DEVELOPMENT AND IMPLEMENTATION OF A STRATEGY TO ENHANCE COMMUNICATION SKILLS IN ENGLISH FOR THE COMMERCE UNDERGRADUATES

A

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DECLARATION

I, **Ms. Divya Maheshwari,** do hereby declare that the thesisi entitled *"Development and Implementation of a Strategy to Enhance Communication Skills in English for the Commerce Undergraduates"* has not been submitted by me for the award of any degree before.

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DEDICATION

To

all

my well WISHERS...

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CERTIFICATE

This is to certify that **Ms. Divya R. Maheshwari** has worked for her Ph.D. thesis under my guidance and supervision on the topic, *"Development and Implementation of a Strategy to Enhance Communication Skills in English for the Commerce Undergraduates"* to my satisfaction. Her work is original and she has observed the provisions regarding attendance as provided under O.Ph.D. : 3(i).

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"When Credit is due, it must be given to its owner."

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CHAPTER - I

INTRODUCTION

1.   Introduction

True Education is a flare that guides towards a life worth for living. It is an efficient utilization and proper acquisition of knowledge with the improvement in the quality of life. It involves both, teaching and learning, which have a reciprocal relationship.

Education can be considered as the conscious process of communication. Moreover, teaching is essentially creating an environment wherein the conditions of learning are provided. It is an activity, aiming at environmental arrangement to foster the processes of learning which takes place at different levels and is of different varieties. In learning, a particular intelligence cannot be conceptualized independently of the particular context in which an individual happens to learn, live and work, along with the opportunities and values provided by that milieu. Its effects are primarily cognitive, affective and connective.

It is also very fundamental that our modern world today exists, functions and progresses due to communication and hence the enhanced communication skills are must that can lead everybody to the success in the respective field of work. Therefore, in order to cope up with the fast-developing world, every individual needs to be well equipped with the tools to communicate effectively, whether it is on the personal front or at the public front. After all, if one communicates well, there is little or no scope for misunderstanding and for the better understanding, an appropriate use of the required language helps to communicate effectively.

Though language, like life or a human body gets changing all the times, everyone needs to study language in relation to the present society. Everybody uses language in a variety of ways for a variety of purposes. Whatever may be the purpose, the use of language is undoubtedly an integral part of human life. Of course, language is not a static entity but it is dynamic

and its dynamism can be investigated at any of the levels : phonological, morphological, syntactic, semantic, and it may be due to number of factors like geographical, gender, age, education, social class, caste etc. Some of the other factors also give a clue for the significance of language for communication.

1.1   Language and Its Significance for Communication

"Language acts as a repository of wisdom, a propeller for the advancement of knowledge and a telescope to have a vision of the future". **Mohan (1998)**

Communication is a social and cultural process and the language is the main tool for communication. According to Hockett (1958), language is "the most valuable single possession of the human race". Each one of us makes the use of language in virtually everything we do. Actually, human language is a great mystery too. Its mysterious nature begins to unfold itself when one realizes that it cannot be studied in isolation. This line suggests that human beings require a long exposure to language in order to acquire particular language. Even the history of language states that language must have evolved because humans needed it for communication.

Language is an implement of communication and information. It is associated with individual's personality development. A language of any sort, a tribal dialect or a developed one, perpetually exerts its best for the integration of the society. Inapt adjustment on the other hand, will impair the society. Thus, language is very much instrumental for the development of individual as well as the society. Of course, communication becomes difficult if one cannot keep up with the changes in the language which has the denotative and connotative meanings. Effective communication with the appropriate use of language is interrelated. Language operates both in the cognitive domain and the affective domain. Therefore, as a communicator, one needs to remember that anyone can have connotative meanings as well as denotative meanings which reside in the minds of the users. For example; the denotation of pizza is flat dough topped with tomato sauce, cheese,

spices and other ingredients. The connotation of pizza is delicious, mouth watering and ecstasy. In fact, language has a wide variety of uses in human communication. Humans use language to affect the physical reality as well as the mental reality. Our language can represent both, the physical reality as when we give directions to a lost stranger and it can represent the mental reality as when the psychologists describe the 'maps' of the mind.

One reason for considering communication separate from language is that in communication one is 'doing something' without words also i.e. 'non-verbal communication'. Of course, Language and Communication are very closely related but they are not the same phenomenon. On one hand, language does not only enable one to communicate with other people, it also has important mental functions and affects how one understands and reflects on the world around her or him. On the other hand, language is not only the means by which we communicate. For example, in a noisy situation, we often resort to gestures to convey simple message.

Even though language and communication exist separately, they are obviously linked to each other in inextricable ways. It is the urge to communicate that stimulates language to grow. The most important function of language is to facilitate communication with others. Conversely, from the moment communication moves beyond the 'here and now', it relies for its success on the resources that the language system puts at its disposal. The basic uses of language are i) to inform, ii) to persuade, iii) to entertain, iv) to destroy, v) to substitute for action and vi) to hide.

We use language 'to inform'. Daily we communicate with others and inform them of our ideas, beliefs and so on. We can also use language 'to persuade'. In schools, in the workplace and at home, we make continuing efforts to make others think, believe or do what we want them to think, believe or do. We also use language 'to entertain'. We entertain ourselves and others by watching movies, listening to musical lyrics, reading poetry and novels. We use language 'to destroy' by calling people their derogatory names, by putting others down, by gossiping or by spreading rumors through language. Sometimes we use language 'to substitute for actions'. If one

cannot afford a trip to Europe, one can read the travel books and experiences foreign travel. We use language 'to hide'. We deceive ourselves and others through the use of language. Not wanting to hurt the feelings of the child, we praise the crayon drawing and proudly attach it to the refrigerator. This proves that the language has a wide variety of uses.

