

## CHAPTER – 11

### REVIEW OF RELATED LITERATURE

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 INTRODUCTION**

The researcher has gone through a number of related literatures from both Indian and foreign studies conducted in the learning and teaching of English as a second language. The findings of the scholars have been cited herewith in relation to the topic of the researcher. To top it up, the researcher has specifically cited the most current studies in English language from 2000 onwards, to be abreast of time.

#### **2.2 IMPORTANCE OF REVIEW OF RELATED LITERATURE**

It is of great significance to have a review of related literature as it gives an inkling into the mind of the researcher treading on familiar grounds and then launching ahead towards the unknown and untested terrain of knowledge. Neglecting the past knowledge and not knowing what to do with the present is like ‘Throwing the baby with the bath’. Therefore, it is important to know all about the researches done in the past as it helps eliminating duplication and provides useful hypothesis and helpful suggestions for significant investigation into the whole new world of knowledge.

The reviews of the studies have been categorized under four different sub-categories as mentioned below together with the implication of each of these sub-categories and the variables and findings of utmost importance:

1. Studies Conducted In The Area Of Teaching Of English At The P.T.C. And B.Ed. Level.
2. Studies Conducted On Achievement In English At Primary And Secondary School Level.
3. Studies Conducted On Factors Affecting Learning English Language.
4. Studies Conducted On Approaches Followed In Teaching English.

## **2.3 Studies Conducted In The Area Of Teaching Of English At The P.T.C. And B.Ed.**

### **Level:**

**Raj (2004)** ‘Functional Proficiency of Student Teachers in English Language’. Survey method was employed.

The main findings of the scholar is that the level of Functional Proficiency in English of student teachers studying in colleges of education affiliated to Manonmaniam Sundaranar University is neither low (14.31% - 26.33%); nor high (17.67% - 34.45%) but only average (43.64% - 68.02%). Student teachers who are average in Functional Proficiency in English and its dimensions are predominantly average in their verbal reasoning, intelligence, self-esteem, social maturity and in their social acceptance but are neutral with regard to attitude towards English. Student teachers who come under the low category are found to be moderate in verbal reasoning, intelligence, self-esteem, social maturity and social acceptance but are neutral with regard to attitude towards English. And student teachers who have been demarcated under the high category are found to be moderate in verbal reasoning, intelligence, self-esteem, social maturity and social acceptance but are neutral with regard to attitude towards English.

**Bushra, Aijaz and Saima (2010)** Conducted ‘A Study of the Reported Language Skill Development Strategies of the Student Teachers’. This descriptive study was carried out to study the foreign language skill development of the student teachers of The Islamia University of Bahawalpur (IUB). Two hundred student teachers from IUB were the sample. A forty items questionnaire was administered, the reliability of which was 0.903. No significant difference was found between mean scores gender wise. It was also found that students of B.Ed class have higher mean score on reading, writing and listening skills but the difference is not significant. Conversely, students of M.Ed. class have higher mean score on speaking skills; however, the difference is not significant.

**Bavesh (2012)** conducted a study on ‘Development and Implementation of a Strategy to Enhance Communicative Approach for English Language Teaching among the Student Teachers’. The findings suggests that in the comparison of traditional classroom teaching-learning process where English is taught by filtering the content through the mother tongue and the learners remain passive spectators at large, the communicative language teaching based

classroom would prove to be successful in creating lively atmosphere where English language is learnt naturally as a part of interaction. Further on, the communicative approach is the only approach that has fundamental key aspects like learner-centered teaching, activity-oriented teaching-learning, healthy interaction opportunities for learners, a lot of scope for creativity and function based language items which can lead to natural learning of English language. As a whole, there is no exaggeration in saying that whatever improvement is observed in the teaching learning aspect of the student teachers in the context of language components could be only due to the effective implementation of the strategy.

### **2.3.1 Implications of Studies at P.T.C. and B.Ed. Level**

A total of three studies under the P.T.C. and B.Ed. level category have been reviewed. **Raj(2004)** found that Student teachers who are average in Functional Proficiency in English and its dimensions are predominantly average in their verbal reasoning, intelligence, self-esteem, social maturity and in their social acceptance but are neutral with regard to attitude towards English. **Bushra, Aijaz and Saima (2010)** concluded that students of B.Ed class have higher mean score on reading, writing and listening skills but the difference is not significant. **Bavesh (2012)** concluded that the Communicative Approach has fundamental key aspects like learner-centered teaching, activity-oriented teaching-learning, healthy interaction opportunities for learners, a lot of scope for creativity and function based language items which can lead to natural learning of English language.

### **2.4 Studies Conducted On Achievement In English At Primary And Secondary School level:**

**Meera (2000)** investigated on the subject, ‘Language Aptitude, Select Attitudinal and Motivational Variables as Correlates of Achievement in English of Secondary School Students’. The survey method was followed.

The findings indicate that language aptitude and attitude towards Education were the best correlates of Achievement in English. Attitude towards English teachers and teaching had significant relationship with achievement in English and achievement motivation did not show any significant relation with achievement in English. Also, high mean achievement in English

scores was found to be associated with high language aptitude group and favourable attitude towards education group.

**Jeyakumar and Sebastian (2003)** ‘Competence in Spoken and Written English of Higher Secondary Students’. Survey method was used.

They came up with their findings that there is no significant difference between rural and urban school students in their competence in spoken and written English. Further on, there is significant difference among boys, girls and co-education school students in their competence in spoken and written English. And finally, there is significant relationship between students’ competence in spoken English-pronunciation, giving response to the given situation and oral fluency and their competence in written English-concord, arrangement of sentences, written fluency and dialogue writing.

**Varghese (2005)** investigated on the topic, ‘The Present Condition of English Transacted in High Schools. Survey method was selected.

According to her findings, contrary to popular understanding, it was found that the opinions of male and female students differed significantly on dimensions like teaching process, teacher component and pupil component. The opinion of the sexes tallied in the case of teaching environment suggesting that the needs of male and female in a language class are varied. Also, the opinions of the pupils in the rural and urban areas were significantly different from each other except on the variable ‘pupil component’, which could be attributed to the influence of media-a common factor in urban and rural areas. It was also observed from the scores of Malayalam medium and English medium that there was much difference on all dimensions pointing towards a widening gap between the English medium and Malayalam medium syllabus co-existing in the schools today. Further, the education of the mother was seen to affect the opinion of the student with regard to teaching English in high schools on all dimensions except on teacher component but in the case of father’s education, there was hardly any correlation. Finally, there was significant difference (0.01) among the opinions of the students in government, aided and unaided schools with regard to their opinion on transacting English in High schools of Kerala.

