male female students, more number of Male students believed that “even if a student has studied in rural / village school, he/she cannot speak English.” compared to the female students.
9. Both (male and female) Students stated that Listening skill is practiced maximum in the Class by the students.

10. Both (male and female) Students stated that Speaking is the skill that is minimum practiced in the class by the students.
11. Majority of both male and female students confessed that the present syllabus of communication skills can help them develop their communication skills.
12. The majority male and female students studied in vernacular medium schools do not get enough opportunity to speak in “Communication Skills Lectures” classes of 60 minutes. Even from those who get the opportunities, female students manage to get more time to speak than that of male students comparatively.
13. Those who get the opportunities to speak in English, the male students manage to get more time to speak in 2 hours of Lab / tutorial sessions compared to the female students.
14. Majority of boys and girls confessed that there is no formal examination for listening and speaking in their colleges.
15. Both boys and girls confessed that only Group Discussion and Presentations (PPT on a topic given) were done for more than one time as a part of language lab activities in Lab sessions of 2 hours. Rest of the activities might have been done once in the lab session.
16. The majority boys and girls studied in vernacular medium schools largely on Text books and Class lecture to learn new words consciously. At the same time a very few of them rarely refer other sources like Internet, Television, You tube, newspaper, magazine, social media. More girls refer these other sources than boys.
17. Among all grammatical points, both male and female students face problems in using the grammar knowledge (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation. They know about the topic but find it difficult actually when they try to use in real life situations. While comparing the data, it can be marked out that more male students are facing problems in grammar than that of female students.
18. It can be marked out from the data analysis that the female students listen more than the male students in a day. But Majority of both male and female students studied in vernacular medium schools get the chance to listen to the English Language for less than an hour in a day.
19. The family members of majority male and female students either never speak or rarely speak English language with them. Still, the comparison exhibit that the family members of female students use more English language at home in a day than that of the male students.

20. The majority of the male and female students listen to only Class Lectures and teachers in the colleges as a part. While comparing the data of male and female students, it is discovered that Male students makes more use of YouTube videos and movies as a source of listening than that of female students. But all the students hardly use other sources for listening consciously.
21. The majority male and female students of both the types of colleges read only study materials or textbooks. Still, while comparing the other sources of reading, we find that female students use more sources (other than study material) of reading compared to male students.
22. Majority of students (both male and female >80%) feel it encouraging when their teacher corrects them on the spot about the mistake that they make while speaking in the class. The comparison shows that male students take it more positively than female students.
23. The majority of male and female students studied vernacular medium schools do not get any chance to speak with other persons. But when compared, the female students interact with teachers, friends, classmates, family members more compared to the male students. The Teachers and friends, in both the cases, are the persons with whom very few interact and again the girls manage to get more opportunities to speak.
24. Majority of male and female students use English language in college hours for less than thirty minutes. Between male and female students, Female students manage to speak English language more compared to male students.
25. Though the speaking skill is practiced at minimum by majority in both the cases, comparison proves that more girls practice speaking skill at home in a day than that of boys.
26. Majority of the male students feel that a normal English language speaker must speak English must have confidence (1), must not have fear (1), and must have correct pronunciation / must be understood by others (3) where as majority of the female student expect that a normal speaker must not have confidence (1), no fear (2) and must have correct pronunciation (3).
27. Though the majority of male and female students recommended that the subjects should be there in other semesters too, the number of female students is greater than the male in recommending the same.

4.11 The major factors hindering the development of speaking skill of engineering students from English Teachers' perspective: The findings

1. Majority of the English teachers (68.00%) felt that developing speaking skill of their degree engineering students is difficult / very difficult task.
2. The Majority of English teachers (60.00%) stated that Degree Engineering Students understand the importance of Speaking Skill.
3. 92.00% English teachers confessed that Students feel the fear / hesitation when they are invited to speak in front of class.
4. 96.00% English teachers observed that students have fear of committing mistakes when they try to speak in English.
5. The majority of English teachers (80.00%) observed that students have the fear that others will laugh at / comment on their mistake when they try to speak in English.
6. 52.00% English teachers were of the opinion that the students of your college do not consider English Language Speaking Skill as important as their other technical subjects.
7. To the statement “The other technical teachers of your college believe that English Language Speaking Skill is as important as their other technical subjects”, 44.00% English teachers couldn't decide what to say. 32.00% teachers did not consider the above statement true. It means that the technical teachers still do not consider the speaking skill as important as the other technical subjects.
8. Large number of the English teachers (68.00) believe that vernacular medium of the students can never be hurdle in developing their Speaking skill. They can speak English too.
9. Only 16.00% English teachers confessed to have taught only in English language in their classroom while teaching. Majority of them (76.00%) use English and other vernacular languages.
10. The engineering students (as 76.00% teachers said) use both – English and vernacular languages- in class to answer the questions. Only 04.00% teachers claimed that students use only English language while answering the questions.
11. 72.00% teachers observed that the students normally talk among themselves in vernacular language normally inside / outside the class. They do not use English language.

12. Only 24.00% of the teachers confessed that they talk only in English outside the class. Rests use other languages along with English.
13. The other teachers of engineering colleges teaching technical subjects do not talk to the students in English outside the class (as 56.00% English teachers observed). Other 44.00% English teachers don't want to give their opinion on this statement.
14. 60.00% teachers said that the engineering students do not make conscious attempt to develop their speaking skill.
15. Majority of teachers (68.00%) confessed that Students come to them to take the guidance for developing their English speaking skill.
16. Language teachers sometimes use audio visual aids during their English classes and not frequently.
17. Only 20.00% English teachers confessed to have both – language lab and software. Rests don't have.
18. The 56.00% English teachers stated that the engineering students do not read other reference books / material except the texts prescribed in the syllabus.
19. Majority (64.00%) of the English teachers said that they can develop and give the kind of quality in speaking skill that an engineer requires even with the present syllabus.
20. When asked to divide the content of syllabus with reference to four language skills, majority expressed that the syllabus can give the students practice of listening (through lecturing) and writing skills at maximum. They read books. Speaking skill has been hardly been addressed in the present syllabus.
21. All the English teachers recommended the increase in lecture and Lab hours for communication skills.
22. The teachers want to add the following in the syllabus.
 - Viva Exam for students
 - More Practical Activity Sessions
 - "literature should be added like Novels, short stories, plays etc"
 - a Google app that can help students to identify the correct pronunciation of a given word
 - Vocabulary Development Tasks
 - Listening Speaking skill exercises

- "Grammar should be there in the syllabus but not the basic one. It should be of some higher level. Then there must be a scope for content writing, expression and explanations of that creative writing."
 - "One must understand that every student is not supposed to pursue a career in engineering field only. There can be some who will have a career in other fields. So the syllabus should be designed in such a way that it turns to be helpful for a future but in a global scenario."
 - Stress rules, poem recitation, public speech, anchoring, selected historically famous speeches, you Tube video can be part of syllabus.
 - "Teaching techniques need to be change"
 - "add creative writings, portions of literature, professional communication, more sessions on Presentation Skills"
 - "Emotional intelligence, goal setting, time management, conflict resolution, leadership skills."
 - "Eliminate unnecessary things like phonetics and basic grammar stuff."
 - more focus on language exercises
23. Majority of the teachers believe that the knowledge of grammar is essential for developing Speaking Skill of engineering students.
24. All the English teachers confessed that the maximum students face problems in the use of "Tenses" from all the grammatical points.
25. Almost all the language teachers use the various techniques to develop their vocabulary depending upon the level of the students they get.
26. Majority of the English teachers (56.00%) do not have any special training for English Language Teaching.
27. The language teachers of engineering colleges admitted that they are using combination of various activities, methods and techniques to involve the students in language learning task.

Communicative Approach, Group Discussion, Team/ Group work and group work representation before class, facilitating for asking more questions, creating friendly environment in class, listening to TV shows Movies and Sharing with class Student centered class, giving them different situation and ask to discuss only in English, CLT, Games, presentation, video observation, role play, presentations, theatre activities, Seminar, jigsaw method, audio visual aids, questionnaires, Picture description,

elaboration of thought in speech and writing, by asking a question and using major words more than twice so that they can learn at least learn some words from that topic, Pair work, worksheets Question-Answer, Speaking Task, Story Telling, Sharing views, Telephonic talk, Listening, practicing through Video, Arranging small acts, debate, communicative tasks, Situational models, direct method, and grammar translation method, Free writing etc.

28. Most of the teachers (80.00%) do not correct the mistakes of the students on the spot with a purpose of not discouraging them from speaking. They correct it later on.

29. All recommended the communication skills to be a part of other semesters too.

30. Major factors affecting the speaking skills of the engineering students as stated by the teachers are:

- fear of making mistakes
- Lack of grammar knowledge
- not having confidence
- Phobia, Shyness
- insufficient live contact with English
- examination system that kills spirit of language learning
- surrounding (friends , relatives negative remarks)
- Students lack vocabulary
- No exposure to use English language,
- Only one faculty (faculty of English) keeps speaking in English
- Their attitude (which they receive from seniors and other immature staff members regarding communication skills subject Teaching hours are not enough., Lack of reading habit
- Mother tongue interference
- students coming from vernacular background
- Fear factor of language Family atmosphere
- The background in which they spend their most of time apart from family, Institutional atmosphere, Faculties"
- hesitation to speak English
- fear of teacher
- Giving up too soon.

- desensitized approach to language after 10th std as science students
- Tedious syllabus
- Their attitude (which they receive from seniors and other immature staff members regarding communication skills subject Teaching hours are not enough., Lack of reading habit
- Only one faculty (faculty of English) keeps speaking in English

4.12 Evaluation of Speaking Test: Findings

1. The engineering students of Degree Engineering College do not have any problem in understanding the question asked.

2. 26.50% engineering students felt fear while speaking whereas 46.00% of the students felt fear in the beginning but as they started speaking, they got the confidence gradually (but not the full confidence). In short, Majority of students in degree engineering lack confidence while speaking English Language. Only 26.50% of the total students were speaking English confidently.

3. Majority (69.50%) engineering students were observed facing problem in finding / recalling words in English for their thoughts while speaking.

4. Most of the engineering students (72.00%) did not face any difficulty in getting thoughts about what they were speaking.

5. 61.50% engineering students were used group of words to express themselves instead of complete sentences.

6. Only 11.00% engineering students expressed their desire to speak their mother tongue when asked questions in English. Rest of them tried to answer the question in English Language in whatever English they knew.

7. 34.00% engineering students used Gujarati / vernacular words while speaking English language. Majority of them did not use any Gujarati words in their speech.

(પછી,ને,તો,પણ, ના, મતલબ, લેકિન, કી, ની, કઈ નહીં , અને, મંદિર, પ્રાર્થના,પચ્ચીસ, નહીં, ગામ , ના, એટલે, કચરા પોતા, માં, એના કરતાં વધારે, મંદી, આટલુજ, નાસ્તા, મામા, કે, દાદા, હા, વાંચ્યું, કઈ નકકી નથી, ઘર બનાવે છે. ભરચક, શું કહેવાય, કરેલો, બંદર, વહેલી, સિંદુર ચઢાવા, ખાવાનું, ત્રીસ કિલો, બહાર, એમ, માટે, સાથે, યા, દાદી, પંખા ચાલુ, કહું, કરાવવું, મીન્સ કે, એક મિનિટ, કેમ કે ,માસી ને, નાના, નાની, ચાર રસ્તા, સાગનું લાકડું.)

