

*CHAPTER I*  
*CONCEPTUAL*  
*FRAMEWORK*

## **CHAPTER I**

### **CONCEPTUAL FRAMEWORK**

#### **1.1.0 INTRODUCTION**

A language is a tool which helps individuals to share their feelings, thoughts, ideas etc. and thus assist them to communicate. It also helps to have an access to the knowledge spread in the world. Aggarwal (2003) defines language as a set of symbols used in more or less uniform ways by a number of people, who are thus able to communicate with each other. Language is a carrier of one's thoughts and ideas and facilitates to give them a form. Though communication may not be the sole function of language, yet it serves as the best tool for communication. However, communication competency in a language is guided by the command on basic language skills. These basic skills are Listening, Speaking, Reading and Writing (LSRW).

In today's world, language skills are considered the key to unlock the doors of success. Command over basic language skills in any language is an asset for an individual. However, this is more beneficial when it comes to English language. It is reported by one of the leading newspaper that Individuals who have excellent communication skills in English attain incredible success. Nagarajan (2014) reported that those who speak English fluently earn up to 34% more than those who don't speak the language, confirming the link between an education in English and scope of employment opportunities.

English is used as a medium of instruction in many schools in India. The dawn of independence from colonial rule brought with it various reforms in the field of education. These reforms in education stressed on improving the English language skills in students at the secondary level. It is expected that by the time a student finishes school, he/she would become an autonomous learner, where adequate competence in language plays a vital role. However, this expectation to a large extent can be met if the learner is provided with an environment which facilitates him/her to develop the required skills in the target language. The Secondary Education Commission (1952-53) recommended that a teacher should be able to plan the

programme of work in such a way that students have varied and ample opportunities for self-expression, in speech, writing, collective reading etc. that helps an individual to grow holistically.

Enhanced language skills are required more at the secondary level, as it is a crucial of the education system. Secondary level serves as a bridge between primary education and higher education. Ministry of Human Resource Development (MHRD) has stressed that Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work. Therefore, at this stage of school education, good command over the language is quintessential. The Conference of Professors of English in Indian Universities, convened by the Government in New Delhi on January 23rd and 24th, 1953 opined that at the end of secondary level students should attain a good working knowledge of English. However, the methodology adopted in the English classrooms has an imperative role to play here. It has been mentioned in the Report of the Secondary Education Commission (1952-53) that the methodology adopted should stress on LSRW skills of the language. The commission further adds that all students may not become eloquent speakers or good stylists but if proper methods are adopted, every normal student should be able to learn to speak and write intelligibly. To achieve this, it becomes imperative that all four language skills are focused while teaching of the English language in our classrooms. The LSRW skills in English language cannot be developed in isolation as they are all interrelated to each other in such a way that working upon one positively affects the others. Shen (2003) believes that communication requires the integration of the main language skills. This indicates that the learners must be exposed to authentic language and should be involved in activities that are meaningful and interesting while teaching the language. Adoption of a content-based and task-oriented instruction helps learners to acquire communicative competence.

The investigator as an English language teacher found that the practice of teaching LSRW skills along with the regular teaching of English language was missing. This adversely affects students' communicative competence in English language. Therefore, the need of a suitable package focusing on LSRW skills of English language to help the students to enhance the basic language skills in the language was

felt by the investigator. Consequently, the investigator attempted to develop a package emphasizing on LSRW skills, to be supplemented as input in teaching-learning of English language at secondary level.

### **1.2.0 LANGUAGE AND ITS FUNCTIONS**

Language has been an inseparable part of human civilization. Humans have an advantage over all other living beings with language as a medium of communication. It's not that other living beings are not able to communicate, but they do not have a refined and structural language to communicate as we humans have. Fromkin (2010) believes that more than any other attribute, it's the possession of language that distinguishes humans from other animals. Language plays numerous significant functions in the life of individuals.

The interrelationship between language and cognition has been a matter of debate and research for long. The research in this field recognizes that processing of a language is cognition. Lenneberg (1969) states that language is an intimate part of cognition. Language does not only help in communicating thoughts but also helps in cognition development. Dua (2008) opines that language plays a significant part in the development of mind, processes of thinking and the growth of knowledge. Language is deeply related to human civilization and its development. While the internalization (structural organization) of language enriches the mind and leads to its development, the externalization (social interaction) of language does not merely result in communication but also leads to the production of knowledge and discourse. It is believed that language promotes thinking, develops reasoning, and supports cultural activities like reading and writing (Vygotsky, 1978).

The essence of human language lies in its communicative nature. This feature of language makes it the source of knowledge and has helped human civilization to develop. Richards (1985) says we need language to speak with others, listen to others, read and write. The fundamental function of language is communication. Communication can be both verbal and non-verbal. But the use of language as a powerful tool of communication cannot be negated. Language helps one to interact socially. The function of language is an expression of thought whether in spoken form or written. Manivannan (2006) defines language as a means of communicating or

expressing ideas, specifically, human speech, through voice and sounds articulated by the organs of the throat and mouth.

Language helps humans to interact socially. The interactive nature of language helps us to connect ourselves socially. Language as a means of social interaction helps in developing integration. This social connection of people requires interaction in a language which is understood by many for smooth communication.

Language in its written form is crucial in producing a wide variety of information which helps to generate knowledge accessible to all. Baron (2003) states that it is primarily through language that we can share the results of our own cognition with others and receive similar input from them. Again there is a need for a common language so that the widespread knowledge spread across the globe is accessible and can help in the development of all. Sharing of information globally adds to knowledge and facilitates advancement.

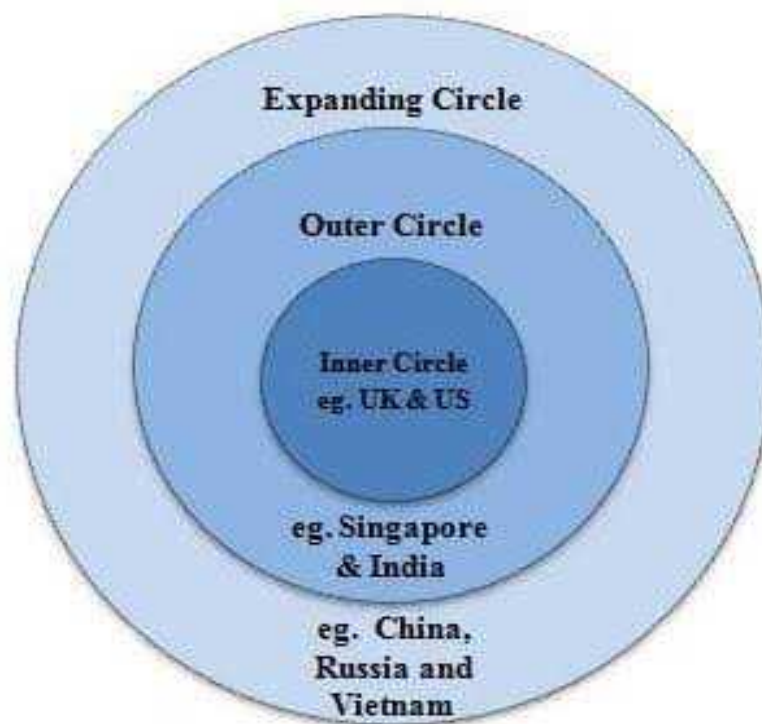
Education is an integral part of human society. Education helps to generate skilled human resource and thus helps in the development of humans and the society consecutively. Language plays a crucial part in any curriculum and is essential in imparting education. Dua (2008) states that language education is an indispensable aspect of any education system and is the foundation of it. Language aids in the education process and student's learning depends on how comfortable they are with the language which is the medium of instruction in the classroom. Talking about the importance of language in the teaching-learning process, Francis (1977) mentioned that language not only guides learning but also makes learning manageable. English, which is a medium of instruction in Indian educational institutes, significantly affects the teaching learning process.

### **1.3.0 GLOBAL STRIDE OF ENGLISH LANGUAGE**

Language as a tool of expression is optimally used when it is not restricted to any geographical boundaries. One such language is English which is widespread across the globe. English from being a language of a region to a lingua franca has a long eventful history. The rapid development of international communication has resulted in the phenomenal globalization of English. As English went on to be widely regarded as having become a global language, it has also been subject to substantial growth.

