



## WHY CAN'T I SPEAK IN ENGLISH?

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### Introduction :

The problem of speaking in English by Indians has been daunting since the submission of Macaulay's report. Commissions after commissions stressed the need to focus on Spoken English, but these recommendations were implemented more in violation than observance. English has been confined to very few domains such as offices and conclaves of elite settings. In the words of R.K.Narayan it has not got 'bazaar status.'

The advent of Liberalization, Privatization and Globalization brought many jobs in the service sector. To manage and maneuver the cut throat competition for jobs, students have to possess excellent communication skills apart from command over their subject. This resulted in mushrooming of spoken English institutes which failed to fill the lacunae. For the students of liberal arts and science, the specialized course in spoken English has become a mandatory thing. So when a student needs to attain the skill, it must be learnt from his/her perspective. This mandates a thorough analysis.

### Aims and Objectives :

Following are the aims and objectives of our study

- ❖ To present the critical perspective from the learners point of view regarding spoken English.
- ❖ To maximize learner autonomy
- ❖ To strive towards democracy in education by using the pedestal of CBCS

### Methodology :

Random Sampling was done. A questionnaire was prepared and administered. The analysis of the questionnaire supported the hypothesis.

### Findings :

It was proved that each institution has to design its own syllabi for spoken English. It was also found that restoring learner autonomy solves problem of spoken English.

### Conclusion :

The results are satisfactory. They coincided with the theoretical findings of Alan Maley, Manish Sabharwal, Shantanu Rooj and other authors who advocated learner autonomy.





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