8. Only 17.50% engineering students did the exact translation from mother tongue copying the sentence pattern of their mother tongue but the majority of the students (82.50%) were aware of the sentence structures of English language while speaking.
9. The pronunciation of all the engineering students was intelligible with reference to the local context.
10. Majority of the engineering students repeated the words, phrases and sentences to correct themselves.
11. Majority of the engineering students (60.50%) found problems in using tenses (Subject – Verb Agreement) in answering the questions.
12. 73.50% engineering students did not know how to use the apostrophe's' (possessive) while speaking English.
13. Almost half of the engineering students 43.00% could not use the pronoun (for female) correctly while speaking in English. (Particularly “she”)
14. 39.50% engineering students could not use the preposition correctly. Majority managed to use them correctly.
15. All the engineering students managed to use simple sentence structures in their speech.
16. Majority of the engineering students (52.50%) did not use compound sentence structures in their speech. (not using coordinating conjunctions)
17. Very few (14.00%) engineering students managed to use complex sentence structure in their speech. Rest did not.
18. Most of the engineering students (69.00%) took long pauses while answering questions or speaking English as they might be searching for the thoughts or the appropriate words in English.
19. Almost all the engineering students manage to communicate their message through words, group of words or broken sentences.
20. There was not a single student who did not speak anything. Everybody answered and attempted to communicate his/her message.

CHAPTER - 5

Conclusion and Suggestions

5.1 Introduction

The main objective of this research is to diagnose the factors hindering the process of developing the speaking skill of the students of Degree Engineering colleges of South Gujarat. On the basis of the findings of the study in the chapter 4, the conclusion can be drawn with reference to the objectives and hypothesis set in the beginning of the study. In this chapter “Conclusion and Suggestions”, we will try to evaluate whether the hypothesis that was set in the beginning of the study is found true or false. Secondly, whether the present study is able to discover the factors that hinder the process of developing speaking skill of degree engineering students of south Gujarat or not.

5.2 Conclusions with reference to the Students’ Responses of Questionnaire

The study had discovered the factors that actually hinder the process of developing speaking skills of degree engineering students with reference to the variables taken in the study.

5.2.1 The major factors hindering the development of speaking skill of GEC students studied in Vernacular medium: Conclusion

With reference to the speaking skill of GEC students studied in Vernacular medium, the following factors are found as obstacles hindering the development of their speaking skill.

- The GEC students feel that “to develop their speaking skill” is difficult task.
- The GEC students feel fear of making mistake when they try to speak English.
- The GEC students have fear that others will laugh on their mistakes if they try to speak in English.
- The GEC students feel fear/ hesitation if they are invited to speak before the class.
- Speaking is the skill that is minimum practiced in the class of GECs by the students.
- The majorities of GEC students do not get or grab enough opportunities to speak in the English lectures and Language Labs.
- There is no formal examination for listening and speaking that enforce the GEC students to concentrate on the speaking skill.
- Majority of Language Lab Activities are not repeated they are practiced only for once in the term and only one or two activates are repeated.
- GEC Students are not conscious about learning new words from other sources than Text books and Class lecture consciously.

- GEC Students face problems in using Tenses, Voices, Prepositions, Direct-Indirect speech, and conjunctions in real life situation. They might be aware about the grammatical unit but find it difficult to use in real life situations. Majority of them are found lacking even the knowledge of tenses.
- The GEC students do not listen to enough of English Language. They hardly listen to English language for less than an hour in a day.
- The GEC students' family members hardly speak English with them at home so they do not listen or speak English Language at home.
- The GEC teachers (of all subjects) use both English and Vernacular languages while teaching in the class.
- The GEC students use no other sources except Class Lectures and teachers in the college to develop their listening skill consciously.
- The GEC Students don't read anything except Text Books to develop their reading skill consciously.
- The GEC students do not find partner to practice English Language speaking skill at college as well as at home.
- The GEC students do not get the chance to speak / don't speak in the college or at home. Even if very few of them get a chance to speak, they speak less than 20 minutes in a day.
- The GEC students' expectations of the normal English language speaker are
 - must speak with confidence
 - must not have fear while speaking
 - Others must be able to understand
 - must have correct pronunciation

As a result they think that they do not possess their expected qualities and they can only speak English language after attaining the above qualities. So, they don't try or hesitate to speak.

- The GEC students recommended that the subject Communication skills / English should be taught in other semesters too.

5.2.2 The major factors hindering the development of speaking skill of SFI Engineering students studied in Vernacular medium: Conclusion

- The SFI students have feeling that it is difficult to develop their speaking skill.
- The SFI students have fear of making mistakes at the time of speaking English.
- The SFI students have fear of being laughed at by others on their mistakes when they try to speak in English.
- The SFI students feel fear/ hesitation when they are invited to speak before the class.
- Practicing Speaking skill is at minimum among all the language skills in classroom of SFI colleges.
- The majority of SFI students do not get / grab enough opportunities to speak in “Communication Skills” Lectures and Lab hours.
- The SFI students admitted that there is no formal examination for listening and speaking.
- Only a couple of activities repeated twice in Language Lab sessions of the SFI colleges. Lack of repetition of language lab activities result into the less practice in language skills which ultimately affect the learning of language skills.
- The SFI students rely on only Text books and Class lecture. They do not make conscious efforts to learn new words from other sources.
- The SFI students confessed to have problems in understanding and using the grammatical points like, Tenses, Voices, Prepositions, Direct-Indirect speech and conjunctions in real life situation.
- The SFI students listen to English Language for less than an hour in a day.
- The SFI students also accepted that their family members hardly make use of English Language.
- The SFI Teachers of all the subjects use vernacular and English both languages in the class. Very few use only English while teaching their subjects.
- The SFI Students are not getting and grabbing the opportunities to listen to English Language except from teachers in the college.
- The SFI Students hardly use any other source except Text Books and Study Material for developing their reading skill consciously.
- The SFI Students do not find a counterpart with whom they can interact and practice speaking skill at home and college.

- The SFI students get fewer opportunities to speak in college. (less than 20 minutes in a day)
- Their expectations for a normal English Language Speaker: (must not have fear while speaking, must speak with confidence and must have correct pronunciation). The SFI students think that they should have these qualities before they try to speak English Language. So they hesitate to speak.
- Study language skills only in one of the semesters only.

5.2.3 The major factors hindering the development of speaking skill of Engineering students studied in the schools of Rural Area

- The students studied in the schools of rural area feel that it is difficult “to develop their speaking skill”
- The students studied in the schools of rural area feel that they have fear of committing mistake when they try to speak English.
- The students studied in the schools of rural area have fear that others will laugh / comment on their mistakes if they try to speak in English.
- The students studied in the schools of rural area feel fear/ hesitation if they are invited to speak before the class.
- They observed that Speaking is the skill that is minimum practiced in the class.
- The majority of students studied in the schools of rural area do not get enough chances to speak in “Communication Skills Lectures” classes of 60 minutes.
- The majority of students studied in the schools of rural area do not get enough opportunities to communicate in 2 hours of Lab / tutorial sessions.
- The majority of students studied in the schools of rural area admitted that there is no formal examination for listening and speaking
- The students studied in the schools of rural area do not use extra sources apart from Text books and Class lecture to learn new words consciously.
- The students studied in the schools of rural area have problems in using grammatical points like Tenses, Voices, Prepositions, Direct-Indirect, conjunctions in real life situation.
- The students studied in the schools of rural area listen to the English Language for less than an hour in a day.

- The family members of the students studied in the schools of rural area hardly speaks English with them.
- The students studied in the schools of rural area admitted that teachers using vernacular and English both languages in the class. Very few uses only English while teaching their subjects.
- The students studied in the schools of rural area use only class lectures of college as the source of developing their listening skill. Very few listen to other sources (English videos, Television, news etc.) to develop their listening skill consciously.
- The students studied in the schools of rural area do not use other sources except text books to develop their reading skill.
- The students studied in the schools of rural area do not get any person in the college or at home with whom they can practice English Language Speaking Skill. Very few talk with teachers and friends.
- The students studied in the schools of rural area do not get / grab enough opportunities (less than 20 minutes) to speak in a college in a day.
- The students studied in the schools of rural area do not get enough opportunities to speak English at home / do not speak at all at home.
- Their expectations for a normal English Language Speaker: (must not have fear while speaking, must speak with confidence, must have correct pronunciation, others, must be understood by others).They think that they should have these qualities first to speak English Language. So they hesitate to take initiative to speak.
- They study language skills only in either first or second semester.
- Majority of the students recommended that the subjects should be there in other semesters too so that they can get more language practice.

5.2.4 The major factors hindering the development of speaking skill of Engineering students studied in Urban / City Schools : Conclusion

- The students studied in Urban / City Schools feel that “to develop their speaking skill” is normal /easy Task.
- The students studied in Urban / City Schools have fear of making mistake while trying to speak English Language.
- The students studied in Urban / City Schools have fear of being laughed at by others on their mistakes while trying to speak in English.

- When invited to speak before the class, the students studied in Urban / City Schools feel fear/ hesitation.
- They witnessed that Speaking is the skill that is minimum practiced in the class by the students.
- The majority of students studied in Urban / City Schools do not get the enough opportunities to speak in “Communication Skills Lectures” classes of 60 minutes.
- The majority of students studied in Urban / City Schools even do not get enough opportunities to communicate in 2 hours of Lab / tutorial sessions.
- The majority of students studied in Urban / City Schools confessed that there is no formal examination for listening and speaking.
- The students studied in Urban / City Schools do not use extra sources apart from Text books and Class lecture to learn new words consciously.
- Among all grammatical points, the students studied in Urban / City Schools have problems in using the grammatical points like (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation.
- The students studied in Urban / City Schools do not get the enough chance to listen to the English Language. They listen to English language hardly for less than an hour in a day.
- The family members of the students studied in Urban / City Schools hardly speak English with them in a day.
- The students studied in Urban / City Schools confessed that majority of their all the teacher do not use only English Language while teaching their subjects. They use the combination of English and other languages.
- The students studied in Urban / City Schools listen to only Class Lectures and teachers as a part of developing their listening skill consciously. They hardly seem to make any conscious attempts to develop their listening skill.
- The students studied in Urban / City Schools read only Text Books to develop their reading skill. They do not use other sources to for the purpose of reading. Very few of them use other sources like newspaper.
- The students studied in Urban / City Schools hardly get any person in the college or at home with whom they can practice English Language Speaking Skill. Very few of them talk with teachers and friends.

- The students studied in Urban / City Schools get the chance to speak for less than 20 minutes in a college in a day.
- The students studied in Urban / City Schools speak English for less than 20 minutes at home.
- The students studied in Urban / City Schools expect that they should possess the following characteristics to speak normally. They hesitate / avoid speaking English Language as they feel they do not have the following characteristics as per their expectations.
 - must not have fear while speaking
 - must speak with confidence
 - must have correct pronunciation
- The students studied in Urban / City Schools recommended that the subjects should be there in other semesters too to develop the English Language skills effectively in general and speaking in particular.