History is evident of the various changes the language underwent to acquire the form in which it is widely accepted today. The English language has changed enormously over the centuries and is still changing, with the addition of new vocabulary words and slight changes in English grammar, usage, and mechanics. After centuries of change and development in this journey beginning from Britain, the English language finally spread all over the globe. Its expansion worldwide has increased the number of people using it as a first, second, and foreign language. Kachru (1985) has made an attempt to describe the spread of English language in terms of three concentric circles.

**Figure 1.1: Kachru's Three Circles of English**



Kachru explains that the Inner circle has the countries which have English as their first language or native language (ENL). The countries which fall in outer circle are the countries where English has a status of second language (ESL). The outermost circle is the expanding circle which comprises of the countries that has English as a foreign language (EFL). No other language in the world is so widely spoken as English and this makes English a global language.

Crystal (2003) explains the reason why the English language is recognized as a global language. He mentions that English enjoys a special status world over due to some

special roles it plays. The first among it is the role English plays as a mother tongue of a large number of people in countries such as Australia, Canada, South Africa, UK, USA, and several Caribbean countries. Secondly English plays the role of official language in more than seventy countries, such as India and Srilanka. English also plays the role of a foreign language in more than hundred countries including China, Russia and Japan. Combining the entire English speaking population world over, speakers of this language outnumber the speakers of any other language. Crystal (2003) mentions that 1.5 billion people use English as a first, second or foreign language.

After the Second World War, enormous expansion in the field of science, technology and communication internationally gave rise to the need for an international language which was catered by English. People now wanted to learn English not for pleasure or prestige but to reach out to the world for various reasons.

The reasons for the predominance of English in the current scenario is also contributed by two important incidents, the former being the colonization of nations world over by the Britishers which caused the vast expansion of English language as a language of communication and commerce and the latter being the United States of America rising up as an economic power.

As a widely spoken language, LSRW skills in English language proves advantageous for anybody. In India, it not only helps one to connect to people from diverse language background, across the country but also across the globe.

#### **1.4.0 ENGLISH LANGUAGE PROGRESSION IN INDIA**

As India is a multilingual nation, policies on language education have always been debatable. The issue of medium of instruction in educational institutions across the country has been central and has attracted various controversies. Daswani (2001) asserts that language of power and the elite has changed from time to time from Sanskrit to Persian and then to English. With the British rule in India, English language gradually acquired the status of language of power.

English got introduced to India with the arrival of the East India Company. The Charter Act of 1813 resulted in opening up of many schools and colleges under the

control of the company, laying the foundation of the English system of education in India. Kachru (1983), quoted, it was T.B. Macaulay's goal of forming "a class who may be interpreters between us and the millions whom we govern..." However, after India's independence, there was a sharp reaction against the retention of English. According to The Committee of Parliament on Official Language, at the time of framing and adoption of the Constitution, it was envisaged that English will continue to be used for executive, judicial and legal purposes for an initial period of 15 years i.e. till 1965. In 1963, the Official Languages Act was enacted providing for the continued use of English even after the year 1965. Today English in India officially has a status of the assistant language.

India, as we are well aware of, is a linguistic diverse country with numerous dialects and languages. In India, where different state languages coexist, English serves as the connector or a link language between people speaking different mother tongues. On the same area under discussion, Crystal (2004) adds that English has special regional status in India, and is an important unifying medium between the Indo-European north and the Dravidian south. People in India, moving from North to South, East to West for education or business, need to communicate in a link language and this purpose is served by English, which has become a link language. This underlines the importance of learning English in addition to vernaculars which is considered as an asset. Graddol (2010) aptly puts it saying that, "Throughout India, there is an extraordinary belief, among almost all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression. We cannot ignore the way that the English language has emerged as a powerful agent for change in India. " Our first prime minister also felt the need of English language in linguistically diverse India which is quoted by Sindkhedkar (2012), points out the words of Pt. Jawaharlal Nehru "I would have English as an associate, additional language, which can be used not because of facilities, but because I do not wish that the people of non-Hindi areas to feel that certain doors of advance are closed to them. So I would have it as an alternative language as long as people of India require it."

English not only acts as a link language within the country, with people having diverse language backgrounds but also to connect and communicate globally. This is



the language through which our opinion can reach and is understood in all corners of the world. It is used as a lingua franca for global communication. Rubdy (2009) rightly puts it saying “English is increasingly used more in multinational contexts by multilingual speakers rather than in homogeneous contexts by monolingual speakers.”

Today, due to globalisation, individuals travel across borders for work. Working knowledge of a language that is used widely all over the world helps in exploring the job opportunities scattered around the globe. A report of UN (United Nations) mentions that 16 million Indians are spread across the globe making it the largest number of migrants. Enhanced English language skills open up the doors of world of work not only nationally but also internationally.

With time the significance attached to the English language has been felt in various spheres world over. As the demand for the English language grew, English language teaching (ELT) began to grow with a greater importance not only across the world but also in India. It was realised that learning English has become a utility. The growing need of the English language for the purpose of communication across the world was also accepted by various Indian commissions and study groups and therefore, they always suggested the English language to have a deserving place in the Indian Education System.

### **1.5.0 INDIAN EDUCATION SYSTEM AND POSITION OF ENGLISH LANGUAGE**

From time to time the education commissions and committees in India have made various provisions regarding the inclusion of English language in Indian education system. The Secondary Education Commission (1952-53) recommended compulsory teaching of English in the secondary school curriculum. The Central Advisory Board of Education (CABE, 1956) included English in the three language formula and the Education Commission (1964-66) in its modified version of the formula. The National Policy of Education (1986) and its revised versions (1990 and 1992) have emphasised the need for an effective instruction in the language. The Inclusion of the English language in the curriculum has been there, in all education boards existing in India. English is taught as a second or third language in India in two different contexts. Patteti (2014) gives a clearer picture of the contexts in which English is considered as

a second language. English is a second language after one or more primary language. Also, it is a second language in school education, introduced after primary stage.

In CBSE affiliated schools English is taught as a second language and is introduced from the primary stage itself. In addition to that CBSE also has English as medium of instruction in its affiliated schools since primary stage. An increase in the schools having medium of instruction as English or English medium schools, as we call them, have been noticed in past years. This is because of the realization that working knowledge is becoming increasingly important in today's world.

It has been opined by The Education Commission (1964-66) that "the English language can be rightly regarded as the key to the storehouse of knowledge." It further has identified English as a 'library language' and has added that Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contributions to it. Therefore, the Commission, in its Three Languages Formula advocated English being one of the three languages to be part of the school curriculum.

Also the National Knowledge Commission Report (2007) of the government of India has recommended that, "In the current scenario, an understanding and command over English language is the most determinant of access to higher education, employment possibility and a social opportunity; the time has come for us to teach our people-ordinary people English language." However, the fact is that the English language is today the language of instruction in almost all of the country's prestigious universities and private schools. The following findings of the Seventh All India School Education Survey (NCERT 2007) on the status of teaching of English in schools justify it.

- The percentage of schools teaching English as a 'first language' doubled between 1993 and 2002 from five per cent to ten per cent in primary schools and from 7% to 13% in upper primary schools.
- English is offered as a second language by more states than any other language.

- 33 of 35 states claim to offer English as a medium of instruction; this is more than any other language.
- Between 1993 and 2002 there was an increase in the proportion of schools offering English as a medium of instruction; the sharpest increase (from five per cent to 13 per cent) occurred in primary schools.
- By 2002, more than a quarter of all secondary schools were offering English as a medium of instruction.
- English is offered as a second language in 19 states, of which 16 introduce it in Class I, one in Class III and two as late as Class V
- English as a medium of instruction is used in 12.98% schools at the primary stage, 18.25% schools at the upper primary stage, 25.84% schools at the secondary stage and 33.59% schools at the higher secondary stage. The corresponding figures in the 6th Survey were 4.99%, 15.91%, 18.37% and 28.09% respectively.
- 9.89% schools at upper primary stage and 13.26% schools at the secondary stage are teaching English as the first language. The corresponding figures in the 6th Survey were 4.52% and 7.11% respectively.