**Farooque (2005)** did a study on ‘English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools of Kannur District’ and having employed the Survey Method. It is an interesting and appealing Study on English Language Competence of Teachers and Students’ Achievement in English Medium Primary Schools. The Research Rigor has been observed throughout the Study. The Scenario of the English Medium Primary Schools of Kannur District has definite Messages for Parents, Administration and Teacher Education Institutions. The English Language Proficiency of the Teachers in these schools has significant bearing on the achievement of students in various subjects, namely, Mathematics, EVS, English and overall achievement. Teacher Education for the Primary School level needs to be strengthened. The Study has definitely contributed to the Knowledge Base in the selected area, namely, English Language Proficiency of Teachers in English Medium Primary Schools and Students’ Achievement.

**Steve (2005)** ‘Extensive Reading and its Role in Japanese High Schools’. Despite the many language acquisition benefits frequently ascribed to Extensive Reading, it has yet to gain widespread acceptance in Japanese high schools. This is somewhat surprising, since teachers are constantly searching for ways to motivate and interest students, and Extensive Reading (ER) not only improves learners’ reading abilities and aids the development of a variety of other language skills, but also provides the basis for a whole range of speaking, writing and listening activities. It is therefore perfectly compatible with, and a useful complement to, a communicative-approach based language class. This article therefore supports the view that ER has a useful role to play in high school English teaching at all levels. It begins by reviewing the theory behind ER and the evidence for its benefits. It then reports on a survey carried out at a high school which already has a functioning Extensive Reading programme, and which appears to confirm that not only do students come to enjoy ER, but that it also contributes to improvements in ability and attitude.

**Hussain (2005)** An Experimental Study Of Teaching English Through Direct And Traditional Methods At Secondary Level. The findings suggested that direct teaching method was more effective as a teaching-learning technique for English as compared to traditional teaching method. Students in the direct teaching method outscored than students working in traditional learning situation. Low achievers in direct teaching showed significant superiority over low achievers learning English by the traditional method. Thus direct teaching was found to be more effective method for teaching English to the low achievers as compared to traditional method of

teaching. High achievers, whether they were taught English by direct method or traditional method, retained learnt material at the same rate. Low achievers taught English by direct method retained more material as compared to low achievers taught by traditional method of teaching. Therefore direct teaching seemed to be more effective teaching learning technique for low achievers

**Asha (2006)** topic of investigation was ‘Achievement in English: Perspectives of Secondary School Teachers’. The survey method was used.

The findings suggest that majority (75.88%) of teachers are of the opinion that oral communication skills are more important than written skills. Secondly, only 13.86% of the teachers use two or more strategies for developing the varied skills associated with the acquisition of the second language and only a very low percentage (8.78%) give opportunity to express ideas in English in class, i.e.; for the self-expression of students in class. Thirdly, the general backwardness of students hardly accounts for their weakness.

**Muthukrishna and Singaravelu (2006)** experimented on the subject, ‘Learner-Friendly Task-Based Approach in Reported Speech in English at Standard VII’. A single group experimental method was adopted.

They concluded that the pupils of Standard VII in Municipal Rajampalayam Middle School, Mannargudi had learning impediments in transformation of Reported speech in English. Further more, there is significant difference between pre-test and post-test in achievement mean scores of the pupils in transformation of Reported speech. And, learner friendly task-based approach in transformation of Reported speech in English is more effective than customized approach.

**Rezwana (2007)** undertook a ‘Study of the Impact of Teaching Strategies in English in Developing Creativity among IX Standard Students of Bangalore City with special reference to Sex, Intelligence and Socio-Economic Status’ using an Experimental Method. The study reveals that the teaching strategies developed have helped the students to improve their creativity. However, the variables considered as moderator variables, namely, intelligence, SES, and sex have not been found to moderate the relationship between teaching strategies and creativity.

**Ezzedine (2011)** ‘The effect of using visual aids on second language speaking’. This study aims at examining the effect of incorporating visual literacy in terms of enhancing the oral fluency and communicative skills of second language learners. In addition, it attempts to identify teachers’ attitudes and beliefs regarding the integration and effect of visual aids in their speaking classrooms. The participants were grade six students who learn English as a second language in addition to teachers who teach English as a second language for elementary and intermediate levels. A questionnaire was distributed to be filled by all sixth graders in four sections of grade six at the school investigated. In addition, six students from one class were observed over a period of two months using an oral fluency rubric. Finally, a semi-structured interview including six questions was conducted with five teachers. Both qualitative and quantitative data were obtained. The findings in the three instruments used reveal that the integration of visual aids enhances second language communication skills and oral fluency. In addition, students hold positive attitudes regarding the implementation of visual literacy. We can deduce from the results of the three instruments that the use of visual materials has an obvious and inarguable positive effect on some areas of influence rather than others, particularly organization of sentences and voice and clarity. This study confirms that educators have to reconsider the teaching strategies which rely mainly on words and print material to teach speaking. Instead, visual literacy should be incorporated in order to evoke better responses from English-as-a-second language students.

**Sharma and Yadav (2013)** conducted ‘A Study to Identify Problems of Teaching and Learning of English as a Second Language at Primary Stage in MCD Schools of Delhi’; Survey Method was used under Descriptive Research. The major findings shows that students face many problems in acquisition of the four linguistic skills: listening, speaking, reading and writing. There are various factors which affects the learning of English as a second language. The improper library facilities, irregular teachers, inefficiency of teachers, lack of motivation from teachers leads to the poor performance in English. The conversation between teacher and students, students and students also play a major role in English language learning. Through the analysis it was found that in MCD primary school’s classrooms, teachers seldom communicate with students in English. Teachers are not able to give individual attention due to overcrowded classroom. Apart from school environment, home environment also have a role to play in English language learning. It is found that English is hardly spoken in the vicinity of students. Parents are incompetent in assisting language learning.