5.2.5 The major factors hindering the development of speaking skill of Male Engineering students studied in Vernacular medium at School Level : Conclusion

- The Male Engineering students feel that it is difficult to develop their speaking skill”
- The Male Engineering students, while trying to speak English feel fear of committing mistakes.
- The Male Engineering students are fearful about being laughed at or being commented on their mistakes by others when they attempt to speak in English.
- The Male Engineering students feel fear/ hesitation when they are invited to speak before the class.
- The majority of Male Engineering students said that Speaking is the skill that is minimum practiced in the class by the students.
- The majority of the Male Engineering students does not get / grab the enough chance to speak in “Communication Skills Lectures” classes of 60 minutes.
- The majority of Male Engineering students even does not get / grab enough opportunity to communicate in 2 hours of Lab / tutorial sessions.
- The Male Engineering students do not use extra sources except Text books and Class lecture to learn new words consciously.

- Among all grammatical points, the Male Engineering students face problems in using the grammatical points like, Tenses, Voices, Prepositions, Direct-Indirect, conjunctions and verb forms in real life situation.
- The Male Engineering students get the chance to listen to English Language for less than an hour in a day.
- The family members of Male Engineering students' family members hardly speak English with them in a day.
- They stated that majority of their teacher don't use only English language while teaching their subjects.
- The Male Engineering students do not use sources to listen to English Language except Class Lectures and teachers to develop their listening skill consciously. Very few of the male students listen to you tube videos.
- The Male Engineering Students read only Text Books to develop their reading skill. Very few of them read news paper.
- The Male Engineering Students do not get any person in the college or at home with whom they can practice English Language Speaking Skill. Hardly some of them manage to interact with teachers and friends in college.
- The Male Engineering students, who get the chance to speak, speak for hardly less than 20 minutes in a college in a day. Some of them do not speak at all.
- The Male Engineering students speak English hardly for less than 10 minutes at home. 1/3rd of them do not speak at all at home.
- The Male Engineering students also expected a normal English language speaker to speak with confidence, not to have fear while speaking, to have correct pronunciation and to be understood by others.
- Majority of Male Engineering students recommended that the subjects should be there in other semesters too for developing speaking skill effectively.

5.2.6 The major factors hindering the development of speaking skill of Female Engineering students studied in Vernacular or the medium at School Level: Conclusion

- The majority of Female engineering students feel that it is difficult to develop their speaking skill" but majority find it normal or easy.
- The majority of Female engineering students feel that they have fear of making mistake when they try to speak English.

- The majority of Female engineering students have fear that others will laugh / comment on their mistakes if they try to speak in English.
- The Female engineering students feel fear/ hesitation if they are invited to speak before the class.
- According to the majority of Female engineering students speaking is the skill that is minimum practiced in the class by the students.
- The majority of Female engineering students do not get the enough chance to speak in “Communication Skills Lectures” classes of 60 minutes.
- The majority of Female engineering students do not get enough opportunity to communicate in 2 hours of Lab / tutorial sessions.
- The majority Female engineering students do not use extra sources apart from Text books and Class lecture to learn new words consciously. Very few use other sources.
- The majority Female engineering students face problems in using the grammatical points like, Tenses, Voices, Prepositions, Direct-Indirect, conjunctions and verb forms in real life situation.
- The majority of Female engineering students get the chance to listen to the English Language for less than an hour in a day.
- The family members of Female engineering students do not speak English with them in a day. Very few of them speak but rarely.
- According to them, the majority teachers do not use only English Language while teaching their subjects.
- The majority of Female engineering students listen to only Class Lectures to develop their listening skill consciously. Very few female students (<16.00%) practice listening through You Tube, Teachers and Television.
- The majority of Female engineering students read only Text Books to develop their reading skill. Only a few of them read news paper or literary books.
- The majority of Female engineering students do not get any person in the college or at home with whom they can practice English Language Speaking Skill. Only few talk with teachers and friends.
- The majority of Female engineering students get the chance to speak for less than 20 minutes in a college in a day. Some do not speak at all.
- The majority of Female engineering students speak English for less than 20 minutes at home. 1/3rd of them do not speak at all at home.

- The majority Female engineering students expected that the normal speaker of English must have the following qualities if they want to become Normal English Language Speaker.
 - must speak with confidence
 - must not have fear while speaking
 - must have correct pronunciation
 - Others must be able to understand
 - Must use proper words
- The majority Female engineering students recommended that the subjects should be there in other semesters too.

5.2.7 The major factors hindering the development of speaking skill of Engineering students studied in English Medium at School Level: Conclusion

- The students studied in English Medium Schools have fear of making mistake when they try to speak English.
- The half of the students studied in English Medium Schools feels fear/ hesitation if they are invited to speak before the class.
- According to the students studied in English Medium Schools, English Language Speaking is the skill that is minimum practiced in the class by the.
- The students studied in English Medium Schools get / grab the chance to speak in “Communication Skills Lectures” classes of 60 minutes. Still 1/3rd of them do not speak at all in the class.
- The students studied in English Medium Schools do not get enough opportunity to communicate in 2 hours of Lab / tutorial sessions. Majority of them get/grab the opportunity to speak for less then five minutes.
- The students studied in English Medium Schools confessed that there is no formal examination for listening and speaking.
- The students studied in English Medium Schools do not use extra sources apart from Text books and Class lecture to learn new words consciously.
- Among all grammatical points, the students studied in English Medium Schools face problems in using the grammatical points like (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions, and verb forms) in real life situation.

- The students studied in English Medium Schools get the chance to listen to the English Language for less than an hour in a day.
- The families of students studied in English Medium Schools never / hardly speak English language with them in a day. Only 1/3rd of them speak English “sometimes.”
- The students studied in English Medium Schools confessed that among their all the subject teachers, only few (13%) use only English Language while teaching their subjects. Rest use combination of English and other vernacular languages.
- The majority students studied in English Medium Schools rely on only Class Lectures to develop their listening skill. Very few of them practice listening through You Tube, Teachers and Television respectively. So they do not listen to the English Language consciously.
- The students studied in English Medium Schools read only Text Books. They do not read other sources / material to develop their reading skill consciously. Very few of them read news paper.
- The students studied in English Medium Schools do not get any person in the college or at home with whom they can practice English Language Speaking Skill. Only few of them talk with teachers and friends.
- The majority students studied in English Medium Schools do not practice speaking skill in the college hours. (< 20 minutes in a day).
- The majority students studied in English Medium Schools do not practice speaking skill at home (< 20 minutes in a day). 1/3rd of them do not speak at all at home.
- To the students studied in English Medium Schools, the speaker of English must have the following qualities if they want to become Normal English Language Speaker.
 - must speak with confidence
 - must not have fear while speaking
 - must have correct pronunciation
 - Others must be able to understand
 - Must use proper words
- The students studied in English Medium Schools recommended that the subject “Communication Skills” should be there in other semesters too.

5.2.8 Comparative Analysis of the factors hindering the development of speaking skill of GEC Students and SFI Students studied in Vernacular medium : Conclusion

- The more number of GEC Students confessed the importance of “English Speaking Skill” as an engineer than that of SFI students.
- The students in SFI feel it more difficult to develop their speaking skill compared to than that of GECs.
- Compared to the students of SFIs, more number of students of GECs have fear of making mistake when they try to speak English.
- Compared to the students of SFIs, more number of the students of GECs have fear that others will laugh on their mistakes if they try to speak in English. (Psychological)
- Compared to the students of SFIs, more number of GEC Students feels fear/ hesitation when they are invited to speak before the class.
- Compared to the students of SFIs, more number of GEC Students considers the speaking Skill is as important as their other technical subjects.
- Compared to the students of GECs, More number of SFI students believed that that a student can not speak English if he has studied in Gujarati / Hindi / other Medium School.
- More number of GEC students agreed that “if a student has studied in rural / village School, he/she can not speak English” compared to the SFI students.
- Students from both types of institutes stated that Listening skill is practiced maximum in the theory / Language Lab Classes by the students.
- Students from both types of institutes stated that Speaking is the skill that is minimum practiced in the class by the students.
- More GEC students, compared to the students of SFI, believe that the present syllabus of communication skills in English can help them develop their communication skills compared to SFI students.
- The students of SFI colleges manage to get more opportunities to speak in “Communication Skills Lectures” classes of 60 minutes compared to GEC students. The students of GECs seem to get/grab fewer opportunities to speak.
- The students of GEC get more opportunities to communicate in 2 hours of Lab / tutorial sessions compared to SFI students.
- Majority of both confessed that there is no formal examination for listening and speaking in both types of institutions.

- The students of both the types of colleges confessed that only Group Discussion and Presentations (PPT on a topic given) were done for more than one time as a part of language lab activities in Lab sessions of 2 hours. Rest of the activities might have been done once in the lab session.
- The majority students of SFI colleges more rely on Text books and Class lecture to learn new words consciously. At the same time a very few of them refer other sources like Internet, Television, You tube, newspaper, magazine, social media. In case of GECs, the students mostly rely on Text books and class lectures to learn new words. They hardly refer to extra sources for making conscious attempts to learn new words compared to SFI students.
- Among all grammatical points, the students of both the types of colleges face problems in various grammatical units. They know about the topic but find it difficult actually when they try to use in real life situations. The comparison shows that the students of GECs have more problems in grammar units (Tenses, Uses of Tenses in real life situations, Prepositions, Uses of prepositions in real life situations, Using Verb forms, Direct-Indirect Speech, Uses of Direct-Indirect Speech in real life situations, Use of pronouns in real life situations, Uses of Conjunctions, Uses of question words) compared to SFI students. In case of Active-Passive Voice and its use in real life situations, the SFI students face more problems compared to GEC students.
- SFI students get more chance to listen language in a day compared to the GEC students. But both hardly seem to attempt listening consciously. Majority of them listen to English in the class only.
- There are more numbers of families of GEC students who do not speak English language at all at home compared to than that of SFI students. In both the cases, more than 65% students' family members hardly speak English with them in a day. So they do not get the chance to listen to English Language at home.
- The number of teachers teaching only in English is comparatively higher in GECs than that of SFIs.
- The majority of the students of both the types of colleges listen to only Class Lectures and teachers in the colleges. The SFI students use other sources like YouTube videos and internet more than the GEC students do. Vice versa, GEC students listen to news channels and English songs more compared to SFI students. Still very few (<8.00%)

students use other sources for developing their listening skill consciously. Rests rely only on class lectures for listening.

- The majority students of both the types of colleges read only study materials or textbooks and very few rely on the sources of reading. GEC students use newspaper, story books, social media more as a source of reading compared to SFI students whereas SFI students are more interested in reading literature.
- Majority of students in both types of colleges feel it encouraging when their teacher corrects them on the spot about the mistake that they make while speaking in the class. More number of GEC students takes it positively than that of SFI students.
- The majority students in both (GEC and SFI Students) the cases do not get anyone with whom they can communicate in English. While comparing the data, GEC students comparatively grab more opportunities to speak with others in colleges as well as at home compared to SFI students. The Teachers and friends, in both the cases, are the persons with whom very few interact.
- Students confessed that the majority of teachers of GEC and SFI talk about improving their speaking skill. While comparing the data, it can be discovered that the number of faculty of GEC is higher than that of SFI who talk about improving speaking skill.
- The majority of students of both types of colleges speak hardly for less than 20 minutes in a day. But when compared, students of GECs speak more than that of the SFI students.
- 1/3rd of the total students in both (GEC and SFI) the cases do not speak English language at all at home in a day. When comparison was made between those who speak, it was discovered that the rest of the students on both the types of colleges speak hardly less than 20 minutes in a day but the number of GEC students are found grabbing more opportunities to speak English than that of SFI students.
- Majority of the GEC students feel that a normal English language speaker must speak English with confidence(1), must not have fear(2) and must be understood by others(3) where as majority of the SFI student expect that a normal speaker must not have fear (1), must have confidence (2) and must have correct pronunciation(3).
- Majority (>76%) students, both GEC and SFI, recommended that the subjects should be there in other semesters too. Compared to SFI students. More students of GEC were in favour of Communication skills / English to be introduced in other semesters too.