The above findings indicate that there is a rapid shift from vernacular to the English language as a medium of instruction in education. English today is almost a compulsory second language in schools. Once deprived sections of the society now perceive the language as an instrument for progress. It is rightly put by NCERT (2006) that “English, in India today is a symbol of people’s aspiration for quality in education and a fuller participation in national and international life.” The realization that learning English in today’s scenario is inevitable has paved way for inclusion of English language in the school curriculum in all education boards of the country. The CBSE in all its affiliated schools across the globe introduces English along with Hindi from standard one. This helps early acquaintance of the learners with English language. This early acquaintance with the language, however, is of less help when it comes to acquiring language skills in English. This is because of the faulty teaching learning process of English language.

### 1.6.0 PREVALENT PRACTICES IN ENGLISH LANGUAGE TEACHING (ELT)

Teaching is a process of incorporating various methods to teach. The methods adopted for teaching plays an important role in the process of teaching learning. An appropriate method of teaching helps in attaining the objectives of teaching a language to achieve the learning outcome. With changing time there have been tremendous changes in the methods of language teaching. The history of ELT in India has seen the emergence of different trends advocating a shift from grammar translation method to direct method and then to audio-lingual method and bilingual method.

The **Grammar translation method** is also referred to as the **Classical method**. This method of ELT stressed on then written form of language. The method advocated that the basic purpose of learning of a language was to read fluently. Reading and writing the target language was given more emphasis than listening and speaking it. Students were required to memorize the grammatical structure of the target language and translate from one language to another. This method faced criticism because there was no emphasis on developing student's language skills in the target language. Mukalel (1998) observed that emphasis on reading and writing of the target language and explanation of the grammatical rules cannot help in mastering language skills.

With time an understanding developed that language is dynamic in nature and active. This inferred that listening to and speaking of a language helps one to learn a language. This was the advent of the **Direct method**. This method advocated that language is all about speech and while teaching English language native language must not to be used so that the students are able to make direct association with the target language. The grammar was taught in an integrated manner and not explicitly. A significant hindrance to the success of this method was a requirement of a proficient teacher to teach in the target language.

With English assuming the status of world language required for international communication, the ELT stressed more on the communicative ability in English than on in depth knowledge of the language. This paved the way for the **Audio-lingual method**, which was somewhat similar to the direct method. These two methods do

not differ fundamentally and overlap considerably. The audio-lingual method did not insist on teaching of vocabulary but focused more on teaching of grammar. Speech was given importance over written form. The method discourages interference of the mother tongue in acquiring the target language. Larsen-Freeman (2010) makes a mention that this method is based on the principle that language learning is all about habit formation. More practice and exposure to language will help the learner to have communicative competence in the target language.

There were certain drawbacks of both the direct method and the audio-lingual method. The artificiality of the practice given in the language and total negligence of the mother tongue are some to name. Above all, the speech was given importance and other forms of language were neglected. Such shortcomings of these methods paved way for the **Bilingual Method**. This is a popular method of ELT used in Indian conditions wherein the mother tongue is used to teach the target language. This method promotes equal opportunity for development of all four language skills, keeping a balance between fluency and accuracy. This method is criticized because of the influence the mother tongue can have on the pronunciation of the target language when both the languages are used simultaneously.

1970's retrospection on the aims and objectives of ELT in view of the language as a tool for communication brought a shift in the field of ELT. It was felt that an approach which helps in developing communicative competence needs to be adopted in the teaching of English. As put forward by Dyvadatham (2012) that it has always been the view that teaching English should be done in such a way that English classroom provides an adequate atmosphere for learning English as the medium of communicative function. This perspective of ELT attracted considerable attention and thus came into existence the communicative approach of teaching language. The NCERT (2006) in its Position Paper on teaching of English mentions that the most important characteristic of the communicative approach is a strong emphasis on the actual use of language in real-life settings, which is based on the communicative needs of the learners. The communicative approach towards language teaching gave birth to what is called **Communicative Language Teaching (CLT)**, which focuses on the effective communication in various situations. Thus the goal of language teaching in communicative approach is to develop communicative competence. The

stress is on exposure to the language used in the real context. The learner is taught to function in diverse communicative situations. Rathore (2012) lays down the following desired set of principles of CLT

- (1) Communication is a vital part of the language learning process.
- (2) Authentic, purposeful and meaningful communication should be the goal of classroom activities.
- (3) Fluency is considered to be an important dimension of communication.
- (4) Communication involves the different language skills.

When the question is of developing communicative competence, it is essential to provide equal significance to all four language skills as language competence cannot be developed in isolation but only in an integrated manner. Therefore, the emphasis should be on creating an input-rich environment which facilitates learning of the language and enhancing the LSRW skills.

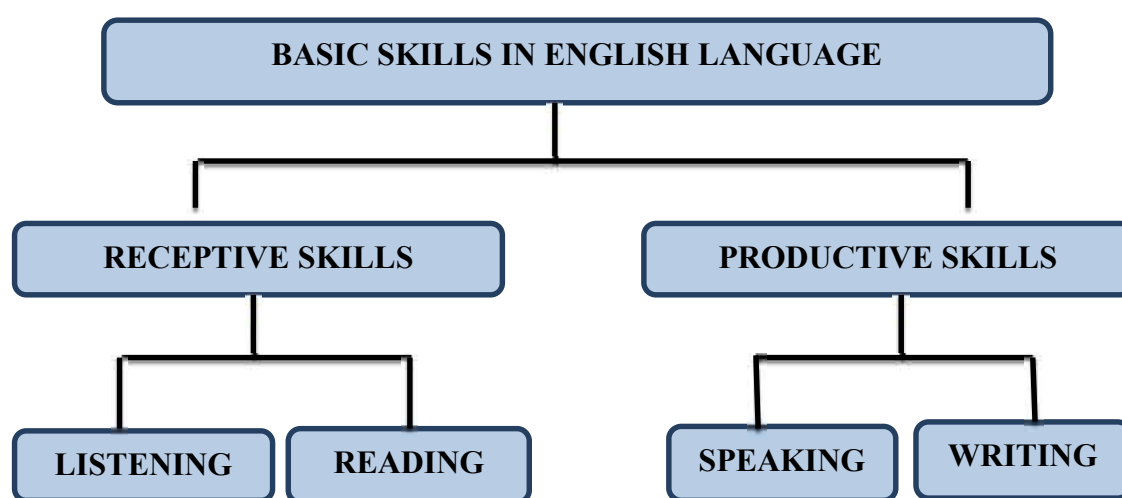
#### **1.7.0 ENGLISH LANGUAGE COMPETENCY AND LSRW SKILLS AS ITS COMPONENTS**

Language competence depends on how comfortably and smoothly language is used in the social context. At the core of this is mastering the basic skills of the language. Aptly put by Stubbs (1985), that the knowledge of how to use language appropriately in social situations is termed as communicative competence. One who can communicate well can be considered of having acquired all language skills well. One has to go beyond learning some grammar and vocabulary to use a language in social context effortlessly. The ability to apply the technicalities of a language learnt according to the social situation, the participant and the purpose brings confidence in an individual while using the language.

English Language is a global language and therefore a lot many times used for communication between non-native speakers world over. It makes it essential for the learners to be equipped with basic skills in it, which can enable them to express themselves smoothly in diverse contexts. Being competent in the English language is much more to do than just mastering of linguistic structures. Knowing only the rules of the language does not help in developing language skills. Enhancing the basic language skills is the prerequisite for it.

The four main skills of the English language are Listening, Speaking, Reading and Writing (LSRW). Listening and Reading are considered as receptive skills and Speaking and Writing as the productive skills. Though, the four skills are of different modes - two (listening and speaking) skills are auditory-vocal and the other two (reading and writing) are visual, these are interconnected. This is indicative that developing one skill facilitates in improving the other resulting in effective communication.