**Erdem, Aliye, Mukaddes, Pala and Ferhat (2013)** ‘An Example of a Constructivist Blended Learning Environment for Developing Language Skills’. The purpose of this research is to create a model of constructivist blended learning environment which will contribute to the development of listening and speaking skills, and which consists of face-to-face and online dimensions. The participants of the implementations for developing the blended learning environment are composed of 26 fourth graders – 12 girls and 14 boys – who attend a private elementary school in the academic year 2011-2012. The learning environment is evaluated based on the rate of using the learning environment by the participants and on their feedbacks. The developmental characteristics and interests of the fourth graders attending the elementary school where the model will be implemented are taken into consideration in developing the blended learning environment. Since the research is limited to the language skills of listening and speaking, the face-to-face and online learning environments are based on only these skills. The creation and development of the blended learning environment is presented under the subheadings of analysis, design, development, implementation and evaluation.

As a result of the research which is conducted in the blended learning environment, it is concluded that the participants usually have shared sound recordings related to the theme “listen” most and the theme “tell” least among the themes “listen”, “watch” and “tell”; that the participation in the implementation has decreased in time; and that the participants have been satisfied with studying in such an environment.

#### **2.4.1 Implications of Studies On Achievement In English At Primary And Secondary School Level**

Twelve studies on achievement in English at Primary and Secondary level have been reviewed and the observations recorded under this category are as follows:

**Meera (2000)** indicated that language aptitude and attitude towards Education were the best correlates of Achievement in English. **Jeyakumar and Sebastian (2003)** reported that there is no significant difference between rural and urban school students in their competence in spoken and written English. **Varghese (2005)** found that the opinions of male and female students differed significantly on dimensions like teaching process, teacher component and pupil component. **Farooque (2005)** concluded that the English Language Proficiency of the Teachers in the schools of Kannur District has significant bearing on the achievement of students in

various subjects, namely, Mathematics, EVS, English and overall achievement and further suggested that Teacher Education for the Primary School level needs to be strengthened. **Asha (2006)** found that majority (75.88%) of teachers are of the opinion that oral communication skills are more important than written skills and only 13.86% of the teachers use two or more strategies for developing the varied skills associated with the acquisition of the second language. **Muthukrishna and Singaravelu (2006)** proved that learner friendly task-based approach in transformation of Reported speech in English is more effective than customized approach. **Rezwana (2007)** revealed that the teaching strategies developed have helped the students to improve their creativity. However, the variables considered as moderator variables, namely, intelligence, SES, and sex have not been found to moderate the relationship between teaching strategies and creativity. **Sharma and Yadav (2013)** findings highlighted that students face many problems in acquisition of the four linguistic skills: listening, speaking, reading and writing due to several factors like the improper library facilities, irregular teachers, inefficiency of teachers, lack of motivation from teachers leading to the poor performance in English. **Steve (2005)** confirms that a functioning Extensive Reading programme not only helps the students come to enjoy ER, but that it also contributes to improvements in ability and attitude. **Hussain (2005)** proved that direct teaching method was more effective as a teaching-learning technique for English as compared to traditional teaching method and that Low achievers in direct teaching showed significant superiority over low achievers learning English by the traditional method. **Ezzedine (2011)** states that the integration of visual aids enhances second language communication skills and oral fluency and further notes that students hold positive attitudes regarding the implementation of visual literacy. **Erdem, Aliye, Mukaddes, Pala and Ferhat (2013)** developed and implemented a model of constructivist blended learning environment which will contribute to the development of listening and speaking skills, and which consists of face-to- face and online dimensions; concluded that the participants usually have shared sound recordings related to the theme “listen” most and the theme “tell” least among the themes “listen”, “watch” and “tell”; that the participation in the implementation has decreased in time; and that the participants have been satisfied with studying in such an environment.

## **2.5 Studies Conducted On Factors Affecting Learning English Language:**

**Vuppala (2000)** conducted ‘A Study of Teachers’ Narratives: Factors Affecting The Learning and Teaching of English’. The methodology employed was a qualitative study and observational method.

The researcher came up with the findings that both the teachers in the study had strong beliefs that accrued over a period of time. Most of these beliefs were intricately woven together in life experiences, which were varied in nature. The beliefs were pertaining to strands of the culture that the teachers were exposed to. These cultures were familial, professional and also influence of powerful personalities and these beliefs affected their classroom behaviour and had an impact on the learners. Teachers articulated these beliefs through the stories they told. Some of the beliefs were not coherent and at times they even appeared self-contradictory.

**Bigelow Martha (2001)** ‘A Study of Noticing in SLA (Second Language Acquisition): The Effects of Combined Focus-on-form Techniques and Task Demands’. The methodology employed was the experimental method.

Results indicated that there was no statistically significant effect for either variable on acquisition or noticing. The focus-on-form groups did not show significantly more form-related concurrent noticing episodes in the input phases. Verbal report data indicated, however, that the output and feedback phases of the experiment resulted in more noticing, regardless of group conditions. The poignant quality of the noticing episodes in the output phases of the tasks seemed to indicate that the quality of noticing was more important than the quantity of noticing that occurred. The cognitive demand variable imposed was found to have little impact on the quality of both verbal reports and the acquisition of the target form due to the fact that participants in the study used a variety of strategies to lower the tasks’ cognitive demands. Target like scores on the posttests improved for all groups but the pure control group, but not significantly so. The weighted score on the posttests showed some significant gains.

**Hammonds (2001)** ‘Directive Speech Acts in Conflict Situations Among Advanced Non-native Speakers of English’. An experimental method was used.

The analysis of the data reveals that most advanced Non-native Speakers of English have difficulty in high stakes situations based on a comparison of their directives to Native Speakers directives, supporting the hypothesis that the encoding of power in a directive is essential to the Non-Native Speaker as well as to the Native Speakers in attaining or avoiding some important result. The qualitative evidence further suggests that an important source of this difficulty is the constant awareness that even the advanced Non-Native Speaker is still a Non-Native Speaker and this produces a diminished sense of power relative to Native Speakers.

**Karasawa (2001)** ‘Relevance Theory and Redundancy Phenomena in Second Language Learners’ Written English Discourse: An Inter-language Pragmatics Perspective’. A comparative study of the two groups by analyzing the essays was conducted.

The results indicated that the mean length of the Non-Native Speakers’ essays was greater than that of the Native Speakers’ essays on both topics and the difference on topic one reached a statistically significant level. Secondly, the difference between the mean length of the Native Speakers’ essays on topics one and two was statistically significant whereas the difference between the mean length of the Non-Native Speakers’ essays on topics one and two was not significant. Thirdly, there were more than twice as many instances of unnecessary types of redundancy in the Non-Native Speakers’ essays than in the Native Speakers’ essays. Lastly, no statistically significant differences were found among the Non-Native Speakers’ essays in different L1 sub-groups, with relative terseness found in Hindi/Urdu dominated bilingual subjects in the Indian L1 sub-group as an exception.