5.2.9 Comparative Analysis of the factors hindering the development of speaking skill of Vernacular medium Students studied in the schools from Urban and Rural Area : Conclusion

- Both the students (studied in Rural and Urban schools) are very well aware about the importance of “English Speaking Skill”. But comparison shows that More number of students from rural area consider communication skills important than that of the students from urban area.
- The students studied in Rural found it difficult and less normal to develop their speaking skill compared to the students of urban schools. Urban students find it normal to develop their speaking skill.
- The students studied in rural area are more concerned about committing mistakes while speaking than that of the urban schools.
- The students studied in rural schools are more concerned about being laughed at by others for committing mistakes while speaking than that of those who studied in the urban schools.
- Majority of the students (>60%) studied from both rural and urban schools have fear/ hesitation if they are invited to speak before the class (Psychological). Still, the number of rural students who feel the fear while speaking before the class is high compared to than that of urban students.
- Majority of engineering Students belonging to both types of schools consider the speaking Skill is as important as their other technical subjects. But when compared to each other, more rural students are found to have such thinking.
- Majority of both agreed that the student can speak English even if he has studied in Gujarati / Hindi / other Medium School but the number of students from rural area is less to believe so. More students from rural area feel that medium of study in school affect the English speaking skill and vernacular medium can affect negatively to the English speaking skill.
- More number of rural students agreed that “if a student has studied in rural / Village School, he/she can not speak English.” compared to the urban students.
- More rural students are of the opinion that the present syllabus of communication skills can help them develop their communication skills compared to the urban students.

- The students studied through urban schools grab more opportunities to speak in “Communication Skills Lectures” classes of 60 minutes compared to those who studied in rural schools. The students studied in rural school are found less active in the class compared to urban students in practicing speaking skill in the class.
- The students studied in rural schools manage to get/grab less time to speak even in 2 hours of Lab / tutorial sessions compared to those who studied in urban schools.
- The majority students studied in urban and rural schools rely on Text books and Class lecture to learn new words consciously. At the same time a very few of them refer other sources like Internet, Television, You tube, newspaper, magazine, social media. The more number of students studied in rural school are found using other sources to learn new words than that of urban ones.
- Among all grammatical points, the majority of both the types of students face problems in using (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation. They know about the topic but find it difficult actually when they try to use in real life situations. When compared, the more rural students are having problems with basics of the grammatical points along with using them in real life situation.
- Majority of both listen to English language hardy for an hour in a day approximately. But the comparison of the data shows that the students studied in urban schools listen to English language more than that of rural schools.
- Both (Urban and rural) students’ family members hardly speak English with them in a day. Still, the comparison shows that the family members of urban school students use more English language at home than that of the rural school students.
- Majority of the students of both the types of colleges listen to Class Lectures and teachers in the colleges. More urban students use other sources like, YouTube videos, Movies, friends, news channels etc. as sources of listening compared to rural ones. Still very few students use other sources for developing their listening skill consciously. Rests rely only on class lectures for listening.
- The majority students of both (urban and rural schools) read only study materials or textbooks. The more students of urban schools refer other sources of reading like News paper and literature than that of the rural ones. More students studied in rural schools are found to use social media and grammar content as the other sources of reading compared to the urban ones.

- Majority of students (from urban and rural) feel it encouraging when their teacher corrects them on the spot about the mistake that they make while speaking in the class. When compared, more urban students find it encouraging than that of the rural ones.
- The majority of students studied in the schools of rural areas do not get any chance to speak with other persons compared to those studied in urban schools. The Teachers and friends, in both the cases, are the persons with whom very few interact. In that case also urban students interact more compared to a very small numbers of rural students.
- The students studied in rural schools manage get more chance to speak English Language in college in a day compared to the students from urban school. (Though the time is less than half an hour.)
- The students studied in rural schools get less opportunity get less opportunities to speak English language at home compared to students from urban schools.
- Majority of the students studied in rural schools feel that a normal English language speaker must speak English without fear (1), must have confidence (2) and must have correct pronunciation (3) where as majority of the Urban school student expect that a normal speaker must have confidence (1), no fear (2) and must have correct pronunciation(3).
- Majority (80%) students, both rural and urban, recommended that the subjects should be there in other semesters too. Still, The number of urban school students is higher than the rural school students

5.2.10 Comparative Analysis of the factors hindering the development of speaking skill of Male and Female Students studied in vernacular medium : Conclusion

- Nearly equal number of boys and girls both are very well aware about the importance of “English Speaking Skill
- The more number of boys found it more difficult and less normal to develop their speaking skill compared to the girl students.
- The female students studied in vernacular medium are more fearful and concerned about committing mistakes while speaking than that of male students.
- The girl students studied in vernacular medium schools are more concerned and fearful about being laughed at by others for committing mistakes while speaking than that of boy students.

- More numbers of the male students studied in vernacular medium schools have fear/hesitation if they are invited to speak before the class compared to female students.
- More numbers of the female students studied in vernacular medium schools consider the speaking Skill as important as their other technical subjects compared to male students.
- Majority of both (male and female) agreed that the student can speak English no matter even if he has studied in Gujarati / Hindi / other Medium School but the number of students from male students is less to believe so when compared.
- Majority in both the cases disagree with the given statement. But when compared male female students, more number of Male students believed that “if a student has studied in rural / village school, he/she cannot speak English.” compared to the female students.
- Majority of both male and female students confessed that the present syllabus of communication skills can help them develop their communication skills. The number female students saying this higher than that of male students.
- The majority male and female students studied in vernacular medium schools do not get enough opportunity to speak in “Communication Skills Lectures” classes of 60 minutes. Even from those who get the opportunities, female students manage to get more time to speak than that of male students comparatively.
- Those who get the opportunities to speak in English, the male students manage to get more time to speak in 2 hours of Lab / tutorial sessions compared to the female students.
- The majority boys and girls studied in vernacular medium schools largely on Text books and Class lecture to learn new words consciously. At the same time a very few of them rarely refer other sources like Internet, Television, You tube, newspaper, magazine, social media. In case of using other sources to learn new words (though very few students refer), the boys are bit ahead than girls.
- Among all grammatical points, both male and female students face problems in using the grammar knowledge (Tenses, Voices, Prepositions, Direct-Indirect, conjunctions) in real life situation. They know about the topic but find it difficult actually when they try to use in real life situations. While comparing the data, it can be marked out that male students are facing more problems in grammar than that of female students.

- It can be discovered from the comparative data analysis that the male students listen more than the female students in a day. But Majority of both male and female students studied in vernacular medium schools get the chance to listen to the English Language for less than an hour in a day.
- The family members of majority male and female students either never speak or rarely speak English language with them. Still, the comparison exhibit that the family members of female students use more English language at home in a day than that of the male students.
- The majority of the male and female students listen to only Class Lectures and teachers in the colleges as a part of their listening activity. While comparing the data of male and female students, it is discovered that Male students makes more use of YouTube videos and movies as a source of listening than that of female students.
- The majority male and female students read only study materials or textbooks. Still, while comparing the other sources of reading, we find that female students use more sources (other than study material) of reading compared to male students.
- Majority of students feel it encouraging when their teacher corrects them on the spot about the mistake that they make while speaking in the class. The comparison shows that more number of male students take the correction positively than female students.
- The majority of male and female students studied vernacular medium schools do not get any chance to speak with other persons. But when compared, the female students interact with teachers, friends, classmates, family members more compared to the male students.
- Majority of male and female students use English language in college hours for less than thirty minutes. Between male and female students, Female students manage to speak English language more compared to male students in college hours in a day.
- Though the speaking skill is practiced at minimum by majority in both the cases, comparison proves that more girls practice speaking skill at home in a day.
- Majority of the male students feel that a normal English language speaker must speak English must have confidence (1), must not have fear (2), and must have correct pronunciation / must be understood by others(3), where as majority of the female student expect that a normal speaker must have confidence (1), no fear (2) and must have correct pronunciation(3).

- Though the majority of male and female students recommended that the subjects should be there in other semesters too, the number of female students is greater than the male in recommending the same.

5.2.11 The major factors hindering the development of speaking skill of Engineering students from Teachers' perspective : Conclusion

- English teachers considered the task of developing speaking skill of their degree engineering students difficult / very difficult.
- The teachers observed that students have fear of committing mistakes when they try to speak in English.
- The majority of teachers confessed that their students have the fear that others will laugh at / comment on their mistake when they try to speak in English.
- The teachers were of the opinion that the degree engineering students of their college do not consider English Language Speaking Skill as important as their other technical subjects.
- English teachers use both - English and vernacular- the languages in their classroom while teaching English/ Communication Skills.
- The teachers confessed that in spite of their insistence of speaking English language in classroom, the degree engineering students use both – English and vernacular languages - in class to answer the questions.
- The teachers observed that the degree engineering students normally talk among themselves in vernacular language inside / outside the class. They do not use English language.
- Very few English Teachers confessed that they talk only in English outside the class. Majority of them use other languages along with English.
- According to the English Teachers, the other teachers of engineering colleges teaching technical subjects do not talk to the students in English outside the class. It is to be marked that 44.00% English Teachers don't want to give their opinion on this statement - "The other teachers teaching technical subjects of your college talk to the students in English outside the class."
- The English Teachers observed that the degree engineering students do not make conscious attempt to develop their speaking skill.
- Majority of English teachers stated the fact that they do not have both – language lab and software in their college/ institute.

- The English teachers stated that the degree engineering students do not read other reference books / material except the texts prescribed in the syllabus.
- When asked to divide the content of syllabus with reference to four language skills, majority expressed that the syllabus can give the students writing skill through written examination at maximum. Only few of them also stated that Listening skill is also practiced more in case if the all the faculty are speaking English during their lecture. They read books. Speaking skill has hardly been addressed in the present syllabus. Time given is not enough.
- All the teachers recommended the increase in lecture and Lab hours for communication skills / English.
- The teachers wanted to add a few points to the syllabus already enlisted in findings.
 - Viva Exam for students
 - More Practical Activity Sessions
 - "literature should be added like Novels, short stories, plays etc"
 - a Google app that can help students to identify the correct pronunciation of a given word
 - Vocabulary Development Tasks
 - Listening Speaking skill exercises
 - "Grammar should be there in the syllabus but not the basic one. It should be of some higher level. Then there must be a scope for content writing, expression and explanations of that creative writing."
 - "One must understand that every student is not supposed to pursue a career in engineering field only. There can be some who will have a career in other fields. So the syllabus should be designed in such a way that it turns to be helpful for a future but in a global scenario."
 - Stress rules, poem recitation, public speech, anchoring, selected historically famous speeches, you Tube video can be part of syllabus.
 - "Teaching techniques need to be change"
 - "add creative writings, portions of literature, professional communication, more sessions on Presentation Skills"
 - "Emotional intelligence, goal setting, time management, conflict resolution, leadership skills."
 - "Eliminate unnecessary things like phonetics and basic grammar stuff."

