

Smt. Mathubai Garware Kanya Mahavidyalaya, Sangli

- **Name of the Programme/Activity:** - Participation and Achievement in 'Avishkar' Research Competition 2025-2026.
- **Day:** - Tuesday **Date:** - 14th Oct. 2025 **Time:** - 9.00 a.m.
- **Total No. of Participants:** - 01
- **Resource Person/Expert/Chief Guest:** -

Sr. No.	Name of the Resource Person	Designation	Place/Institution

- **Organising Department/Committee:** -
Department of English
- **Members:** -
 1. I/C Prin. Prof. Dr. A. S. Sugate (H.O.D.)
 2. Dr. V. V. Joshi
 3. Mrs. S. B. Golangade
 4. Mrs. S. M. Takare
 5. Ms. T. V. Pujari
- **Objectives of the Programme/Activity:** -
 1. To promote research culture among the students.
 2. To provide students with a platform for their innovative ideas.
 3. To promote research and analytical skills among the students.
- **Learning outcomes of the Programme/Activity:** -
 1. Research culture among the students was cultivated through this competition.
 2. The students were provided with a platform for their innovative ideas.
 3. Research and analytical skills was promoted among the students.

● **Brief Report of the Programme/Activity: -**

Under the guidance of Prin. Dr. A. S. Sugate, the Head of English Department and efforts of Dr. V. V. Joshi, our student Miss. Indrayhani Jalandar Mahajan stood in the second rank in University level Avishkar Research Competition 2025-2026 organized at Shivaji University, Kolhapur. 'Words Unspoken: Exploring the causes behind students' Inability to speak English Fluently' was the title of her research presentation. The student not only participated enthusiastically but also presented her research poster confidently, which made her achieve this recognition. Her research work was appreciated by the judges for clarity, relevance and originality. Her participation and recognition has enhanced reputation of our institution.

● **Photograph: -**



**Words Unspoken :
Exploring the Causes behind Students' Inability
to Speak English Fluently**

Significance of the Study :
English fluency is critical in academic, professional, and social spheres in a globalized world. Despite years of instruction, many students struggle to speak English confidently. This study investigates the multifaceted causes behind this challenge, providing targeted recommendations for educators, students, and policy-makers.

Objectives :
• To identify key factors contributing to students' lack of speaking English fluently.
• To examine how psychological, social, educational, and developmental aspects influence language acquisition.
• To analyze the effectiveness of existing support.

Hypotheses :
There is a complex interplay of linguistic, psychological, socio-cultural factors, which play vital role in inability of speaking English fluently among students.

Research Methodology :
This research follows a mixed-methods approach using PPT, questionnaires, data was gathered from surveys, interviews, classroom observations, and solving literature. Both qualitative and quantitative analyses were employed to interpret findings and suggest interventions.

S.No.	Psychological Factors	Social Factors	Educational Factors	Others
1.	Fear of Mistakes	Peer Influence	Limited English Exposure	Passive Language Shift
2.	Low Confidence	Lack of Support	Socioeconomic Barriers	Digital Distraction
3.	Anxiety & Shyness	Social Stigma	Not English at Home	Exam Pressure
4.	Motivation Gaps	Cultural Attitudes	Lack of Interesting Resources	Health Issues
5.	Perfectionism	Bullying	Urban - Rural Divide	Frequent Absenteeism

Findings :
 • While the psychological factors often play a role, the English fluency is a complex interplay of linguistic, psychological, socio-cultural factors, which play vital role in inability of speaking English fluently among students.
 • Students often struggle with writing more than speaking English.
 • Many students who struggle are from rural areas.
 • Urban students struggle more than English in daily life.
 • Overall, low confidence and limited exposure to English learning are the most significant factors.
 • Improving English fluency requires:
 • A mix of social, psychological, and educational interventions.
 • Targeted support for students with lower confidence should be provided.
 • Digital resources and interactive learning can help bridge the gap.
 • Encouraging students to use English in daily life.
 • Addressing cultural and social stigma.
 • At the school, using proper teaching methodology.
 • More should be on speaking and writing.

V.V. Joshi
Dr. V. V. Joshi
Programme
Co-ordinator

A.S. Sugate
Dr. A. S. Sugate
I/C Principal