**Sheorey and Dies (2001)** conducted a study on ‘An Examination of Strategic, Self-regulated Learning Among Advanced Level of ESL (English Second Language) Students’. They employed the survey method.

It was found that advanced level ESL students had clear personal goals and were strongly motivated with respect to attainment of English proficiency. ESL students also appeared to have a fairly solid understanding of the task associated with successful second language learning. These students considered the ability to communicate with native speakers and attained native like pronunciation as an important task and they recognized that both time and effort were needed to master a second language. Further, no significant differences were observed between

male and female students for any of the nine variables. It also appeared that learners who had reached a high level of proficiency, whether male or female were driven by personal goals, were motivated learners and they were not particularly concerned about managing their time to study for their English classes and they did not seem to have great deal of anxiety as they went about learning.

**Wapole (2001)** ‘The Relationship of Phonological Awareness to Second Language Reading’. A comparative study was undertaken.

Based on the evidence gathered, all the research questions can be answered in the affirmative. The relationship of phonological awareness and reading in English is similar for second language learners and monolinguals, i.e. phonological awareness does predict reading achievement and phonological awareness does improve as a result of instruction. This transfer is not confounded with either intelligence or reading ability.

**Tommie (2002)** ‘Routines that Build Emergent Literacy Skills in Infants, Toddlers, and Preschoolers’. Many children lack adequate exposure to environments that promote emergent literacy. This limits brain stimulation and can have a life-long negative impact on one's knowledge and skills. Salient points relate to the healthy development of literacy, including practical information and applications. Emphasis is placed on strategies for motivating infants, toddlers, and preschoolers as they slowly and steadily build the competences that serve as the groundwork for reading, writing, speaking, viewing, and listening.

**Warsi (2002)** ‘Effects of Visual Instruction on Second Language Productive Phonology’. The researcher employed the experimental method.

The findings of the study indicated that the Experimental Group A subjects succeeded in accurately producing the English liquids and in correctly identifying perceptual speech contrast in a native-like fashion whereas the Experimental Group B and the Control Group subjects production and perception of these liquids did not improve. The results also suggested that speech production precedes speech perception in the acquisition of second language phonology.

**Ali Nihat (2003)** ‘You've Got Mail: A Film Workshop’. This article looks at using feature films in the English language classroom. A specially designed course is described, and an outline

description given of a film workshop conducted by students of the Bilkent University School of Applied Language. The effects of the workshop on students are discussed, and suggestions made for ways to use feature films in the English language classroom. The article indicates that studying feature films in such a context helps students in several ways: as they develop a wider understanding of the art of film-making, they gain critical awareness of how media texts are constructed and how they can be deconstructed; they improve their English in a new context through speaking, writing, reading, and listening; they gain confidence in speaking in front of an audience, and they improve their presentation skills.

**Mendoza (2004)** conducted a study on ‘Collaborative Construction of Word Knowledge in Vocabulary-related Group Activities in the ESL (English as Second Language) Classroom’. The method of observation was used.

The researcher observed that expertise was shared among participants, determining the way in which the learners assisted each other. The participant used both linguistic and non-linguistic forms of assistance. The learners activated cognitive strategies that helped them through the process. The strategies identified by the researcher were “elaboration” strategies (Lawson and Hogben, 1996). Of the aspects of word knowledge (form, meaning and use), the participants concentrated mostly on meaning.

Further, the analysis constituted a means to identify evidence of learning. The learners spontaneously demonstrated that they had developed knowledge in 26 VREs (Vocabulary Related Episodes). However, an analysis of the follow-ups revealed that the learners demonstrated knowledge development when asked in the quizzes, reviews and games. Thus, the lack of evidence in all VREs does not imply that the learners did not gain knowledge through participation in the activities. The researcher also identifies features that facilitated and constrained understanding of word form, meaning and use. The participants took advantage of the affordances (van Lier, 2000) generated by the task, using each other’s expertise, the tools available to them, and the instructor’s assistance to develop knowledge about the words.

**Piotr (2005)** ‘An Introduction To Applied Linguistics’. Applied linguistics is currently undergoing interesting developments connected with new research areas and tools. At the same time, there exist numerous introductory textbooks to various sub branches and general overviews

of the discipline. The present volume is yet another addition to the field, covering both traditional areas and approaches as well as more recent tendencies. In his preface, Schmitt describes the book as a “broad overview of applied linguistics” written at “the ‘sophisticated introduction’ level” (p. vii). The book is indeed broad in scope and sophisticatedly simple. It opens with a concise overview of applied linguistics, followed by three major parts devoted to the description of language and language use, major areas of inquiry, and language skills and assessment, respectively. Part 1 covers grammar, vocabulary, discourse analysis, pragmatics, and corpus linguistics. Part 2 investigates SLA, psycholinguistics, sociolinguistics, and the language learner. Finally, Part 3 covers listening, speaking and pronunciation, reading, writing, and assessment. The book concludes with suggested solutions to the activities, references for individual chapters, and an index. The chapters, authored by 31 leading experts, are all organized in similar fashion, with introductory discussion and appropriate definitions, further analyses, notes on possible implementations and implications for language teaching and research, numerous quotations from source literature, annotated further readings, and stimulating hands-on activities.

**Richley (2005)** ‘Expanding the Concept of Scaffolding: An Ethnography in the Chinese University English Classroom Context’. The researcher employed the observational method.

The findings showed that within the Chinese English classroom, it is more productive to discuss scaffolding in terms of layers, rather than only analyze Wood et al.’s (1976) strategies for building a scaffold. Four separate layers of scaffolding were discovered in the Chinese context. The layer one scaffold is where the teacher sets the backdrop for the lesson. S/he has planned the lesson, aware of what the students already know and lays down the foundation for it within the students’ ZPD. Carrying out the work at this level involves creating inter-subjectivity with the students using prolepsis. The layer two scaffold occurs when students attend to the teacher’s layer one scaffold and become mentally involved in the teacher’s scaffold. Layer three involves two or more learners building and deconstructing scaffolds for each other. Finally, layer four shows the student actually building and deconstructing a scaffold for him/herself.