- more focus on language exercises

- All the teachers confessed that the maximum number of students face problems in the use of “Tenses” among all the grammatical points.
- Majority of the teachers do not have any special training for English Language Teaching.
- All recommended the communication skills to be a part of other semesters too.
- When asked about the major factors affecting the speaking skill of degree engineering students, the teachers stated the following factors:
 - fear of committing mistakes
 - Lack of grammar knowledge
 - not having confidence
 - Phobia, Shyness
 - insufficient live contact with English
 - examination system that kills spirit of language learning
 - surrounding (friends , relatives negative remarks)
 - Students lack vocabulary
 - No exposure to use English language,
 - Only one faculty (faculty of English) keeps speaking in English
 - Their attitude (which they receive from seniors and other immature staff members regarding communication skills subject Teaching hours are not enough., Lack of reading habit
 - Mother tongue interference
 - students coming from vernacular background
 - Fear factor of language Family atmosphere
 - The background in which they spend their most of time apart from family, Institutional atmosphere, Faculties"
 - hesitation to speak English
 - fear of teacher
 - Giving up too soon.
 - desensitized approach to language after 10th std as science students
 - Tedious syllabus

- Their attitude (which they receive from seniors and other immature staff members regarding communication skills subject Teaching hours are not enough., Lack of reading habit
- Only one faculty (faculty of English) keeps speaking in English

5.3 The Factors affecting the process of Developing Speaking skill of degree engineering students discovered through the Observation during the Speaking Test applied to students : Conclusion

- Majority of the students felt fear in the beginning but as they started speaking, they got the confidence gradually (though not the full confidence). In short, Majority of students in degree engineering lack confidence while speaking English Language. Only 1/3rd of the total students were speaking English confidently.
- Majority of the students were observed facing problem in finding / recalling words in English for their thoughts while speaking.
- The majority of students used group of words to express themselves instead of complete sentences.
- The Majority of the students repeated the words, phrases and sentences to correct themselves.
- The majority of students found problems in using tenses (Subject – Verb Agreement) in answering the questions.
- Majority of the students did not know how to use the apostrophe‘s’ (possessive) while speaking English.
- The majority of students could not use the pronoun (for female) correctly while speaking in English. (Particularly “she”)
- The 40.00% students could not use the preposition correctly. Majority managed to use them correctly.
- Majority of the students did not use compound or complex sentence structures in their speech. They expressed themselves in simple sentences without using any type of conjunctions in their sentences.
- The majority of students took long pauses while answering questions or speaking English as they might be searching for the thoughts or the appropriate words in English. It might be due to lack of active vocabulary on their part. They took time to recall the words and sentence structures.

5.4 Conclusion with reference to the Objectives of the study

The objectives set in the beginning of the study were,

- the psychological factors hindering the development of speaking skill of students
- the factors related to the syllabus taught hindering the development of speaking skill of students
- the linguistic factors hindering the development of speaking skill of students
- the hindering factors related to teaching methodology used for developing speaking skill of students
- the hindering factors related to learning / acquisition process in developing speaking skill of students

In the light of the above objectives, the study is concluded with the discovery of the following factors that actually hinder the teaching and learning of speaking skill of degree Engineering Students in South Gujarat.

5.4.1 The psychological factors hindering the development of speaking skill of students

The psychological factors are more dominant among the degree engineering students of South Gujarat. To be particular, the following psychological factors that affect the process of developing speaking skill are discovered.

- The students feel that it is difficult to develop their speaking skill.
- The students feel fear of committing mistakes while trying to speak English.
- The students are fearful about being laughed at or being commented on their mistakes by others when they attempt to speak in English.
- The Engineering students feel fear/ hesitation when they are invited to speak before the class.
- Majority of degree engineering students feel that a normal English language speaker must speak English must have confidence, must not have fear, must have correct pronunciation and must be understood by others. They think that once they attain these qualities, they will try to speak English. As a result they hesitate to speak out of fear.

5.4.2 The factors related to the syllabus taught hindering the development of speaking skill of students

- The students and teachers both have no problem with the content of the syllabus as such. Still the part that they really wanted to emphasize was practical part in which they find that the lab activities are to be increased in variety and repetition of the language lab activities is still be emphasized.
- The lab hours (4 hours/week) assigned to develop English Language skills are not enough to develop the speaking skill of degree engineering students.
- Speaking is the skill that is minimum practiced in the class by the students.
- The students recommended that the subjects should be there in other semesters too.

5.4.3 The linguistic factors hindering the development of speaking skill of students

- The students are found with serious problems in understanding the grammar units and more than that they are not aware of how to apply these grammatical units in real life situation.
- The degree engineering students cannot use Apostrophe's' and the personal pronoun appropriately.
- The degree engineering students can not use tense correctly in their use of simple sentences.
- They try to use simple sentences but they hardly use conjunctions to form compound or complex sentences.
- The degree engineering students do not make conscious attempts to learn the new words from other sources.
- The students cannot recall words while speaking in English.

5.4.4 The hindering factors related to teaching methodology used for developing speaking skill of students

- The students do not get the enough opportunities to speak in “Communication Skills Lectures” classes of 60 minutes.
- They even do not get enough opportunity to communicate in 2 hours of Lab / tutorial sessions.
- The students get the chance to listen to the English Language for less than **an hour** in a day.

- The teachers of all subjects use the combination of English and other languages while teaching their subjects
- No language lab and software in the colleges

5.4.5 The hindering factors related to learning / acquisition process in developing speaking skill of students

- The students' family members hardly speak English with them in a day.
- There is no formal examination of listening and speaking skills.
- The students do not use extra sources apart from Text books and Class lecture to learn new words consciously.
- The students use no other sources except Class Lectures in the college to develop their listening skill consciously.
- Students don't manage to read anything except Text Books to develop their reading skill consciously.
- Students do not get any person in the college or at home with whom they can practice English Language Speaking Skill.
- The students get the chance to speak for less than 20 minutes in a college in a day.
- The students hardly speak English Language at home.

5.5 Conclusion with reference to Hypothesis

Our hypothesis was “there are factors hindering the process of developing the speaking skill of the students of the Degree Engineering Colleges of South Gujarat with reference to the present scenario.” With reference to the findings and conclusion of the study, the hypothesis set proved to be right and the study provides enough evidences that there are factors hindering the process of developing the speaking skill of the degree engineering students of south Gujarat.

5.6 Suggestion from Students, Faculty, and Expert

5.6.1 Suggestions from Students

- “English Language should be taught in English.”
- “Everyday, we should get the chance to speak English at maximum.”
- “Practical tasks are very important.”
- “Syllabus should concentrate on speaking skill.”

- “Students should be helped to develop their confidence.”
- “Group Discussion should be more practiced.”
- “During lecture and labs hours, students must speak English.”
- “Students must improve upon themselves. (don’t rely on others)”
- “There must be an exam for speaking and listening.”
- “Teaching (style) should be changed.”
- “Presentation is must.”
- Lab activity must be more.
- “teaching method : must be like friendly behaviour “
- “Compulsory speak in English in classrooms, college and other activities. (College Campus)”
- “concentrate more on speaking not grammar”
- “Conversation between students is important”
- “Speaking practice should be incorporate in syllabus”
- “The exam syllabus is perfect according to Engineering students. I want to change only student mind that fear to speak English and so they can take a part in any activity which is conducted in our classroom and lab.”
- “Encourage about English Language, Special English session duration for 1 hour”
- “Needed to more test of 4 skills about the English language”
- “Extra classes”
- “How to use grammar in real life situation should be included in syllabus.”
- “Teacher should ask the students to speak in English and also teacher should encourage the students”
- “Class with digital screens”
- “Motivating and giving importance about this language to students”
- “In a week, arrange 2 lectures for developing student speaking skills by using of different activities which is related to real life...etc”
- “grammar is needed, more speaking activity”
- “Make online test in English in every week”
- “Try to teaching fearless English”
- “Make a online course of English... So student can practice at home.”
- “Watch to English Movie”

- “Teach specific and proper use of words”
- “Lab must have games. it is helpful for students”
- “No writing test”
- “Students have to pay 10 rupees each time if they speak Gujarati or any other language.”
- “More Periods for CS”
- “Syllabus should be related with real life situations”.
- “arrange group discussion in every lecture + GD, Presentation, debate”
- “Some fun task”
- “Lab hours increase and more English interaction”
- “I want to say that remove lecture and only lab with internet access and get online course subscription to all.”
- “To develop listening, speaking, reading and writing skills, cultivate the habit of reading newspapers, magazines and books to consolidate the skills already achieved, familiarize the students with the sounds of Phonetics in a nutshell.”
- “To provide adequate listening and speaking practice so that the learners can speak with ease, fluency and clarity in common everyday situations and on formal occasions. “
- “To be given practice to use grammar in meaningful contexts and perform functions like ordering requesting, inviting.”
- “Delete all lectures.”
- “First the English is improved by the faculty to the students.”
- “our lectures must be all in English language in order to better understand and improve our English”
- “If the teachers are given the lecture by English, I think I will be better for English.”
- “Personally questioning the students in English and students try to answer in English so they are feeling confident when they are speaking in front of faculty.”
- “To hold more group discussion regularly on some interesting topic between students to improve their English and remove their fear of speaking English In front of others.”
- “First of all Teachers have to know about either students know about basic English properly like tenses and so on or not.”

- “English subject is compulsory in every Semester, Also try to speak English with each other.”
- “From 1 hour lecture, we should keep last 10 minutes for speaking English”
- “At least four lecture of listening/speaking English in a week. And compulsory speak in English in classroom/lab.”
- “I think English medium students speak English well, but other medium students are not able to speak in English. So we provide different syllabus for both types of students.”
- “Minimum student in lab.”
- “Syllabus teaches us about skills but not teach how to implement this skills in day to day life.”
- “There must be more English stories in the syllabus.”
- “English language is not a necessary in engineering. If government gives a chance to students study engineering in their mother tongue language then Gujarat has a world's best engineering with better knowledge. By the way learning is skill of engineering so we let go with English language.”

5.6.2 Suggestions from Faculty

- “Seminar and presentations to be included in curriculum”
- “Use of a Google app that can help students to identify the correct pronunciation of a “given word”
- “Efforts needed enrich students’ vocabulary.”
- “More Practical Activity Sessions”
- “Viva Exam for students”
- “Need to give more emphasis on speaking skill exercises and writing skills.”
- "Grammar should be there in the syllabus but not the basic one. It should be of some higher level. Then there must be a scope for content writing, expression and explanations of that creative writing.”
- “One must understand that every student is not supposed to pursue a career in engineering field only. There can be some who will have a career in other fields. So the syllabus should be designed in such a way that it turns to be helpful for a future but in a global scenario.”
- “Concentration on Listening Skill, Presentation, GD”

- “Add Stress rules, poem recitation, telephonic conversation, meeting, public speech, anchoring, selected historically famous speeches you Tube video can be part of syllabus.”
- “Topics will do. Teaching techniques need to be changed.”
- “Would like to add creative writings, portions of literature, professional communication, more sessions on Presentation Skills”
- "literature should be added like Novels, short stories, plays etc"
- "Presentation skills, Non verbal communication, communication skills, job interviews, group discussion, writing skills, emotional intelligence, goal setting, time management, conflict resolution, leadership skills.
- “I would like to eliminate unnecessary things like phonetics and basic grammar stuff.”
- “I will not delete anything. But I will add more literature oriented language teaching content.”
- “More focus on language exercises”

5.6.3 Comments and Suggestions from Expert (Dr. Javed Khan, SPU on 2nd June 2018)

5.6.3.1 Socio-Psychological Factors:

- Family background especially economic condition, educated people in the family, peer group influence, and availability of options have a prominent role to play in hindering mastery of speaking skill.
- The imbalance of psychological cognition is a rudimentary primary hindrance. It differs from person to person. Each of the learners has a different degree or level of understanding.
- The Sociological imbalance is brought to a learner by the stratum of which she or he is a part. This may not be a great hindrance in today's educational system. Government has tried a lot to erase this hindrance.