**Figure 1.2: Four Basic Skills of English language**

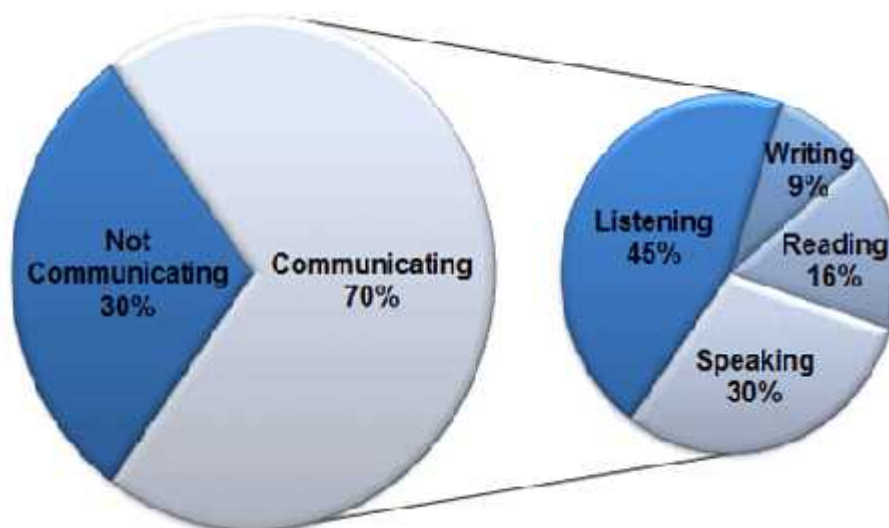


Selvan & Vethambal (2005) states, while trying to learn a language, the four skills of a language, namely, Listening, Speaking, Reading and Writing have to be acquired. A learner has to first listen to somebody when they speak in English. After listening keenly, the learner has to try to imitate what s/he has listened. The speaking is strengthened by reading, which is perfected finally by writing. Banerjee (2006) opines that speaking and oral reading helps to lay a foundation for meaningful learning of written mechanics. All the language skills are interrelated and therefore needs equal emphasis during the ELT.

The ultimate goal of communicative competence is to enable student's performance in the linguistic task of reading, writing, listening and speaking. Krishnaveni (2010) mentioned that communication is a skill, a technique, an art, and a facility of expression. To master this art of communication mastering the four skills of language is important. Adler et al. (2001) have given the distribution of the time we spend on

each skill while we are engaged in some sort of communication. An average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing.

**Figure 1.3: Time spent on each skill while communicating**



These four skills of the English language are the foundation for communication. Elizabeth (2004) lays down the basic assumptions of a person good at different language skills.

- (i) Efficiency in the aural-oral aspect of the language.
- (ii) Good in mechanics of reading and writing.
- (iii) Correct language habits.
- (iv) Command over active vocabulary.
- (v) Good at structures.

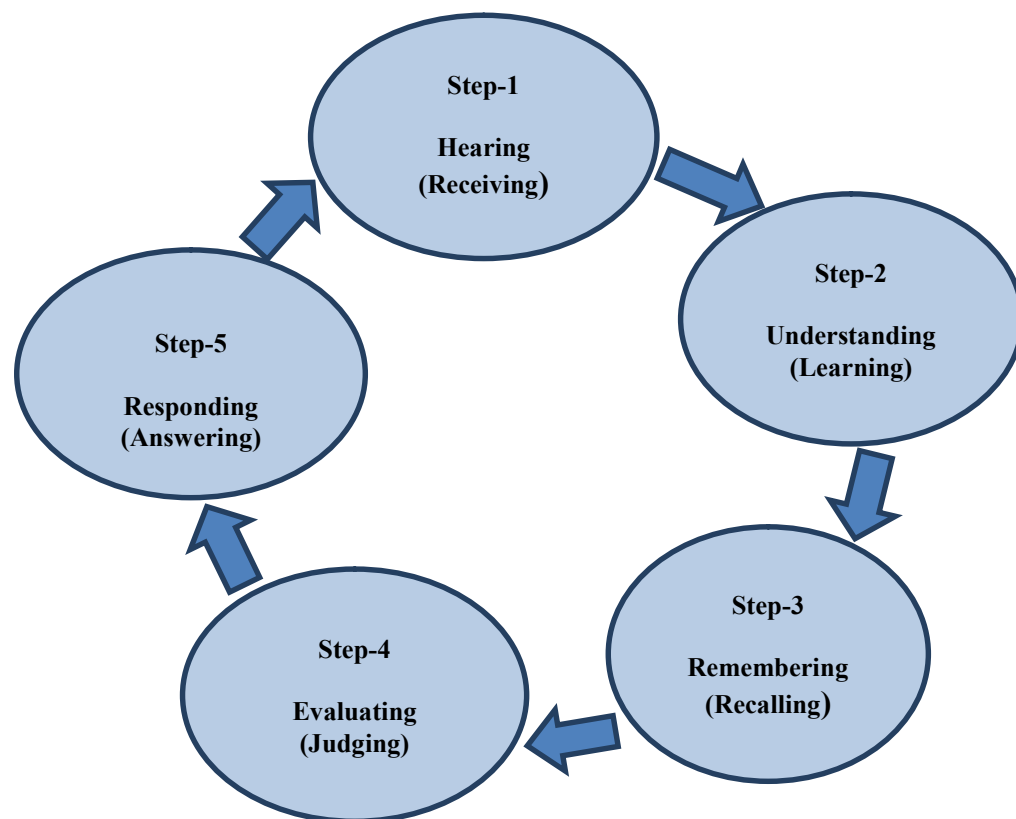
### **1.7.1 Listening Skill**

Listening is to draw out meaning from the utterances and messages. It is the most important of all language skills and can be considered as the foundation for communication. For effective communication, listening effectively is a prerequisite. It serves as a basis for language acquisition and helps the learner to develop other three language skills. Listening is more than just hearing. It is being attentive to what is heard and interpreting and responding accordingly. Patteti (2014) makes a distinction between the both, by stating that hearing is a physical process of receiving sounds



whereas listening is a conscious mental process. When the sounds reach our ears we hear it, but when we pay attention to it, understand it and try to interpret this sound, it becomes listening. And therefore hearing is referred to as a physical process which is the beginning of listening. It can be said that hearing is the base for listening. When we start our mental process to hearing, it changes into listening. Listening is the process which involves hearing, understanding and judging. Tyagi (2013) elaborates the process of listening in five steps as hearing, understanding, remembering, evaluating, and responding. She elucidates it with the help of figure 1.4

**Figure 1.4: The Process of Listening**



She further elaborates the process by explaining the steps. The first step of the process is of **hearing** which refers to reception of the sounds by the ear. This is a physical process wherein a response is caused by sound waves stimulating the sensory receptors of the ear; it is physical response. The second step is of **understanding** what is heard. For this meaning is drawn out from the sounds heard on the basis of our knowledge and the context in which it is being used. The third step of **remembering** comprises of storing the meaning drawn from things heard in the mind. While

listening when our attention is selective, whatever is stored in the memory depends on what is heard. The next step of **evaluating** involves only the learners who are attentive while listening. In this step, the listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message and therefore no longer hear and attend to the incoming message. The last step of **responding** depends on the context in which the response is required. It can be verbal or non-verbal. The sender comes to know through this step whether they were successful in transmitting the message or not.

#### ***1.7.1.1 Importance of Listening Skill***

Listening skill is an important skill of language for students. Efficient listening helps in smooth communication and hinders misunderstandings. When a student listens well and understands and comprehends; it ensures that the instructions in the classroom have reached the student. Effective listening in the classroom has a positive effect on student's academic achievement. In presence of inadequate listening skill, cognitive and academic development of the students is hampered. During the teaching-learning process, a student at the secondary level is required to listen more to the lectures and discussions in the classroom and try to understand and comprehend it. They need to be actively engaged in the classroom discussion related to the subject being taught for better understanding. It requires the student to listen, comprehend, interpret, and evaluate ideas and information from a variety of texts, considering the purpose, messages, tone, structure etc.

Thus there needs to be enough emphasis put by the teacher in enhancing the listening skill in students while teaching the skill in the classroom. Gilakjani & Ahmadi (2011) mention that English listening comprehension is a complex skill and needs conscious development. It can be developed with practice and therefore the students must be provided with numerous opportunities to practice the listening skill. While students' are provided with exposure to listening skill efforts needs to be put in the direction of achieving the objectives while teaching listening.

Although listening skill is an important skill to be developed in the students, little or no emphasis is given on the development and evaluation of listening skills in the students at school. Dua (2008) also observed that relevance of listening in

communicative competence and its importance in language teaching is generally neglected.

### ***1.7.1.2 Objectives for Teaching and Testing Listening Skill in English***

Following is the gist of the objectives laid down by CBSE for teaching and testing listening skill in English which were taken into consideration by the researcher while preparing, conducting and evaluating listening activities-

- to adopt different strategies of listening on the basis of the purpose of listening;
- to understand and interpret the verbal inputs ;
- to anticipate and predict what will come next while listening;
- to identify the important points from the aural material (an audio, or a teacher speaking) ;
- to analyze and interpret the ideas presented while listening

To achieve the above objectives for effective listening, one needs to have a mastery over the sub-skills of listening.