**Hinkel (2006)** ‘Current Perspectives on Teaching the Four Skills’. This article presents an overview of recent developments in second language (L2) teaching and highlights the trends that began in the 1990s and the 2000s and are likely to continue to affect instruction in L2 skills at

least in the immediate future. Also highlighted are recent developments in instruction as they pertain specifically to the teaching of L2 speaking, listening, reading, and writing. In the past 15 years or so, several crucial factors have combined to affect current perspectives on the teaching of English worldwide: (a) the decline of methods, (b) a growing emphasis on both bottom-up and top-down skills, (c) the creation of new knowledge about English, and (d) integrated and contextualized teaching of multiple language skills. In part because of its comparatively short history as a discipline, TESOL has been and continues to be a dynamic field, one in which new venues and perspectives are still unfolding. The growth of new knowledge about the how and the what of L2 teaching and learning is certain to continue and will probably remain the hallmark of TESOL's disciplinary maturation.

**Hans and Dechen (2010)** ‘School-based Assessments in high-stakes Examinations in Bhutan: A Question of Trust? Exploring Inconsistencies between External Exam Scores, school-based Assessments, Detailed Teacher Ratings, and Student self-ratings’.

This study explores the validity of school-based assessments when they serve to supplement scores on central tests in high-stakes examinations. The school-based continuous assessment (CA) marks are compared to the marks scored on the central written Bhutan Certificate of Secondary Education (BCSE) examination, to detailed teacher ratings of student competencies, and to student self-ratings. A survey was undertaken in 10 higher secondary schools, involving 26 English teachers and 365 graduates. Though results indicate moderate conformity among measurements within schools, results between schools indicate that schools with high average scores on the BCSE exam tend to score relatively low CA averages and vice versa. Compared to the CA marks for student performance in English listening and speaking skills, the detailed teacher ratings of students on the same skills correlate more strongly with the BCSE exam marks and the student self-ratings.

**Aribi (2012)** ‘A Socio-Pragmatic Study Of The Use Of Requests In English By Tunisian EFL Learners’. The present study investigates the request behaviour of Tunisian EFL learners (TEFL). For this purpose, the data were collected using a discourse completion test (DCT). Accordingly, 67 female masters’ students studying at the Faculty of Letters and Humanities in Sfax (Tunisia) were asked to respond in English to six different situations in which they carried



out the speech act of request. The data were analyzed by focusing on the directness level of requesting strategies according to the analytical framework of Blum-Kulka, et al (1989).

A quantitative analysis of the data showed that the participants perform different request strategies (direct and conventionally indirect according to the social factors (social distance, social power and ranking of imposition) which are very influential in the choice of polite request strategies by TEFLL. The results revealed that, when requests are addressed to people in lower positions, TEFLL tend to use more direct request strategies in performing their request. The findings have also shown that TEFLL prefer to use conventionally indirect strategies in addressing their acquaintances and friends when the ranking of imposition is very high. On the other hand, when the requestee is in a higher position, TEFLL use more indirect strategies to show their respect and deference. Indirect request or negative politeness strategies are used to protect both of the requester and the requestees' faces. The study has shown that TEFLL responses are influenced by their linguistic and cultural backgrounds; thus, it is suggested that Tunisian learners of English should be aware of the socio-cultural and pragmatic differences between their L1 (Tunisian Arabic) and English learnt as a foreign language.

**Rani (2013)** investigated on 'Teaching and Learning English as a Foreign/Second language: Importance of Learning Strategies'. 'Teacher is the pivot of civilization' as said by Dr. S. Radha Krishnan, every teacher has the primary goal to shape the future of his/her learners. His/her role begins with the student in particular and culminates in society in general. In order to attain perfection in any given field one need a guide, teacher or a coach to mentor in the stages of learning. More specifically the teacher of English has more responsibilities on his/her part to teach the content in respect of grammar and pronunciation for accuracy and fluency body language in respect of decency and to train the students in a committed and devoted manner and transform into competent students to face challenges in career capture and life settlement.

The present paper discusses the different approaches in language teaching and defines different learning strategies and emphasizes the importance of learning strategies. This paper concludes with the best learning strategies adopted by the good learners in learning English as a foreign or second language.

**Gupta (2013)** topic of investigation was 'Teaching English to Engineering Students in India'. In our country English is important for a number of reasons. India is a land of diversity. Different

people speak different languages. A person of South India does not speak Hindi. So he can't understand Hindi of a person from North India. However he can understand in English. So English is a link language. Different people can communicate with one another with the help of English. Secondly, all advanced knowledge in science, technology and medicine is available in English. The results of the latest researches come to India through the medium of English. If we give up English, we will lag behind in the higher fields of study. Today the world has become one family. It is all due to English. English is an international language. English is the language of the Constitution, the Supreme Court, the High Courts and official departments. English is now firmly rooted in the soil of India. It has become a part of Indian life. Thus English has great importance for the integrity of India. It has to be second language in our country for the better development of the country.

This paper mentions the problems faced by teachers of English subject, in teaching students of Engineering and Technology, at the same time problems faced by students in learning English. Also mentioned are some suggestions and ways to develop all skills related to English Language that might be useful for both-students and teachers.

**Meras (2013)** 'Meeting Japanese University Students' Language Needs: A Qualitative Evaluation Of The English Curriculum's Teaching Component'. This paper presents and discusses the findings of the first evaluation conducted to the teaching component of a recently revised English language curriculum in an international Japanese university, which conducts bilingual education for Japanese and international students. The paper has examined: 1) how the teaching component of the English language curriculum meets the students' academic needs; and 2) what has been the response of students and teachers throughout the first year of implementation of the revised curriculum. The findings show results focusing on the reading, writing and vocabulary skills of this component of the curriculum. These have been gathered and analyzed through case study design using the curriculum evaluation framework. In-depth semi-structured and open-ended interviews were conducted to students and teachers. The author also conducted class observations of the skills that are object of analysis. This qualitative formative evaluation, with some aspects of summative evaluation, is expected to serve as preliminary judgement of the programme's effectiveness throughout its first year. The results show the impact that the vocabulary skill is having on students' reading and writing skills. The new

curriculum has been effective in fostering self-learning skills; and class attendance has increased considerably. The findings and discussion made for each of the curriculum components throughout this year are expected to contribute to the collection of necessary data for future changes and adaptations as the graduate needs change together with the society.