5.6.3.2 Linguistic Factors:

- Grammar plays a major role, for grammar includes within itself morphology, and syntax.
- Grammar is a great linguistic factor which is considered primarily in writing. But, while speaking also one needs to be grammaticality perfect at job interview, group discussion, elocution competition, presentations, etc.

- Vocabulary is something that decides the degree of proficiency and perfection. A learner may know many words, but its usage requires a lot of practice in real life situation. If a learner is not sensitive enough to understand it, in the long run, it may hinder the development.
- Pronunciation, likewise, is a hindrance that a learner is required to overcome. English is not our mother tongue, as such, our pronunciation of it is faulty. Hence, a learner should have his, her ears open to understand the difference between and among several words that fall into the same class.

5.6.3.3 Factors Related To English Language Teaching:

- Unfortunately, our syllabi lay heavy emphasis on reading and writing to the detriment of listening and speaking. Therefore, there is no inclusive development of all the four major language skills. This is also true about science, arts, and commerce syllabi.
- I am not working in any Engineering College, but I can say that the same sort of hindrances as aforementioned may pose in the way of a teacher when she or he is facing a classroom. Hence, they are required to be sensitive while teaching, informing, and presenting. For learners they are the guiding, model lot, so they need to work a lot for their best classroom practices.

5.6.3.4 Factors Related To Language Acquisition Process:

- I would say lack of language exposure or insufficient exposure leads to difficulties. Minds are not properly conditioned due to this. One cannot speak meaningfully unless one listens.
- As aforementioned, a learner at the tertiary stage should be exposed to a great deal of pictorial, sound and other easy to use content. A teacher should provide opportunity for the learner to use language in the classroom itself in its various formats-- speaking and others.

5.6.3.5 Comments on Syllabus:

- GTU syllabus includes in it more than communication, and there is heavy emphasis laid on theoretical grounding rather than practical training. Communication needs to be interactive. Switching over to notional-functional syllabus would be a good option because that is truly communicative and has shown excellent results.

- Yes, a teacher can develop the speaking skill of the students utilizing this syllabus. It contains real life situation. It has a lot of practical stuff. It enhances the level of the speaking skill by degrees. It is a well thought, well planned and well organized syllabus. It can bring the best out of the learner if a teacher is greatly implementing it in the classroom.

5.7 Scope for Further Study

1. The syllabus can be attempted for developing the speaking skill of the students based on the findings discovered in this research.
2. Further detailed researches can be carried out on a particular factor which hinders the development of speaking skill the most.
3. Further research on designing Classroom Activities for developing the speaking skill can be done with respect to the most dominant factor / factors discovered in findings.

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List of Publications and Presentations

1. A Study On Vocabulary Development Strategies Used By EFL Learners Of Gujarat Technological University (Research Journal of English Language and Literature (RJELAL), A Peer Reviewed (Refereed) International Journal, Vol.3.3.2015 (July-Sep), (ISSN : I2395-2636 (Print), 2321-3108 (Online), pp. 157-161 <<http://www.rjelal.com>>
2. Language Anxiety in Acquisition of Speaking Skill among Engineering Undergraduates, IJRAR- International Journal of Research and Analytical Reviews, VOLUME 4 I ISSUE 1 I JAN. – MARCH 2017, e ISSN 2348 –1269, Print ISSN 2349-5138, pp. 39-42, <<http://ijrar.com/>>
3. Evaluating Syllabus of Communication Skills from Degree Engineering Students' Perspective, Towards Excellence: An Indexed Refereed Journal of Higher Education, DEC, 2017. VOL.9. ISSUE NO. 3 ISSN No. 0974-035X, pp. 61-68 <www.ascgujarat.org>
4. Presented a paper on “Factors Affecting the Oral Communication of Technical Undergraduates” National Seminar On “Quality In Higher Education” at Shri R. P. Anada College Of Education, Borsad on 7th & 8th November, 2016
5. Presented a paper on “Evaluating syllabus of Communication Skills from Degree Engineering Students' Perspective” in Indian Association for Canadian Studies Sponsored 30th International Conference on Imagi/Nation: India/Canada Past, Present and Future Jointly organized by Indian Council of Literary, Social, Educational and Cultural Research, Gujarat Arts & Commerce College (Evening) and UGC-HRDC, Gujarat University, Ahmedabad on 25-27 March 2017
6. Presented a paper on “A Study of Speaking Skill of Engineering Undergraduates” in the third National Conference on Indian English: Concepts, Contexts and Pedagogy organized by The Global Association of Canadian Studies in Collaboration with H. M. Patel Institute of English training and Research, V. V. Nagar on 2-3 February, 2018

7. Presented a paper on “Challenges in Developing Communication skills of Engineering Students” in the National Seminar on Exploring ELT: Innovative Strategies in Pedagogy organized by Dept. of English, VNSGU, Surat on 23 February, 2018
8. Presented a paper on “Technical Teachers' Attitude Towards Communication Skills” in Indian Association For Canadian Studies Sponsored 32nd International Conference on Indo – Canadian Multidisciplinary Research : Trends And Prospects sponsored by Indian Association For Canadian Studies and organized by Institute of Infrastructure Technology Research and Management (IITRAM) on 28-29 December, 2018
9. Presented a paper on “A study of Speaking Skill of Engineering Students : English Teachers' Perspective” in the National Seminar on Exploring ELT: Innovative Strategies in Pedagogy organized by Dept. of English, VNSGU, Surat on 12 February, 2019

Appendix A: Questionnaire for students

“Factors Hindering the Development of Speaking Skill of Degree Engineering Students of South Gujarat : An Empirical Study”

Dear Student,

This study is carried out to discover the factors that affect the development of speaking skill of Degree Engineering Students. I request you to share your opinions and experience which will surely help us to find out the possible solutions for future. Your identity will not be disclosed with reference to any specific information / opinion / experience provided by you and will be kept confidential.

If you have any doubt, feel free to contact.

Thank you.

Bhaveshkumar Rana (Ph.D. Research Scholar, GTU)

Enrollment No: 149997571001

Mobile No. : 8980035433 (Whats App also available)

Email ID: bbrqecv@gmail.com

* Required

1. 1. To you, as an engineering student, “English Speaking Skill” is _____. *

Mark only one oval.

- Important
- Not important
- Can't say
- Other: _____

2. 2. To develop your speaking skill is _____ task. *

Mark only one oval.

- Very easy
- Easy
- Normal
- Difficult
- Very difficult
- Impossible
- Other: _____

3. 3. When you try to speak in English, you have fear of making mistakes. *

Mark only one oval.

- Yes
- No
- Can't say
- Other: _____

4. 4. When you try to speak in English, you have fear that other will laugh at / comment on your mistakes. *

Mark only one oval.

- Yes
 No
 Can't say
 Other: _____

5. 5. You feel the fear / hesitation when you are invited to speak in front of class. *

Mark only one oval.

- Yes
 No
 Can't say
 Other: _____

6. 6. English Language Speaking Skill is as important as your other technical subjects. *

Mark only one oval.

- Yes
 No
 Can't say
 Other: _____

7. 7. If a student has studied in Gujarati / Hindi / other Medium School, he/she can not speak English. *

Mark only one oval.

- Yes
 No
 Can't say
 Other: _____

8. 8. If a student has studied in rural / village School, he/she can not speak English. *

Mark only one oval.

- Yes
 No
 Can't say
 Other: _____

9. 9. Which skill was maximum practised in your Communication Skill class / Lab from the given below? *

Check all that apply.

- Listening
 Speaking
 Reading
 Writing

10. **10. Which skill was minimum practiced in your Communication Skill class / Lab from the given below? ***

Mark only one oval.

- Listening
- Speaking
- Reading
- Writing

11. **11. Do you think that the present syllabus of "Communication Skills" can help you in developing your speaking skill? ***

Mark only one oval.

- Yes
- No
- Can't Say
- Other: _____

12. **12. How much time did you get to speak in English language in a Communication Skills class / lecture of 60 minutes? ***

Mark only one oval.

- Not at all
- 1 to 5 Minutes
- 6 to 10 Minutes
- 11 to 20 Minutes
- 21 to 30 Minutes
- 31 to 40 Minutes
- 41 to 50 Minutes
- 51 to 60 Minutes

13. **13. How much time did you get to speak English Language in a Communication Skills tutorial / Language Lab Class of 2 hours? ***

Mark only one oval.

- Not at all
- 1 to 5 Minutes
- 6 to 10 Minutes
- 11 to 20 Minutes
- 21 to 30 Minutes
- 31 to 40 Minutes
- 41 to 50 Minutes
- 51 to 60 Minutes
- Other: _____

14. 14. Was there any formal exam for Listening or Speaking Skill? *

Mark only one oval.

- No, There is no formal exam for listening or speaking skill
- Yes, we have exam for both Listening and Speaking skills
- Yes, we have exam only for listening
- Yes, we have exam only for speaking
- Other: _____

15. 15. Tick the activities that were done for more than one time in your "Communication Skills" classes. (you can tick multiple options) *

Check all that apply.

- Role Play
- Presentation
- Dialogues
- Group Discussion
- Story Telling
- Debate
- Interview
- None of the above
- Other: _____

16. 16. From where do you learn most of the new words? (you can tick multiple options) (you can add more information in "Other") *

Check all that apply.

- Text Books
- Class Lecture
- Other: _____

17. 17. Tick the grammar points that you feel difficult to understand. (You can tick multiple options) *

Check all that apply.

- Tenses
- Uses of Tenses in real life situations
- Active – Passive Voice
- Uses of Active Passive Voices in real life situations
- Prepositions
- Uses of prepositions in real life situations
- Using Verb forms
- Direct-Indirect Speech
- Uses of Direct-Indirect Speech in real life situations
- Use of pronouns in real life situations
- Uses of Conjunctions (if , unless. that, so that, which, when, while, till, until, but yet, or, because, as, after, before, even if, though, whose, whom, as soon as etc) in real life situations
- Uses of question words ("Wh" and "How" words) to form the questions
- Other: _____

18. 18. How much time do you listen to English Language in a whole day? *

Mark only one oval.

- Not at all
- 1 to 5 Minutes
- 6 to 10 Minutes
- 11 to 20 Minutes
- 21 to 30 Minutes
- 31 to 40 Minutes
- 41 to 50 Minutes
- 51 to 60 Minutes
- Other: _____

19. 19. Your family members speak English for _____minutes in a day approximately. *

Mark only one oval.

- They do not speak English at all
- 1 to 5 Minutes
- 6 to 10 Minutes
- 11 to 20 Minutes
- 21 to 30 Minutes
- 31 to 40 Minutes
- 41 to 50 Minutes
- 51 to 60 Minutes
- Other: _____

20. **20. How many teachers (from all the subject teachers in semester 3) used only English language in class while teaching? ***

Mark only one oval.

- No one
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- Other: _____

21. **21. From where/whom do you listen to English language? ***

22. **22. What do you read in English Language normally? ***

23. **23. What do you feel when your teacher corrects you on the spot about the mistake that you make while speaking in the class? ***

Mark only one oval.