### ***1.7.1.3 The Sub-Skills of Listening***

Listening is a skill made up of different sub-skills. To enhance the listening skill in students these sub-skills need to be worked upon. Patteti (2014) has listed the following sub-skills of listening –

- Ability to guess the meaning of unfamiliar words from the context.
- Discriminating between distinctive sounds
- Listening for gist.
- Understanding cohesive devices
- Listening for specific information and important details.
- Recognizing functions of stress and intonation in spoken language
- Identify the keywords
- Making inferences and identifying the topic and theme of the aural input.

### ***1.7.1.4 Teachers' Initiative***

Language teacher plays a crucial role in helping students to be a good listener which will help them in enhancing listening skill in the English language. The teacher has to

make students aware of the goals of the listening tasks, to comprehend aural input and to identify relevant and non-relevant information. Immediate feedback must be given by the teacher whenever possible which will encourage students to examine how or why their responses were incorrect.

### **1.7.2 Speaking Skill**

The Speech is the essence of language. Speaking is the ability to communicate through speech. Mukalel (1998) states that all natural languages have their origins in the speech. Like listening, speaking also develops in the children naturally. An illiterate person may not know to read and write in L<sub>1</sub> but can very well communicate through speaking in it. But in case of L<sub>2</sub>, efforts need to be put to attain speaking competence in the target language. Communication without speaking cannot be quick and smooth.

If speaking skills are worked upon it has a positive effect on other language skills also as all the skills are interrelated. Banerjee (2006) affirms that if oral work is well handled, difficulties in written work will be reduced to a minimum. Richards (1985) also states that there is a belief in transfer across skills, and skills acquired in speaking are thought to transfer to writing and reading.

Mere competence in the grammatical rules of a language is not sufficient enough for the effective use of the language for speaking. To develop oral skills in the English language, the students should have an acceptable pronunciation, intonation and knowledge of conversational English.

#### ***1.7.2.1 Importance of Speaking Skill***

Banerjee (2006) gives a reference to the psychologist's view that good speech generates confidence and a feeling of security and helps in developing good relations with others. Anyone having a good speaking skill is able to persuade others. Moreover, speaking skill is widely used by students throughout their academic life. Once the students are out in the world of work, this skill is helpful for them to communicate with the people at workplace from varied language backgrounds.

Speaking skill is an important ingredient for better communication. To be an efficient speaker of English the students should be taught English language keeping in mind the objectives for teaching and testing speaking skill in English.

#### ***1.7.2.2 Objectives for Teaching and Testing Speaking Skill in English***

Following is the gist of the objectives laid down by CBSE for teaching and testing speaking skill in English which were taken into consideration by the researcher while preparing, conducting and evaluating speaking activities-

- to speak clearly, confidently and intelligibly using appropriate voice, stress and intonation patterns;
- to follow a logical sequential pattern while giving a speech, debater narration;
- to express the thoughts and ideas using certain devices for speaking and considering the situations;
- to actively participate in all discussions and social discourses in familiar situations

Enough initiatives need to be taken in the language classroom to nurture the sub-skills of speaking so that the students develop their speaking skill. This is required to achieve the above mentioned objectives of teaching speaking skill to the students.

#### ***1.7.2.3 Sub-Skills of Speaking***

The sub-skills or the micro skills of speaking needs to be worked upon to be able to use language efficiently while speaking. Patteti (2014) gives a list of the following sub-skills of speaking skill.

- Pronounce the distinctive sounds of a language clearly
- Use stress and rhythmic patterns and intonation patterns of the language clearly
- Using grammatically correct form of the words
- Grammatically correct framing of the sentences
- Appropriate usage of the vocabulary
- Using the language appropriate to the situation

#### ***1.7.2.4 Teachers' Initiative***

While learning English language skills in India, students depend greatly on the environment provided by the language teacher in classrooms. Teachers' speaking should set a standard to be followed. Banerjee (2006) feels that the teacher can provide an environment wherein the students hear clear, vigorous, idiomatic English. The teacher is the one who needs to introduce the students to the strategies for speaking and how to enhance this skill along with providing the feedback to develop real-life communication. Mohan (2012) states that during tasks for speaking, it is very important that students should be instructed to use various oral strategies such as, description, simplification, use of direct speech, illustrations, use of narrative techniques, use of idioms and phrases, natural use of connectors, use of intonation, stress etc. as per the topic and the use of non-verbal communicative strategies etc.

#### **1.7.3 Reading Skill**

Reading is the fundamental skill upon which all formal education depends. Reading doesn't just mean decoding the written text. It is much more than that. It is a complex mental process wherein the reader reads a text as input and comprehends and analyses the written text. The output thus is the understanding of the written text and drawing out meaning. This helps the reader to add to his/her existing knowledge. On the basis of the purpose of reading, it can be categorized as -

- (i) Intensive reading and
- (ii) Extensive reading

In Intensive reading the emphasis is on detailed study of the passage, to understand everything the passage contains. In extensive reading the reader reads quickly to get the general idea of the text and does not focus much on the details. The readers also use the strategy of scanning for specific items of information and skimming for general impression.

A student has different motives for reading, such as to know specific details of a topic, to have an overall idea of the topic, to find specific information and at times for pleasure. Dash and Dash (2007) mentions the three important purpose of reading at secondary stage-

- (i) reading with speed,
- (ii) reading with comprehension and
- (iii) reading for pleasure.

#### ***1.7.3.1 Importance of Reading Skill***

Reading skill enables a student to comprehend and gain information from the printed text. A student requires this skill throughout his academic career as well as in everyday life situation. Moats (1999) stresses upon the importance of reading skill saying that in today's literate world, academic success, secure employment, and personal autonomy depends on reading and writing proficiency. The more one reads, the larger his or her language base becomes. Colombo and Furbush (2009) asserts that reading plays an increasingly important role in learning content and in the development of academic vocabulary in upper grades in school. Reading not only improves student's immediate grasp of content, it also provides background knowledge that allows the learners to listen critically to classroom lectures and instructions, participate in classroom discussions, and write more coherently.

The English language is also considered as a library language. Vast resource of knowledge is contained in books. E-Resources are also an important source of information to students. A student with good reading skill can retrieve this knowledge in the written form. Enhanced reading skill has a positive effect on the students' academic achievement. Reading is an important skill which needs to be developed in students not only for their academic success but also because proficiency in it has a positive effect on the other language skills. Indubitably, the future success of all students depends upon their ability to become proficient readers. Reading in the English classroom should be taught to students with an aim to achieve the objectives of teaching and testing reading skill.

#### ***1.7.3.2 Objectives for Teaching and Testing Reading Skill in English***

Following is the gist of the objectives laid down by the CBSE for teaching and testing reading skill in English which were taken into consideration by the researcher while preparing, conducting and evaluating reading activities-

- to be able to read silently and aloud at required pace depending on the purpose of reading;
- to adopt different strategies of reading on the basis of type of the text and purpose of reading;
- to retrieve specific details from the text;
- to anticipate and predict what will come next in a text;
- to understand organization, main idea and the theme of the text;
- to deduce contextual meaning of unfamiliar words in the text;
- to analyse and interpret the ideas in the text;
- to extract the information from the text for specific purposes
- to analyze and interpret the ideas presented in the text;
- to use all sub-skills of reading;
- to read extensively and intensively.

#### ***1.7.3.3 Sub-Skills of Reading***

Reading skill is made up of various sub-skills. To enhance reading skill, a student needs to be competent in the sub-skills of reading. Pan (2009) emphasizes on the need to focus on the sub-skills of reading, as it helps learners to get specific information from the reading texts. He states that with the practice of each sub-skill, learners achieve the utmost aim of improving reading skill.

- Reading at required speed silently and aloud.
- Reading for a purpose.
- Using various strategies of reading, like skimming and scanning based on the purpose of reading.
- Understanding the lexical and structural meaning of the words and phrases
- Ability to guess the meaning of unfamiliar words from the context.
- Ability to answer on the basis of reading.
- Identifying and understanding punctuation marks, used in the text.
- Reading for specific information and for details.
- Extracting information required from the text
- Comprehending the text and making inferences
- Summarizing the text and making the notes.