**Druce (2013)** ‘Attitudes To The Use Of L1 And Translation In Second Language Teaching And Learning’. This research addresses the controversial methodological issue of own-language use and particularly translation in second and foreign language teaching and learning. In recent years, a re-evaluation of the assumption of a monolingual approach has begun, and this study focuses on the attitudes and opinions of experienced TESOL/TEFL practitioners in the UK and abroad. A combined approach was adopted using both semi-structured questionnaires and personal interviews to explore many of the contentious issues raised in the literature and traditionally held objections to use of L1 and translation. Any meaningful differences between views of UK and rest of world respondents were also sought. The findings, whilst highlighting the wide diversity of individual opinions, nevertheless indicate perhaps surprisingly, a considerable degree of overall support for judicious use of the L1 and translation in appropriate circumstances. Thus, 68% of respondents disagree that the Direct Method is the most appropriate technique and 86% do agree that carefully planned translation activity can play a useful role in the L2 communicative classroom, with 82% agreeing to the use of an eclectic approach. The overall findings firmly suggest the time is ripe to place use of L1 and translation back onto the language teaching agenda. Recommendations for practical classroom applications and further research are also made.

### **2.5.1 Implications of Studies Conducted On Factors Affecting Learning English Language**

The observations derived from the nineteen studies conducted on the factors affecting learning of English language have been highlighted herewith:

**Vuppala (2000)** in his findings states that the teachers’ belief system which is intricately woven together with life experiences affected their classroom behaviour and had an impact on the learners. **Bigelow Martha (2001)** concluded that there was no statistically significant effect for either variable, namely, Combined Focus-on-form Techniques and Task Demands on acquisition or noticing in Second Language Acquisition. **Hammonds (2001)** proved that most advanced

Non-native Speakers of English have difficulty in high stakes situations based on a comparison of their directives to Native Speakers directives. **Karasawa (2001)** came to the conclusion that in the Written English Discourse there were more than twice as many instances of unnecessary types of redundancy in the Non-Native Speakers' essays than in the Native Speakers' essays. **Sheorey and Dies (2001)** found that advanced level ESL students had clear personal goals and were strongly motivated with respect to attainment of English proficiency. ESL students also appeared to have a fairly solid understanding of the task associated with successful second language learning. **Wapole (2001)** reported that the relationship of phonological awareness and reading in English is similar for second language learners and monolinguals. **Tommie (2002)** was of the view that many children lack adequate exposure to environments that promote emergent literacy and that emphasis should be placed on strategies for motivating them to slowly and steadily build the competences that serve as the groundwork for reading, writing, speaking, viewing, and listening. **Warsi (2002)** findings indicated that speech production precedes speech perception in the acquisition of second language phonology. **Ali Nihat (2003)** found that the use of feature films in the English language classroom helped the students to improve their English in a new context through speaking, writing, reading, and listening; they gain confidence in speaking in front of an audience, and they improve their presentation skills. **Mendoza (2004)** concluded that the learners demonstrated knowledge development when asked in the quizzes, reviews and games through collaborative construction of word knowledge in vocabulary-related group activities in the ESL (English as Second Language) classroom. **Richley (2005)** found that it is more productive to learn English by way of scaffolding and the four layers of building on by the teacher, student and among the students themselves lead to a better cementing process in English language learning rather than only analyze Wood et al.'s (1976) strategies for building a scaffold. **Hinkel (2006)** has highlighted several crucial factors that have combined to affect current perspectives on the teaching of English worldwide: (a) the decline of methods, (b) a growing emphasis on both bottom-up and top-down skills, (c) the creation of new knowledge about English, and (d) integrated and contextualized teaching of multiple language skills. **Hans and Dechen (2010)** found that the students performed better in the Centralized Exams (BCSE) than the school-based continuous assessment (CA) in English language. Further, compared to the CA marks for student performance in English listening and speaking skills, the detailed teacher ratings of students on the same skills correlate more strongly with the BCSE exam marks and the

student self-ratings. **Aribi (2012)** study proved that Tunisian English Foreign Language Learners (TEFLL) responses are influenced by their linguistic and cultural backgrounds; thus, it is suggested that Tunisian learners of English should be aware of the socio-cultural and pragmatic differences between their L1 (Tunisian Arabic) and English learnt as a foreign language. **Rani (2013)** having discussed the different approaches in language teaching and after having defined different learning strategies and having emphasized the importance of learning strategies; puts the onus on the learner in adopting the best learning strategies in learning English as a foreign or second language. **Gupta (2013)** highlighted the problems faced by teachers of English subject, in teaching students of Engineering and Technology, at the same time problems faced by students in learning English. Also mentioned are some suggestions and ways to develop all skills related to English Language that might be useful for both-students and teachers. **Meras (2013)** showed the impact that the vocabulary skill is having on students' reading and writing skills, the new curriculum in English being effective in fostering self-learning skills leading to considerable increase in class attendance. **Druce (2013)** reported that 68% of respondents disagree that the Direct Method is the most appropriate technique and 86% do agree that carefully planned translation activity can play a useful role in the L2 communicative classroom, with 82% agreeing to the use of an eclectic approach. The overall findings firmly suggest the time is ripe to place use of L1 and translation back onto the language teaching agenda.

## **2.6 Studies Conducted On Approaches Followed In Teaching English**

**Singh and Satsangi (2001)** conducted the study on 'English Language Proficiency of Students in Different English Language Teaching Systems'. The methodology used was the experimental method.

The evaluation of the tests was done by two examiners and their mean scores were taken into consideration for analysis. For each of the skills of listening, speaking, reading and writing the mean performance of students was calculated for the two groups separately. Therefore, the means of the two groups were compared by calculating the critical ratio and finding out the 't' value. Their findings reveal that the students of both the systems were found to exhibit the same level of proficiency only in one skill, viz. listening. In all the other skills i.e. speaking, reading and writing the performance of the students in the innovative system was found to be significantly higher than the students of the traditional system.

**Rosemary (2003)** ‘Transforming Learning Support: An Online Resource Centre for a Diverse Student Population’. The diverse student population at large multi-campus universities requires English language and academic skills support which is targeted to their needs and easily accessible. The Online Student Resource Centre website, developed at Monash University, provides opportunities for students, no matter where they are, to make contact with staff and to access information, but more significantly offers a suite of stand-alone tutorials and downloadable resources, using Net Objects Fusion as the platform. These derive from some 100 print booklets covering academic writing, reading, listening, speaking, grammar and study skills/exam strategies. This paper outlines the process and philosophy of development of these tutorials, based on a constructivist framework, with guided and self-directed learning paths designed to accommodate a range of learning styles. Two tutorials are analysed to highlight some of the pedagogical challenges in translating print resources for the online environment. The paper concludes by reporting on a pilot evaluation of the two tutorials.