- Good and encouraging
- Bad and discouraging
- Can't say
- Other: _____

24. **24. With whom do you get the chance to speak English Language in your college and home? ***

Mark only one oval.

- None / No one
- Other: _____

25. **25. Do your teachers talk about improving speaking skill inside or outside the class? ***

Mark only one oval.

- Yes
- No
- Can't say
- Other: _____

26. **26. How much time do you speak English Language in college in a day? ***

Mark only one oval.

- Not at all
- 1 to 5 Minutes
- 6 to 10 Minutes
- 11 to 20 Minutes
- 21 to 30Minutes
- 31 to 40 Minutes
- 41 to 50 Minutes
- 51 to 60 Minutes
- Other: _____

27. **27. How much time do you speak English Language at home in a day? ***

Mark only one oval.

- Not at all
- 1 to 5 Minutes
- 6 to 10 Minutes
- 11 to 20 Minutes
- 21 to 30 Minutes
- 31 to 40 Minutes
- 41 to 50 Minutes
- 51 to 60 Minutes
- Other: _____

28. **28. According to you, what is needed to be a Normal English Language speaker? (You can tick multiple options) ***

Check all that apply.

- must have no fear
- must speak very fast
- must have correct pronunciation
- must speak with confidence
- must speak fluently
- must know grammar perfectly
- must speak with proper expression and body language
- Others must be able to understand
- must use simple English language
- Must use proper words
- must use long / complex sentence structures
- Other: _____

29. **29. What kind of changes do you suggest in syllabus / Exam / teaching/ classroom and lab activities to develop English Language Speaking Skill of Engineering Students? ***

30. **30. Do you feel that "Communication Skills" should be there in other semesters to develop the Speaking Skill of Degree Engineering Students? ***

Mark only one oval.

- Yes
- No
- Can't say
- Other: _____

31. **Name of the Student**

32. **Gender ***

Mark only one oval.

- Male
- Female

33. **Mother Tongue (Matru Bhasha) ***

Mark only one oval.

- Gujarati
- Hindi
- Other: _____

34. **Native Place ***

Mark only one oval.

- Village
- City
- Other: _____

35. **Medium of Study in Std. 12 ***

Mark only one oval.

- Gujarati Medium
- English Medium
- Hindi Medium
- Other: _____

36. Location of your school *

Mark only one oval.

- Rural Area (Village or Small Town)
- City Area
- Other: _____

37. Name of the College *

38. Enrollment No.

39. Department / Branch *

40. Semester *

41. Total number of teachers teaching you all the subjects in the semester 3. (Give total number) *

Mark only one oval.

- 5
- 6
- 7
- 8
- 9
- 10
- Other: _____

42. Type of college *

Mark only one oval.

- Government
- Self Financed

43. Location of your College *

Mark only one oval.

- City area
- Rural Area

Appendix B: Questionnaire for Teachers

“Factors Hindering the Development of Speaking Skill of Degree Engineering Students of South Gujarat : An Empirical Study”

Respected Faculty Member,

This study is carried out to discover the factors that affect the development of speaking skill of Degree Engineering Students. I request you to share your opinions and experience which will surely help us to find out the possible solutions for future. (If you want to send, share or suggest any extra information regarding this survey, you can send it to the given contacts below) Your identity will not be disclosed with reference to any specific information / opinion / experience provided by you and will be kept confidential.

If you have any doubt, feel free to contact.

Thank you.

Bhavesh Rana (Research Scholar, GTU)

Mobile No. : 8980035433 (Whats App also available)

Email ID: bbrgecv@gmail.com

* Required

1. **1. Developing speaking skill of your degree engineering students is _____ task. ***

Mark only one oval.

- very easy
- easy
- normal
- difficult
- very difficult
- impossible
- Other: _____

2. **2. Degree Engineering Students understand the importance of Speaking Skill. ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

3. **3. Students feel the fear / hesitation when they are invited to speak in front of class. ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

4. **4. When students try to speak in English, they have fear of committing mistakes. ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

5. **5. When students try to speak in English, they have the fear that others will laugh at / comment on their mistakes. ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

6. **6. The students of your college believe that English Language Speaking Skill is as important as their other technical subjects. ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

7. **7. The other teachers teaching technical subjects believe that English Language Speaking Skill is as important as other technical subjects. ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

8. **8. If a student has studied in vernacular medium school, he/she can not speak English. ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

9. **9. You use _____ language during the teaching in your class. ***

Mark only one oval.

- only English
- Vernacular (Local) Language
- Both
- Other: _____

10. **10. The students use _____ language while answering your questions in class. ***

Mark only one oval.

- English
- Vernacular
- Both
- Other: _____

11. **11. The students talk among themselves in _____ language normally inside / outside the class. ***

Mark only one oval.

- English
- Vernacular
- Both
- Other: _____

12. **12. You talk to the students in _____ language outside the class. ***

Mark only one oval.

- English
- Vernacular
- Both
- Other: _____

13. **13. The other teachers of your college teaching technical subjects talk to the students in English outside the class.**

Mark only one oval.

- Yes
- No
- Can't say
- Other: _____

14. **14. Students consciously make attempts to develop their speaking skill. ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

15. **15. Students come to you to take the guidance for developing their English speaking skill. ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

16. **16. You use audio visual aids during your Communication Skills class. ***

Mark only one oval.

- Never
- Rarely
- Occasionally
- Sometimes
- Frequently
- Other: _____

17. **17. Do you have Language Lab and software in your college? ***

Mark only one oval.

- yes, we have both
- we have only Lab
- No, we have neither Lab nor software
- Other: _____

18. **18. Do the students read other reference books / material except the texts prescribed in the syllabus? ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

19. **19. Do you think that you can develop and give the kind of quality in speaking skill that an engineer requires with the present syllabus? ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

20. **20. Assign the percentage to four skills (Listening, Speaking, Reading, and Writing) as per the importance given in content of "Communication Skills" syllabus.(out of 100%) ***

21. **21. Do you recommend increase in teaching hours of Communication Skills Theory and Lab hours per week for Engineering Students to improve their speaking skill. ? If yes, what should be the teaching scheme per week? ***

22. **22. If you are given an opportunity to design/modify/reform the syllabus of CS, which topics / activities (that are really essential for developing speaking skill) would you like to add in the present syllabus? Which topics would you like to delete from the present syllabus? ***

23. **23. Do you believe that the knowledge of grammar is essential for developing Speaking Skill of your students? ***

Mark only one oval.

- yes
- no
- can't say
- Other: _____

24. ***24. List down the grammar topics which are very important for developing speaking skill but your students face problems in them. ***

25. **25. How do you, as a teacher, help your students developing their vocabulary? ***

26. **26. Have you gone through any special training for English Language Teaching? ***

Mark only one oval.

- yes
- no
- Other: _____

27. **27. Which activities / techniques/ ELT Methods do you use inside /outside the class for developing the speaking skill of your students?**

28. **28. What do you do when your students commit mistakes while speaking in the class? ***

Mark only one oval.

- Correct immediately
- Don't correct
- correct later on
- Other: _____

29. **29. Do you recommend the subject "Communication Skills" in other semesters too? Why? ***

30. **30. State the factors/ reasons that affect the speaking skill of Engineering Students negatively as you have observed. Rank your factors from the most affecting factor = 1 to the least affecting factor = 5 as per your experience.**

31. **Name of Faculty**

32. **Designation ***

33. **Education Qualifications ***

34. **Name of the college ***

35. **Type of college ***

Mark only one oval.

- Government
- Self financed

36. **Experience of teaching "Communication skills" (in years) ***

Appendix C: Questionnaire for Expert

Questionnaire for Experts

Dear Sir/Madam.

With reference to my Ph.D. research on "Factors Hindering the Development of Speaking Skill of Degree Engineering Students of South Gujarat: An Empirical Study", I humbly request you to share your valuable views/experience/expertise/suggestions for the following questions. In case if you are not directly associated with teaching of Technical students, you can answer the questions with reference to your own experience of ELT. Your responses will appear in the thesis with your name.

Research Scholar: Bhaveshkumar B. Rana
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1. Dr. Dilipkumar Bhatt (Associate Professor)
M.R Sanghvi Arts & Commerce College, Savarkundla
2. Dr. Vikas Raval (Assistant Professor)
Gujarat Power Engineering and Research Institute, Mehsana

* Required

1. 1. Which are the **SOCIO-PSYCHOLOGICAL** factors that hinder the development of speaking skill of Technical Students (Degree Engineering Students) in Gujarat? *

2. 2. Which are the **LINGUISTIC** factors (grammar, vocabulary, pronunciation etc.) that hinder the development of speaking skill of Technical Students (Degree Engineering Students) in Gujarat? *

3. 3. Which are the factors related to English Language Teaching / Teachers that hinder the process of developing the speaking skill of Technical Students (Degree Engineering Students)in Gujarat? *

4. 4. Which are the factors related to Language Acquisition Process (Language Exposure / Language input/ Practice) that hinder the development of speaking skill of Technical Students (Degree Engineering Students) in Gujarat? *

5. 5. Kindly give your opinion regarding prescribed Syllabus of Communication Skills for Semester 2 (https://drive.google.com/open?id=1nn8Yyd1jfxKO-iw1SPN3wWlekQWrL_0g). Can teacher develop speaking skill of Technical Students with above syllabus and within given time limit? If Yes, How? If No, Why? *

6. 6. What are your suggestions to cope up with these factors that you have stated in reply to the previous questions? *

7. 7. Additional Information / suggestions / experience that you would like to share.

Appendix D: List of questions asked in Speaking Test

1. Introduce yourself. (Name, School, Family, Hobbies etc.)
2. Tell me about your family members. (Names, their activities)
3. Tel me something about your mother / father / sister/ grandmother.
4. Tell me something about your daily activities.
5. What did you do on last Sunday / yesterday/ last vacation?
6. What is your plan for the evening today? / How will you spend your day tomorrow?

(These are the planned questions for speaking test but the researcher modified / restructured the questions as per the requirement while asking the students to collect the data.)