- Identifying the topic and theme of the text.

#### ***1.7.3.4 Teachers' Initiative***

The teachers need to encourage the students to read enthusiastically. The teacher is the one who can influence the reluctant reader to read. For this the teacher needs to model his/her reading engagement. Loh (2009) opines that reading should be perceived as important by the teachers themselves. Only when the teachers feel that reading is important, the students also perceive it important. The teacher plays crucial role in motivating students to read. Along with posing as a role model the language teacher needs to make students aware of the purpose of reading and to use strategies while reading.

#### **1.7.4 Writing Skill**

Writing as a communication tool is a mean of conveying one's thought in the written form. Writing is a meaning-based activity and a powerful means for communication (Colombo and Furbush, 2009). The writing process involves certain linguistic skills. Aggarwal (2003) asserts that effective writing should have clarity, conciseness, correctness, strength, coherence, unity and completeness of the matter. The process of written communication starts with the planning for written text which requires the thought process to work with the knowledge of certain essential literary devices. Dua (2008) emphasized that the achievement of coherence and unity in text depends on the appropriate use of different kinds of cohesive devices such as syntactic, lexical and semantic and several cognitive processes such as ability to plan execute and evaluate the written text.

The different forms of written text in the modern society such as letters, articles, applications etc. require a person to have skill and competence in writing.

##### ***1.7.4.1 Importance of Writing Skill***

Human civilization has significantly benefitted due to writing system. Well preserved written documents have helped us to connect to our roots and have contributed to knowledge base. Be it sharing of information in the field of art and culture or science and technology, written texts have helped in enriching our knowledge. Written text is the basis for storage and transmission of information and knowledge.

Education at higher level needs students to be skilled in writing. Writing with skill and clarity helps students to express well and therefore helps in academic success. It is reported by Graham & Perin (2007) that good writing skill is a necessity for young people. Writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. They also state that if young people do not have the ability to transform thoughts, experiences, and ideas into written words, they are in danger of losing touch with the joy of inquiry, the sense of intellectual curiosity, and the inestimable satisfaction of acquiring wisdom.

There is a huge production of diversified written texts in today's world. To have a reach to them, there is a need for people to be competent in producing quality written texts in its basic forms if not in specialized form. In the workplace, one frequently needs enhanced writing skill for drafting mails, documents, reports etc. If students today are not skilled in writing they will struggle to produce quality written documents.

#### ***1.7.4.2 Objectives for Teaching and Testing Writing Skill in English***

Following is the gist of the objectives laid down by the CBSE for teaching and testing writing skill in English at secondary level. It was taken into consideration by the researcher while preparing, conducting and evaluating writing activities-

- to express ideas in grammatically correct English;
- to use suitable punctuation and cohesion devices while writing;
- to write in appropriate style according to the purpose;
- to have clarity in expression of ideas and thoughts
- to present the ideas systematically and in sequential order of introduction, development, and conclusion
- to compare ideas and arrive at conclusions;
- to make notes from and summarize a text;
- to expand notes/clues and revise and reform before final draft.

### ***1.7.4.3 Sub-Skills of Writing***

Writing skill involves various sub-skills listed below:

- Writing legible sentences in correct spelling;
- Using appropriate vocabulary and sentence structure while writing;
- Expressing thoughts using cohesive devices
- Writing in sequentially arranged sentences and paragraphs
- Framing and reframing the draft on the basis of the purpose of writing
- Making notes and expanding notes

### ***1.7.4.4 Teachers' Initiative***

While teaching students writing skills, there should be emphasis on producing organized and systematized text, usage of required literary devices and appropriate format. Reluctance in writing is because the students are afraid that their writings can be full of errors, more if it is writing in English. They may also find it difficult to put their ideas and thoughts in the English language. Thus it's the teacher who acts as facilitator to implement the activities to teach them the required skills in writing.

English language skills have a direct relationship with the smooth usage of the language. Therefore while teaching English, the emphasis should be on skill enhancing than on just information passing. Varghese (2013) believes that the aim of teaching English to our students is to enable them to use English with ease and comfort, that is, to use it both instrumentally and integratively. When we learn English we should aim at a degree of language proficiency. This means that we should be able to express ourselves in English in the right ways at a right situation. This can be made possible when the focus of teaching the language is on enhancing and strengthening the LSRW skills.

## **1.8.0 DETERRENTS IN ACQUIRING ENGLISH LANGUAGE SKILLS**

English has been there in Indian education system since establishment of modern English schools by the British and since then has occupied an important place in school curriculum ; but students still struggle to attain the basic skills of language. Nair (2012) reported that majority of our students lack listening and speaking proficiency in English. Their skills in these areas were measured and it was found that

they were not up to mark, despite schools conducting tests to improve them. Even though English is introduced from class I in the CBSE schools, students do not have the expected command in the basic skills of the language at secondary level. Dash and Dash (2009) mention about lack of comprehension in majority of our high school students. Shermila (1999) puts forward her views that in general, students are not found to be competent in English because of lack of skill-oriented teaching. Even after being exposed to English language for years they do not have required command on the LSRW skills of the language due to varied reasons. Apart from teaching of English without emphasizing on language skills, following factors also pose hindrance in acquiring the basic skills of English language by students.

- Meaningful language education requires teachers who are skilled and knowledgeable as well as contextualized materials (print and others). However, the real picture is different. Jaishree and Tamilselvi (2012) believes that many teachers of English enter the profession without proper training. They lack not only the teaching skills, but even the basic English language proficiency.
- Lack of competent English language environment in the school many times acts as a barrier to enhance students language skills.
- English is being taught as a subject in schools rather than as a language. Sindkhedkar (2012), states that the teacher has to attempt to train the students in accomplishing the skills of language and there is no need to acquire knowledge about the language. If the teacher explains the meaning of a text, the teacher is teaching the language as a subject. On the other hand, if a teacher trains the students in the skills of the language and gives enough practice then the teacher teaches the language as a language.
- With the conservative situations where the teachers are required to finish the syllabus, the teachers are left with no time to emphasise skill building. Sindkhedkar (2012), states that, teachers are hard pressed for time to cover the syllabus and cannot spare much time to handle the language items. The parents and the students also give stress on timely completion of the syllabus.
- There is more emphasis on writing while assessing the students in English language and less emphasis on other skill areas. Moreover as put up by Krishnaveni (2010), performance in examination takes precedence over actual performance in using the language effectively.

- Krishnaveni (2010) also mentions that language teaching in India gives more importance to reading and writing, ignoring the important skills of listening and speaking. Thus students are provided with fewer opportunity to speak and listen in the English classrooms compared to reading and writing.
- Environment and family background play vital role in developing competency in English language. This has been stressed by Lathem (1975) that deficiencies in language teaching in the schools are less apparent where the parents are providing richness and variety of language stimulations and interaction.
- One of the major problems as mentioned by Jaishree and Tamilselvi (2012) is the non-availability of teaching materials. Materials in the form of textbooks, supplementary readers and workbooks are either inadequate or inappropriate for teaching of the language skills in English.

English, as other languages is never considered teaching as a skill but only as a mere subject in schools and therefore the emphasis is on syllabus completion and not on skill enhancement. Christophersen (1973) stresses that language in schools is started as a mere subject and is learnt in that way .He further adds that the proficiency in second language comparable to mother tongue depends on many factors. One such factor is the exposure of the students to the inputs used by the teacher for teaching that language. These inputs should help students to use language in real life situations. Language is best acquired through meaningful interaction and use in varied situations. Teaching through various language activities allows students to use the language in varied situations. Continuous exposure to the basic skills of language helps students to enhance their language skills.

### **1.9.0 ENGLISH LANGUAGE SKILLS AT SECONDARY LEVEL**

The fact that students need to have required command on LSRW skills of English language is well accepted by the education commissions and committees in India. The Education Commission (1964-66) recommended that English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage, and the language of administration at the Central Government and in many of the states. Even after the regional languages become media of higher education in the universities, a working knowledge of English will be a valuable asset for all students and it will also be necessary for those who proceed to the university. This implies that

at secondary level when the students are getting ready for higher education, they need to have a satisfactory command on the English language, so that they are able to cope up with the demands of higher education. It has also been opined by Dyvadatham (2012) that as long as English continues to be the medium of instruction at the university level it has to be strengthened at secondary level.