**Al-Btoosh (2004)** ‘Inter Language Lexicology of Arab Students of English: A Computer Learner Corpus-based Approach’. A comparative study was used to draw the results.

Findings show that the learner corpus is much less complex in terms of lexical diversity and density than the reference corpus. Learners’ top 200 tokens are markedly characterized by vague lexica, excessive over use of most frequently used words and L1 transfer. Rhetorically speaking, learners’ speaking is much closer to L1 than L2. No source of lexical errors is more confusing for learners than near synonyms. A significant degree of diversity in terms of the incorrect use of collocations is obviously ascribed to the method of investigation. A considerable body of collocational errors occurs as a result of the learners’ limited word stock rather than from their ignorance of the collocability between the target lexical items. Finally, learners’ free writing collocations are well-governed by their L1 collocations and thus, the degree of success in the use of the target collocations depend heavily upon the degree of similarity between the two languages (positive transfer).

**Al-Rajhi (2004)** ‘Joining the Online Literacy Club: Internet Reading Among Saudi EFL (English as a Foreign Language) Learners’. The researcher employed the interview method. An interview method was made use of.

The findings show that the majority of the participants have positive attitudes and successful experiences with internet reading. It was also accepted that internet reading has many benefits, features and some problems. Further, internet reading has a positive impact on writing styles as well as cultural awareness.

**Alshwairkh (2004)** ‘Learning Vocabularies Through Internet Reading: Approaches and Attitudes of ESL (English as Second Language) MBA Students’. The researcher used questionnaire and experimental method.

The results showed that readers scored higher in the posttest, compared to their mean scores in the pretest, while readers maintained the same mean score both in the pretest and posttest. In the vocabulary interviews, the readers’ scores at the word familiarity and word meaning levels were higher than their scores at the word form and word usage levels. Similarly, in the final vocabulary written test, readers obtained relatively high scores at the word meaning level, while their scores at the usage level were relatively low.

**Aiden (2005)** ‘Poetry from the heart’. Task-based classroom work in Taiwan that uses a mix of traditional teaching, multimedia, and online video. In this paper, I discuss how poetry can be used as a topic of discussion and the basis for a task-based project for university students who have had little exposure to American poetry. The use of multimedia and online video as tools in the course of this project is also discussed and attention is likewise given to student feedback on a questionnaire administered online. Students' critical reflections and subjective analyses of their performances and their feelings toward the project reveal positive results, allowing me to conclude that the integration of poetry into language-teaching work, if delivered effectively, can hone students' thinking, reading, listening, writing, speaking and analytical skills. It is not only the amount of hard work that matters, but how far the imagination is stretched.

**Joseph (2005)** conducted a study on ‘A Comparative Study of Difficulties in English Learning faced by different categories of school students in Bopal’ using the Survey method. The findings indicates that the induced method of teaching in English designed, developed and implemented by the researcher has been found effective in bringing desired changes among the students as evident through the “t” values. Perceptions of Students, Teachers, Administrators and Parents on

difficulties in English language learning and remedial measures have been studied analytically and systematically.

**Vinodkumar (2007)** conducted an ‘Activity Based Teaching of English-An Experimental Study’. An Experimental method having two equivalent groups was employed.

The result of his study shows that there is significant difference in the performance of the Experimental Group in the reading skill after the treatment. Secondly, there is significant difference in the performance of the Control Group in the reading skill of the students taught under conventional method. Thirdly, there is significant difference in achievement in the writing skill of the students taught under the activity based approach. Fourthly, there is significant difference in achievement in writing skill of the students taught under the conventional method. Fifthly, there is no significant difference in the achievement of the reading skill of the students taught under conventional and activity centred approaches. Lastly, there is no significant difference in the achievement of the writing skill of the students taught under the conventional and activity centred approach.

**Malini (2012)** dwelt on ‘Modernization of English Language Teaching’. This study analyses with the main drawbacks of **Teaching Communicative Methods** in English language teaching and the possible solutions that may be found. As it is a student centric approach, the teacher should think about his/her position in the class and understand that the conventional class has changed considerably. Here, certain concepts are laid down like “the limitations of conventional teaching”, “controlled methods” and “liberal methods” so as the “students performance”. Ultimately, more modernised approach could be got to the English Language Teaching, as the study ends which could also be more student friendly one.

**Kemp (2012)** ‘Translation Studies And The Integrated Modern Languages Degree’. This article examines the role of translation studies within the modern languages undergraduate degree course. It explores three possible goals that the teaching of translation might serve: as an aid to language learning, as a subject in its own right, and as a means of integrating the language learning with the cultural or area studies which make up the rest of the modern languages course. The article investigates the origins of translation as a teaching method, its fall from favour in the era of communicative language teaching in the late twentieth century, and its renaissance in the



last decade due to the extraordinary recent growth in postgraduate courses in translation studies at UK higher education institutions and across anglophone academia, in order to ask what the purpose and possibilities of the subject might now be.

**de Chazal (2012)** ‘The General–Specific Debate In EAP: Which Case Is The Most Convincing For Most Contexts?’. This article is based on the presentation Integrating reading and writing in EAP: Citation, Criticality, Creativity, given at the 2012 Bilkent University biennial conference on EAP (English for Academic Purposes). The focus of the article is the EGAP / ESAP debate: respectively English for General, and Specific, Academic Purposes. This important distinction can be traced back to the 1990s and the work of EAP practitioners such as Jordan (1997). Through a critical review of the literature and a discussion of the key issues arising, illustrated by practical examples where appropriate, the article aims to demonstrate that for a number of pedagogical and practical reasons an EGAP rather than an ESAP approach is the most appropriate approach in most EAP contexts.

**Lakshmi (2013)** did the research on ‘Innovative Methods for English Language Teaching’. More research needs to be conducted in the area of reflective practice in order to “validate” it as a legitimate and reliable means of professional development for teachers in general and ESL teachers in particular. Such research may include an evaluation of the prevailing approaches in teacher education. This paper focuses on one such teachers where six college-level teachers of English who were committed to improving their classroom practice set about the task of reflecting on themselves and their teaching. The reflection led to a series of processes. They found themselves gaining a deeper understanding of several classroom issues, and developed, because of the understanding, alternative conceptions of teaching and alternative instructional practices. This led them to try out the alternative ideas in their classrooms and they found the experience empowering and transformative in their personal growth and professional development. Observing this transformative process over a period of a year and a half from the records the teachers have maintained with remarkable perseverance and from the discussions she has had with them, this researcher has drawn some conclusions which have significant implications for ESL teacher learning.