Appendix E : Detailed Data Analysis Sheet of Speaking Test

Speaking Test Data analysis																										
Students' Speaking Test Analysis Sheet (S) (Yes(Y)/No (N))															%											
Q.	Criteria (for Observation)	S1		S2		S3		S4		S5		S6		S7		S8		S9		S10		Total		Total	Y %	N %
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			
1	Understands the questions	19	1	20	0	20	0	18	2	19	1	18	2	20	0	19	1	20	0	20	0	193	7	200	96.50	3.50
2	Feels Fear while speaking	6	14	7	13	3	17	6	14	6	14	5	15	8	12	6	14	3	17	3	17	53	147	200	26.50	73.50
3	Feels Fear in beginning and then gradually gets the confidence	12	8	8	12	8	12	9	11	9	11	11	9	8	12	9	11	9	11	9	11	92	108	200	46.00	54.00
4	Fully Confident while speaking	2	18	4	16	8	12	5	15	5	15	4	16	4	16	5	15	8	12	8	12	53	147	200	26.50	73.50
5	Problem in finding / recalling Words	13	7	13	7	15	5	17	3	15	5	15	5	13	7	12	8	14	6	12	8	139	61	200	69.50	30.50
6	Able to get thoughts for speaking	16	4	15	5	16	4	15	5	16	4	13	7	14	6	13	7	14	6	12	8	144	56	200	72.00	28.00
7	Use of Separate words / no complete sentences	10	10	11	9	14	6	12	8	16	4	13	7	13	7	12	8	11	9	11	9	123	77	200	61.50	38.50
8	Wants / wishes to use Mother Tongue	2	18	0	20	1	19	1	19	5	15	4	16	2	18	7	13	0	20	0	20	22	178	200	11.00	89.00
9	Use of Gujarati Words while speaking English	9	11	4	16	7	13	7	13	13	7	7	13	7	13	8	12	1	19	5	15	68	132	200	34.00	66.00
10	Does exact translation from mother tongue	7	13	3	17	8	12	3	17	4	16	2	18	3	17	3	17	1	19	1	19	35	165	200	17.50	82.50
11	Intelligible pronunciation in Local Context	20	0	20	0	20	0	20	0	20	0	20	0	20	0	20	0	19	1	19	1	198	2	200	99.00	1.00
12	Repeats to correct himself / herself	16	4	19	1	20	0	20	0	16	4	19	1	19	1	20	0	20	0	19	1	188	12	200	94.00	6.00
13	Use of appropriate Tense (S -Verb Agreement?)	1	19	2	18	0	20	0	20	18	2	18	2	20	0	1	19	1	19	18	2	79	121	200	39.50	60.50
14	Use of Apostrophe 's' (Possessive)	2	18	9	11	8	12	5	15	2	18	4	16	7	13	7	13	4	16	5	15	53	147	200	26.50	73.50
15	Use of appropriate pronoun	12	8	10	10	14	6	8	12	10	10	14	6	10	10	12	8	13	7	10	10	113	87	200	56.50	43.50
16	Use of appropriate prepositions	8	12	12	8	11	9	13	7	13	7	14	6	13	7	13	7	11	9	13	7	121	79	200	60.50	39.50
17	Use of Simple Sentences	20	0	20	0	20	0	20	0	20	0	19	1	20	0	20	0	20	0	20	0	199	1	200	99.50	0.50
18	Use of Compound Sentences	5	15	3	17	3	17	5	15	14	6	9	11	15	5	16	4	12	8	13	7	95	105	200	47.50	52.50
19	Use of Complex Sentences	4	16	3	17	1	19	2	18	3	17	3	17	4	16	2	18	3	17	3	17	28	172	200	14.00	86.00
20	Takes too long pauses	13	7	16	4	15	5	15	5	16	4	16	4	13	7	10	10	11	9	13	7	138	62	200	69.00	31.00
21	Not able to speak at all	2	18	0	20	0	20	0	20	1	19	1	19	0	20	0	20	0	20	0	20	4	196	200	2.00	98.00
22	Can he/she Communicate his/her message?	20	0	20	0	20	0	20	0	19	1	20	0	20	0	20	0	20	0	19	1	198	2	200	99.00	1.00

Appendix F: Sample Audio Transcript of Speaking Test

Student Response 51 (R51)

Q : Tell me something about yourself.

R : I am a Mechanical student from Government Engineering College, Valsad. **My Jignesh Tandel.** Live in valsad. **My father naginbhai** Tandel, businessman. He **sells a book of law.** In our **family five members. My one brother and one sister. We live in valsad from 14 years.** Our village is Magod Dungari near Valsad.

Q : Say five sentences about your village.

R : My village is small but its **develop.** There are many houses – **big houses like.** There are also schools, lake, temples...there are also educated people. Most of people are fisher.

Q : Tell me something about yesterday evening. What did you do?

R : I **go** to gym...then I **come and take** milkshake...**go** to bath...**writing** assignments then **take** dinner and watching TV...**sleep** at 12 and...

Q : OK. What is the plan for today evening after going to home? What will you do?

R : **going** home now... means...after this...at 5 p.m. , I **go** to gym...then **do** yesterday work and...

Q : Something about your family members. What are their names and what do they do?

R : **my father name** is Naginbhai Tandel and sister is Nirali Tandel. My **brother fourth** year student in this college...in mechanical branch. Sister is doing job. **He** is computer engineer...computer science. Mother is house wife.

Q : Something about your sister?

R : She is 25 years old. **They** do work in... like software developing and **that do.** She can do other activity.

(Q = Question / R = Response, / “...”= pause)

Student Response 101 (R101)

Q : Tell me something about yourself.

R : My name is Suraj. **My father name** is Datirambhai. My **mother name** is Meeraben. My **sister name** is Binduben. I come from Gamaliya Village. I like to learn ...to learn new things like **observation thing**, to write it and also love **in** dance. I am here **to given** my experience so many but now I **am in a** ready for my syllabus.

Q : Something about your family.

R : My father is very punctual **that** his duty. He is always **to ready for** me for **help work**...he is farmer and **work hard**. My mother is house wife. She seems to work for us very hardly. My sister is studying in nursing. I am very proud of my family **to be response** me to study. I **am always to love** my family **to give response him**. **How time to give work in future** I help to him.

Q : Say something about your mother.

My mother is so **kind man** and **his** name is Meeraben. **He** inspires me **to in** my life **to** very punctual **to in hard** work or in daily life...in evening memorise our homework **or etc to read me**, inspire to me in study... **I don't talk about my more mother because that's so more of love him** by...

Q : Tell me about the Navaratri Vacation ? How did you spend it?

R : **I Navaratri Vacation**, I was **no** using time to be in study. I also **to** help my father and mother **in farmer**. Did not more work by me but I **help** him each other **à** with...with their work is given **from**...given by them. In evening I ... I was ... I **was went** in navaratri dancing with friends...and also... I have **to be enjoy** in Navaratri more.

(Q = Question / R = Response, / "... "= pause)

Student Response 151 (R151)

Q : What is your name?

R: My name is Shweta Chopda.

Q : Tell me something about yourself.

R : My hobby is **I like** dancing very much and I want to become something in my life means I want to serve my nation so after completing my graduation in this after four year I want to give my FCAT exam for air force. For that and I want to join that field.

Q : Something about your family.

R: My dad had recently expired before five months and my mom is working presently and only we had two members in our family.

Q. Names of the family members?

R : My mother name is Hiraben and my **father name** is Dineshbhai . I have no siblings.

Q : O.K. Where are you from?

R : I am from Khambhaliya. Sixty kilometers away from Jambuda.

Q : How did you spend your last Sunday?

R : I am living in hostel so...

Q : Ya, you can tell me about hostel. How did you spend?

R : I woke up at 8 o' clock and **to complete** my breakfast and whatever that ...that routine like about two hours and then I started reading and that at 12.30 I **take** my lunch. In that noon, till 2 o'clock, I was watching some videos in my mobile...so **whatever that...**and then I started again reading and till 2 hours I read my subjects.

Q : What is your plan for today's evening? What will you do after going to your hostel?

R : I am planning presently my mind in saying that I want to go hostel and sleep now because mid exam was there (**na - ll**) so continuously **read from till...**

(Q = Question / R = Response, / "... "= pause)

Appendix G: Permission letters for data collection form Principals / Directors

From:
Bhaveshkumar B Rana
(Ph. D. Research Scholar, GTU)
Asst. Prof. in English
Applied Sciences and Humanities Dept.
Government Engineering College, Valsad.
Date: 30/5/17

To,
The Principal
Bhagwan Mahavir College of Engineering and Technology,
Bharthana-Vesu, Surat

Subject: A Request to grant the permission for collecting the data for Ph.D Research

Respected Sir,

It gives me sense of satisfaction to inform you that I am pursuing my Ph.D. Research on **"Factors Hindering the Development of Speaking Skill of Degree Engineering Students of South Gujarat: An Empirical Study"** to diagnose the issues concerning the students of Degree Engineering Colleges with reference to their speaking skill. The questions will be asked for Syllabus, Listening, Language Practice, Classroom performance, beliefs regarding language learning and teaching methodology to the faculty and students. Possible Solutions will also be attempted after the diagnosis of the issues from the data collection.

With reference to the above research, I request you to allow me to collect the data from students and faculty of your esteemed college. I ensure that the identity will not be disclosed with reference to any specific information / opinion / experience provided by faculty and students and will be kept confidential.

Kindly grant the permission for data collection.
Thank you.


Yours faithfully,
Bhaveshkumar B Rana

To
HOD CHS
Pl. Cooperate Mr. Rana
for his survey


From:
Bhaveshkumar B Rana
(Ph. D. Research Scholar, GTU)
Asst. Prof. in English
Applied Sciences and Humanities Dept.
Government Engineering College, Valsad.
Date: 19/5/17

To,
The Principal
Shri Sadvidyamandal Institute of Technology, Bharuch

Subject: A Request to grant the permission for collecting the data for Ph.D Research

Respected Sir,

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Thank you.


Yours faithfully,
Bhaveshkumar B Rana



Permission granted

Dafada
19/5/2017

Principal
Shri Sad Vidya Mandal
Institute of Technology
Bharuch

From:
Bhaveshkumar B Rana
(Ph. D. Research Scholar, GTU)
Asst. Prof. in English
Applied Sciences and Humanities Dept.
Government Engineering College, Valsad.
Date: 30/5/17

To,
The Principal
Mahavir Swami College of Engineering & Technology,
Bharthana-Vesu, Surat-395 017

Subject: A Request to grant the permission for collecting the data for Ph.D Research

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Thank you.


Yours faithfully,
Bhaveshkumar B Rana

Prof. Ms. Richa Gupta
M. cooperate and do the
needful to help
Prof. Bhaveshkumar B. Rana
of Govt Engg College Valsad

30/5/2017
Director
Mahavir Swami Collage
of Engg. & Technology
Bharthna Vesu, SURAT 395001

From
Bhaveshkumar B Rana
(Ph. D. Research Scholar, GTU)
Asst. Prof. in English
Applied Science and Humanities Dept.
Government Engineering College, Valsad.

To,
The Principal
Government Engineering College, Valsad

Subject: A Request to grant the permission for collecting the data for Ph.D Research

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Yours faithfully,


Bhaveshkumar B Rana
(20/4/17)

permitted
sbl
26/4

From:
Bhaveshkumar B Rana
(Ph. D. Research Scholar, GTU)
Asst. Prof. in English
Applied Sciences and Humanities Dept.
Government Engineering College, Valsad.
Date: 30/5/17

To,
The Principal
Government Engineering College,
Surat.

Subject: A Request to grant the permission for collecting the data for Ph.D Research

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Thank you.


Yours faithfully,
Bhaveshkumar B Rana

Prof. D.J. Patel to
send by e-mail to
all HOD for n.e.
30/5/17

From:
Bhaveshkumar B Rana
(Ph. D. Research Scholar, GTU)
Asst. Prof. in English
Applied Sciences and Humanities Dept.
Government Engineering College, Valsad.
Date: 19/5/17

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The Principal
Government Engineering College,
Bharuch

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Thank you.


Yours faithfully,
Bhaveshkumar B Rana

Received
@Bharuch
19/5/17



From:
Bhaveshkumar B Rana
(Ph. D. Research Scholar, GTU)
Asst. Prof. in English
Applied Sciences and Humanities Dept.
Government Engineering College, Valsad.
Date:

To,
The Principal
Shroff S R Rotary Institute Of Chemical Technology,
At & Po: Vataria, Bharuch

Subject: A Request to grant the permission for collecting the data for Ph.D Research

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Kindly grant the permission for data collection.
Thank you.


Yours faithfully,
Bhaveshkumar B Rana

Ms. Vinita,
Mr. Rana will collect data
from sem III students. Also,
he will deliver expert talk
on C.S. Pl do the needful.
It is to be conducted in the
ensuing sem July- Nov. 2017.




19/5