Become skilled at the LSRW skills in English language is one of the objectives at secondary level. The students at this level are expected to have sound command of LSRW skills in English language. At this level the students in the English medium CBSE schools have to use the English language extensively in the teaching learning process in all subjects. The students have to use the language for listening to lectures, taking down notes, reading extensively, outlining and summarizing, writing for social use such as article writing, letter writing etc. writing of poems and stories and so on. Meganathan (2009) states that, one of the objectives at secondary stage is to enable learners to use the language appropriately.

Secondary education fulfills large manpower needs of the semi-organised and the organised sectors of the economy. It is also the supply chain for higher education. So, the teaching learning process should be such that it encourages the students to grow intellectually, emotionally, socially and physically. Language acts as a crucial factor in this growth. During the teaching-learning process in the classroom, be it any subject such as math, science or social science, the teacher and the students are engaged in linguistic activities such as speaking, reading, listening or writing. Thus a student requires a good command on the language of instruction so as to excel academically. Thus the aim of language teaching thus becomes to enable students to make use of language as a tool for learning. Klein, Wolfgang (1986) also stress on language skills and asserts that, “Language is a medium through which a child acquires the cultural, moral, religious and other values of society.”

The CBSE, stresses on the competence in the English language, and has designed its course, **Interact in English** for standard IX to enhance the students’ communicative competence in English language.

The overall aims of the English course offered by CBSE for secondary level are:

- (i) to enable the learner to communicate effectively and appropriately in real-life situations
- (ii) to use English effectively for study purposes across the curriculum
- (iii) to develop and integrate the use of the four language skills, i.e. listening, speaking, reading and writing
- (iv) to develop interest in and appreciation of literature
- (v) to revise and reinforce structures already learnt

The aims of the course emphasize that at secondary stage a level of proficiency in English language is expected to be acquired by the students. Students are supposed to achieve an intermediate command of language skills by the time they leave school. To achieve this, students should be given enough practice in all four language skills. A variety of tasks facilitate in development of these skills. Focus should be on comprehension skills which will enable the students in finding, processing and re-expressing information wherein emphasis should be more on language rather than literature. Thus more and more exposure to English language through language activities would help the child to enhance the language skills naturally. Chomsky (1986) rightly opines that “language development in children occurs spontaneously....., the child, simply by exposure to a language, is able to master its linguistic features.” Banerjee (2006) also says that proficiency in language is gained in parts through language experiences. She has also stressed that becoming skilled at a language depends on repetition and practice. Thus at secondary level where the students already have an acquaintance with the language, giving them an environment rich in language activities to practice the usage of language in real life situations will help them to enhance LSRW skills in the language.

It has been put forward by National Curriculum Framework (2005) that input rich communicational environment is a prerequisite for language learning. A language teacher cannot create such an environment without providing the students with inputs which helps in developing the basic language skills in students. Students need to have an exposure to appropriate input which assists in language acquisition.. As English enrich environment is not available to many students outside the school, special emphasis should be on providing a competent environment in the school itself. This

will enhance their language skills. The creation of such an enabling environment has to be encouraged through curricular and other activities emphasizing on language skill development. NCF (2005) also talks about the rich and comprehensible input which can enable acquisition of all the different skills of language.

#### **1.10.0 CENTRAL BOARD OF SECONDARY EDUCATION (CBSE): AN OVERVIEW**

Ministry of Human Resource Development (MHRD) lists following Boards of Secondary & Senior Secondary Education in India

- The Central Board of Secondary Education (CBSE)
- Council for Indian School Certificate Examinations (CSICE)
- National Open School
- Each state in the country has its state boards for High School education e.g. Gujarat Secondary and Higher Secondary Education Board (GSHSEB) in Gujarat.

The Central Board of Secondary Education (CBSE) is one of the oldest and largest Board of secondary education. CBSE took years to come to the shape it is in, today. The journey started with its inception as a joint Board in 1929. In due course of time with the advent of various state boards, it was felt that amendments need to be made in the constitution of the board and in the year 1962 the board was reconstituted. The CBSE board now had the main objective to cater to the educational needs more effectively, and to facilitate the educational needs of those students whose parents were employed in the Central Government and had frequently transferable jobs. The uniform curriculum of the board helped the wards of these employees in uninterrupted schooling, using same textbooks, curriculum and the medium of instruction. The Annual report (2014-15) of CBSE declares that from 309 schools in 1962 at its reconstitution, the Board is catering to the educational needs of 16131 schools as on 31st March 2015 including 198 schools in 23 countries. There are 1095 Kendriya Vidyalayas, 2534 Government Schools, 11902 Independent Schools, 586 Jawahar Navodaya Vidyalayas and 14 Central Tibetan Schools in the Board. A report by Bharadwaj (2016) indicates a steady increase in the enrollment in the CBSE affiliated schools in the state of Gujarat.



A uniform curriculum is developed by the Board for schools affiliated to it, focusing on nationwide requirements. Apart from managing the schools affiliated under it; it is also a major examination conducting body. Aside from the board exams, it conducts examinations such as, All India Engineering Entrance Examination (AIEEE), National Eligibility cum Entrance Test (NEET) and the National Eligibility Test (NET).

### **1.11.0 ENGLISH LANGUAGE IN CBSE CURRICULUM**

The Central Board of Secondary Education is an autonomous organization under the Ministry of Human Resource Development, Government of India. The CBSE School Curriculum gets its lead from National Curriculum Framework (NCF 2005). The Central Board of Secondary Education puts forth following guidelines in its Secondary School Curriculum 2014-15 (Scheme of Studies), for a student to be eligible for the high school examination taken at secondary level.

- (i) It is expected that all the students would have studied three languages up to class VIII. No student shall be eligible to appear at the Secondary School Examination of the Board at the end of class X unless he/she has cleared the third language.
- (ii) Hindi and English must be two of the three languages to be offered as stated in the note (i) above. Hindi and English must have been studied at least up to class VIII.
- (iii) Hindi and English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously.

The above guideline by CBSE demonstrates the significant place English holds in the CBSE School Curriculum. CBSE schools all over the globe follow a uniform syllabus at secondary level. The schools and students under CBSE enjoy common privileges as regards the curriculum, examinations and academic innovations. This uniformity helps in generalization. Secondary schools under CBSE (Central Board of Secondary Education) are schools where English is not only a compulsory subject but also the medium of instruction to a large extent. The students in these schools learn English as a subject, from first standard. English along with Hindi is taught as a compulsory subject at secondary level.

Although CBSE curriculum of English at secondary level advocates mastering LSRW skills by students, the students do not have acceptable command on LSRW skills of English language at secondary level. This is because; Inclusion of English language in school curriculum alone does not serve the purpose. The language teaching and learning is a complex process. It involves various elements and among them is a very crucial element i.e. the approach followed for teaching English language.

### **1.12.0 THE EXISTING GAP**

Though the seriousness of the education committees and commissions towards improving English language teaching for the past few decades in India cannot be denied, a sorry state is still found to exist in English linguistic behavior among the students of all levels.

The CBSE is working extensively on improving the teaching learning practices in its schools by bringing about radical changes in its curriculum for English. It has tried to bring about the changes in English language curriculum as per the need of the language in today's scenario. The CBSE has been working towards betterment of school education especially at the secondary level since its inception. The intensity of these initiatives by the CBSE in past few years has widened to make secondary education at par with the changing needs of the society. ASL (Assessment of Speaking and listening) in English language was one such step taken up by the board. It was introduced to assess students listening and speaking skills in the English language. But this effort doesn't seem to be in line with the division of syllabus and weightage assigned, by CBSE for secondary level. Not all language skills are being emphasised equally in the weightage allotted for different components of the English language. It was reported by Nair (2012) that "Majority of our students are lacking in listening and speaking proficiency in English. The reason may be attributed to less weightage being given to these two skills in term end examination. The weightage for reading and writing altogether is around 80% whereas only 20% weightage is given to assessment of listening and speaking. Figure 1.5 gives a clearer picture of the weightage to LSRW in the teaching and testing process on the course of English Communicative at standard IX given in CBSE secondary Curriculum 2015.