**Nirmala (2014)** conducted a study on ‘Imparting Life Skills To Undergraduates In The English Language Lab: An Innovative Approach’. Language learning is interlinked with a wide array of skills and consequently has innumerable benefits. It makes one articulate, self confident and enhances self esteem. It is possible to link language learning with imparting life skills by using quotes and excerpts from various genre with the objective of enabling the learner to develop his/her social, emotional and cognitive skills such as the ability to communicate effectively, improve interpersonal relations, develop positive attitude, be empathetic and think logically and creatively. Life skills are defined by WHO as “the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.” Exposure to these skills brings about a behavioural change in the learners and addresses a balance of knowledge, attitude and skills, thus meeting the ultimate aim of education which is overall development of personality. Thus this paper looks at innovative uses of quotes and excerpts that can be used creatively by the language teacher to enhance language as well as life skills in the English Language Lab.

### **2.6.1 Implications of Studies Conducted On Approaches Followed In Teaching English**

A total of thirteen studies were looked into in the area of approaches followed in the teaching of English and the following observations have been noted:

**Singh and Satsangi (2001)** through the use of innovative approach of teaching English and testing the four LSRW Skills found that except for the skill of listening where the proficiency level was same for both groups; in all the other skills i.e. speaking, reading and writing the performance of the students in the innovative system was found to be significantly higher than the students of the traditional system. **Rosemary (2003)** through tutorials based on a constructivist framework in order to provide learning support by way of an Online Resource Centre for a Diverse Student Population advocated a pilot study for the same. **Al-Btoosh (2004)** using Computer Learner Corpus-based Approach in teaching English proved that the learner corpus is much less complex in terms of lexical diversity and density than the reference corpus. **Al-Rajhi (2004)** through the use Internet Reading for learner of English as a Foreign Language found that the majority of the participants have positive attitudes and successful experiences with internet reading. Further, internet reading has a positive impact on writing styles as well as

cultural awareness. **Alshwairkh (2004)** reported that Learning Vocabularies Through Internet Reading in ESL resulted in the readers having scored higher in the posttest, compared to their mean scores in the pretest, while readers maintained the same mean score both in the pretest and posttest. **Aiden (2005)** having used poetry with a mix of traditional teaching, multimedia, and online video concluded that the integration of poetry into language-teaching work, if delivered effectively, can hone students' thinking, reading, listening, writing, speaking and analytical skills. **Joseph (2005)** indicated that the induced method of teaching in English designed, developed and implemented by the researcher has been found effective in bringing desired changes among the students. **Vinodkumar (2007)** having experimented on an Activity Based Teaching of English found that there was significant difference in the performance of the Experimental Group in the reading skill after the treatment and also a significant difference in achievement in the writing skill of the students taught under the activity based approach. **Malini (2012)** suggested a more modernized approach in the teaching of English Language Teaching and has to be more student friendly. **Kemp (2012)** explores three possible goals that the teaching of translation might serve: as an aid to language learning, as a subject in its own right, and as a means of integrating the language learning with the cultural or area studies which make up the rest of the modern languages course. **de Chazal (2012)** presentation on *Integrating reading and writing in EAP(English for Academic Purpose)* aims to demonstrate that for a number of pedagogical and practical reasons an English for General Academic Purpose (EGAP) rather than an English for Specific Academic Purpose (ESAP) approach is the most appropriate approach in most English for Academic Purpose (EAP) contexts. **Lakshmi (2013)** pointed out that by bringing teachers' ways of knowing through reflective practice into scholarly discussion, this study will strengthen the struggle, waged since the 1980s, to gain validity for inquiry-derived knowledge through reflective practice in ways afforded to disciplinary or theoretical knowledge, which still remains foundational to second language teacher education. **Nirmala (2014)** holds that innovative uses of quotes and excerpts can be used creatively by the language teacher to enhance language as well as life skills in the English Language Lab.

## **2.7 GENERAL IMPLICATIONS FOR THE PRESENT STUDY**

The researcher sifted through a good number of sources and has identified studies a total of 47 both Indian and foreign that was done in the English language from the year 2000 onwards under

four broad categories namely in The Area Of Teaching Of English At The P.T.C. And B.Ed. Level, at Primary And Secondary School Level, on Factors Affecting Learning English Language and on Approaches Followed In Teaching English.

It can be noticed by having a cursory glance at the related studies both Indian and foreign mentioned above that practically all the studies except the studies conducted by **Sheorey and Dies (2001)**, (Advanced Level of ESL Students) and **Hammonds (2001)**, (Advanced non-native speakers of English) concern with acquisition of English as a Second Language or English as a Foreign Language, which augurs well with regard to one aspect of the researcher's research studies, namely, English taught and learnt as a Second Language. Further, most of the studies in the English language are reported in the areas concerning Primary And Secondary School Level, Factors Affecting Learning and Approaches Followed. The least reported is in the area of Teacher Education Programme.

Many of the studies herewith also deal with skills related to listening or speaking or reading or writing for example **Wapole (2001)**, **Mendoza (2004)**, **Alshwairkh (2004)**, etc. Some have combined two skills as in the case of **Jeyakumar and Sebastian (2003)**. The study conducted by **Singh and Satsangi (May, 2001)** was an experimental one and took into account all the four skills namely listening, speaking, reading and writing. But the nature of the study was different.

The study undertaken by **Vinodkumar (2007)** conducted an experimental study on Activity Based Teaching of English. But the study takes into account only two skills namely, reading and writing. So does the study undertaken by **Erdem, Aliye, Erdem and Ferhat (2013)** for the Fourth grade students on An Example of a Constructivist Blended Learning Environment for Developing Language Skills which also deals with two skills namely Listening and Speaking skills.

The closest studies that could match with the study of the researcher is that of **Raj ( 2004)**, with regard to the functional proficiency of student teachers (student-teachers) in English language and the methodology employed was through six validated tools for testing the research hypothesis but the study was not experimental in nature. And another by **Bushra, Aijaz and Saima (2010)** conducted A Study of the Reported Language Skill Development Strategies of the Student Teachers by employing the Survey method. **Bavesh (2012)** dealt with the

Communicative Approach in learning English language for the B.Ed. teacher trainees. There were hardly any studies where MODULES were used for teaching English for the students of Primary Education Programme.