**Figure 1.5: Weightage of LSRW Skills in the Term End Examination of English Communicative Course**

Section		Total Weightage 100
A	Reading Comprehension	20 %
B	Writing Skills with Grammar	30 %
C	Literature Textbooks & Long Reading Text	30 %
D	Assessment of Speaking and Listening (ASL)	20 %
	<b>TOTAL</b>	<b>100 %</b>

The CBSE in its syllabus 2014-15 (Code: 101) has laid down guidelines for number of periods to be devoted towards these skills, which is proportionate to the marks allotted to these skills. However, there have been no guidelines on how many periods to be specifically devoted to these two important skills i.e. speaking and listening. This clearly indicates negligence towards these skills. Mohan (2012) has mentioned that listening skill is the base for the development of all the other language skills. As command on language skills is the basis for effective communication, it is imperative to equip the students with the LSRW skills of the English language.

### **1.13.0 RATIONALE**

Language learning is an important component of education and all round development of a student. The CBSE in Secondary School Curriculum 2014-15 asserts that a global 21st century citizen should possess effective language skills for better interpersonal relationships through skills of listening attentively to and communicating effectively with others, and sharing various perspectives and information assertively with others. It implies that the foremost goal of language teaching should be developing communicative competence wherein students are facilitated to develop this body of knowledge by providing with authentic practice that prepares students for communicating in real-life situations. The students should be helped to develop the ability to produce grammatically correct and logically connected sentences that are appropriate to specific contexts using comprehensible pronunciation. It has been aptly put up by Hinkle (2006) that “pragmatic objectives of language learning place an increased value on integrated and dynamic multiskill instructional models with a

focus on meaningful communication and the development of learners' communicative competence".

The English language taught at primary and upper primary classes basically focuses on acquaintance with language and structure building. By the time learners reach secondary classes they have a sound foundation of the language and the basic skills of the language and hence at this stage polishing their LSRW skills in English language needs to be worked upon. Colombo and Furbush (2009) discuss that older students and adults remain capable of developing high levels of proficiency in second languages. Adolescents have a well-developed capacity for memory, pattern recognition, induction, categorization, generalization, and inference.

There are various reasons why researcher stresses that at secondary level students should have required communicative competence. The first among it being required preparedness of the students at this level for contributing to the socio economic development of the community, equipped with the required skills. Many students start working after secondary level and they need to have required command on the LSRW skills of language among other skills so that they are able to get better opportunities. This has also been advocated in the Scheme of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) that it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the eight years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. Secondly, at secondary level, the learners are also prepared for entrance to higher education; where again intelligible use of language is expected. Ganguly (1992) affirms that the English language would continue to play an important functional role in the field of higher education and knowledge sharing.

This fact cannot be denied that the LSRW skills have a greater role to play in the communicative competence. Therefore, it becomes imperative to ensure that all learners leaving school have required command in LSRW skills in English language. Dyvadatham (2012) in the same line added that the chief objective at secondary level is to improve students' skills in listening, speaking, reading and writing. The same has been realised by CBSE and as a result various innovative practices related to English language teaching and evaluation, stressing on LSRW skills is being undertaken by it

for past couple of years. However, they seem meager in case of integrated development of LSRW skills of English language.

Though CBSE students follow a well-developed curriculum in English, they still lack the required command in LSRW skills in English. This has also been opined by Joseph (2003) that it is surprising that after learning English in English Medium School for more than eight years a student is still found possessing inadequate knowledge of the actual conversational aspects of English. He further added that teaching English should be done in such a way that the English language classroom provides adequate atmosphere for learning English as the medium of communicative functions. NCERT (2006) in the Position Paper on Teaching of English suggests a comprehensible input-rich curriculum that lays the foundation for spontaneous language growth. It also stresses on meaningful language exposure. Rogdea et al (2016) found that interventions in the language of instruction for second-language learners can be an effective way to enhance second-language learner's L2 skills. While teaching English language, the investigator observed that the interesting and indigenous inputs in the form of language activities not only motivates students to learn English language but also create their interest towards the subject and thus would prove to be of a great help in enhancing student's communicative competence.

The investigator believes that communicative competence in English can be achieved through the learner centered activities which can be carried out in the English classroom. The investigator intended to enhance LSRW in English language among students. The investigator strongly felt that for this purpose the transacting of teaching learning should be based on a multi-skill, activity based, learner centered approach, wherein the teacher acts only as a facilitator and motivates the students to use English for the purposes of communication. With an aim of enhancing the LSRW skills in English, the investigator decided to use learner-centered activities to enhance these skills in students at secondary level. Therefore the investigator felt a need to develop a package which could emphasize on all four language skills of the English language and enhance them.

#### **1.14.0 STATEMENT OF THE PROBLEM**

Development and Implementation of a Package for Enhancing Listening, Speaking, Reading and Writing (LSRW) Skills in English Language among Secondary CBSE Students

#### **1.15.0 OBJECTIVES OF THE STUDY**

The present study was conducted with the following objectives.

1. To develop a package for enhancing LSRW skills in English among secondary CBSE students.
2. To implement the developed package among secondary CBSE students for enhancing their LSRW skills in English.
3. To study the effectiveness of the developed package in terms of improvement in LSRW skills in English among secondary CBSE students.
4. To study the reaction of secondary CBSE students towards the developed package for enhancing LSRW skills.

#### **1.16.0 HYPOTHESIS**

The following null hypotheses were formulated to achieve the said objectives of the present study to be tested at 0.05 level of significance.

**H<sub>01</sub>** There will be no significant difference between the mean achievement score of listening skill of experimental and control group secondary students.

**H<sub>02</sub>** There will be no significant difference between the mean achievement score of speaking skill of experimental and control group secondary students.

**H<sub>03</sub>** There will be no significant difference between the mean achievement score of reading skill of experimental and control group secondary students.

**H<sub>04</sub>** There will be no significant difference between the mean achievement score of writing skill of experimental and control group secondary students.

**H<sub>05</sub>** There will be no significant difference between the mean achievement score of English communication skill of experimental and control group secondary students.

#### **1.17.0 EXPLANATION OF THE TERM USED**

Package for Enhancing LSRW Skills: Package in the present study for Enhancing LSRW Skills was a set of learner centered activities, emphasizing on LSRW skills in English language, to be carried out while transacting the units from the Literature Reader. The package included the following components.

- (i) Visual aids such as pictures, cartoons, newspaper clippings etc.
- (ii) Audio of passages and speeches stressing on proper pronunciation, and intonation patterns.
- (iii) Audio- Visual Materials.
- (iv) Language activities stressing on LSRW skills.

#### **1.18.0 OPERATIONAL DEFINITION OF TERMS USED**

**Listening Skill:** Listening skill is the score obtained by the students in a listening skill test prepared by the investigator.

**Speaking Skill:** Speaking skill is the score obtained by the students in a speaking skill test prepared by the investigator.

**Reading Skill:** Reading skill is the score obtained by the students in a reading skill test prepared by the investigator.

**Writing Skill:** Writing skill is the score obtained by the students in a writing skill test prepared by the investigator.

**Communication Skill:** Communication skill is the sum total of the scores secured in all the four skills.

**Effectiveness:** Effectiveness is the significant difference between the mean posttest scores of experiment and control group students.

### **1.19.0 DELIMITATION OF THE STUDY**

In the present study secondary students were delimited to standard IX students.

### **1.20.0 SCHEME OF CHAPTERIZATION**

The present study follows the below listed scheme of chapterization

Chapter I give details of the conceptual framework of the present study. The chapter helps to build the rational for the present study. The appropriateness of the study and the reason to conduct the study is presented in this chapter. The chapter also presents the details of the objectives of the study, the hypothesis framed, terms explained and operationalized and delimitation of the present study.

Chapter II gives a detail of the reviewed literatures in the field of LSRW skills of English language. This helped the researcher to decide upon the sample and population and methodology to be adopted for the present study.

Chapter III Details the methodology adopted in the present study and the plan and procedure implemented. This chapter details about the design of the study, the population and sample zeroed down, the procedure followed to develop the package and the tools used for data collection.

Chapter IV provides details of the analysis and interpretation of the data collected. The chapter also provides the findings of the present study and implications of the same.

Chapter V comprises of the major findings of the present study and the discussion on the results arrived at after the analysis.

Chapter VI presents the whole study in a nutshell. It also consists of the implications drawn from the present study and suggestions.