All these suggest that, like prestige, property and status, language is also used to acquire, exercise, consolidate and maintain power. It is worth noting from the cognitive view of language that language is constitutive of human thoughts and defines the limits of thoughts. For example, language is primary and it makes thought possible. It helps one to understand the thought of the other and express one's own. Not only that but it also structures one's idea in a variety of very complex way. From the communicative view, language is only a tool through which thoughts are expressed. It implies that variety of thought is also possible without language. For example, several important human activities including sculpture, painting, dance etc. involve the thoughts but may be completely independent of language. Yet there is no doubt that language conditions one's thinking in a very substantial way. One can internalize a considerable part of one's conceptual world and knowledge through language which is the representative of the systems of symbols. On the basis of this system, one can produce and understand the language in order to communicate. This essentially creative aspect of language means that the most important aspect of language learning must be the development of an internal cognitive system; that is, an internalized 'grammar' of the language. The basis for using language creatively should be a system of mental rules, but if a person wishes to use the language fluently in communication situations, these rules have to be applied automatically, like a set of mental habits.

1.1.1 The Systems of Language

One can improve one's communication through the appropriate use of language system. Effective communicators must be aware of the importance of the need to select proper words (semantics), to combine the words to make sense (syntactic) and to direct the language towards achieving goals with other language users (pragmatics).

Language is a complex system of symbols that allows meaningful exchanges among people. There are three sub-systems that make up the system of language. i) Semantic System: Every language is composed of a set of vocabulary words called a lexicon. Semantics concern the relationship of words and their meanings. ii) Syntactic: Every language has system for putting words together in a meaningful sequence. The set of rules for putting words together is called the grammar or syntax. Syntactic concerns the relationship of words to other words. iii) Pragmatics is concerned with the impact or the effect of language. Pragmatics deals with the relationship of words and their users.

Thus, everybody uses language to 'mean something' in a given context but it is a selected and used as the standard language. This so-called standard language is used as a legitimizing tool for perpetuating the status quo. Languages evolve and sometimes transform, by interacting with other tongues. Those which refuse to socialize are fated to oblivion or fall into disuse. The Smart Languages are those that frequently borrow from other tongues, and thus maintain an ever expanding vocabulary. Such languages dominate the world. English is the finest example of a language that has expanded beyond its area of origin by being open to change. It allowed origin itself to be used as a tool for communication. English did not dictate terms to its users, but was willing to be moulded by them. That is why English is regarded as the standard language.

1.2   The Standard Language: English and Its Importance

English has become the medium of intellectual exchange all over the world with its technical importance, commercial weight and the cultural contact. English dominates International popular culture, notably through its rich literature, covering the vast spectrum of science and technology as well as industries and commerce, through Pop music transmitted by radios and by terrestrial and satellite television. Its label ''global language'' has proved its dominance all around the world. Its power has spanned over many centuries and today, with the Internet - the means of communication of the future recording 94 % of its sites are being written in English. Therefore, it has acquired the status of an International language.

People talk freely nowadays of an "English Language Industry"; a vast, though diffuse, worldwide enterprise which provides employment opportunities for native and non-native speakers of English all around the world. There are language related fields such as publishing, the media and IT and the field where International communication is important like science, trade and international relations. It is a major medium of communication in technical and scientific education, governance, personal interaction, news, media, trade etc.

English is a flexible language as its history is chronicle of the tremendous changes in culture and language. Learning of English as a foreign language, not only connects the people globally but also empowers, enlightens and makes them aware of the current streams.

1.2.1   English: As A Foreign Language

An importance of English as a 'Foreign Language' in the areas of diplomacy, mass-media, journalism and propaganda form the main components of persuasive and cultural diplomacy to achieve the aim of foreign policy of peaceful co-existence and mutual co-operation. In the world, there are more than 300 million speakers who speak English as a secondary language. Hundreds of millions of the world's population who learn English in school as a foreign language. It is generally the first foreign language to be studied in many countries of the world because of its value in International communication.

The process of globalization of knowledge, market education has given English a status of International language for communication because it has made the dissemination of information easier and quicker, especially when used with computers and Internet.

English also plays an important role in the national life of the country by producing and promoting changes and accepting new trends in the society. English-generated modernity imparts new knowledge and skills and provides a formal system of living which is found in the advanced countries of the world. That is why English is also regarded as a common language.

1.2.2   English: As A Common Language

English is prominent in every public life of many countries where it is not a primary language. It has acquired a secondary and of ten supranational functions such as bilingual road signs in Greece and trilingual road signs in Israel [Hebrew, Arabic and Eng.]. There is also a cachet attached to its liberal contemporary use of shop fronts and in the world's major cities, in the naming of businesses, products and advertisements. English is the "Lingua Franca" of airports and major hotels of civil aviation and the shipping lanes. It is the leading language of science, medicine, technology, commerce, academic publication and international politics.

For several hundred years English has functioned as a common language for our country, India. It continues to influence the life and profession of the majority of educated Indians in every walk of life. It is also considered as the library language in our country.

1.2.3   English: As A Library Language

A language is said to be "a library language" if and only if it were to be used as "a language for academic purposes". English has been a library language in this country. The emphasis on reading and writing in our English syllabi in various faculties, as if these were the only language skills that needed to be mastered, is the evidence. If we accept English to be included as a library language in our educational institutions, then it can be assumed that the teaching of English is indeed English for Academic Purposes (EAP), i.e. English required for study purpose in formal education system. A note on EAP in McArthur (Ed) (1992) reads "English is taught to foreign learners who intend to follow courses of higher education in English". It goes on to state that "Instruction and practice" are provided to students on EAP courses in comprehending lectures, and using libraries and research facilities. Thus, for almost two centuries now, English has been playing an important role in our educational system.

1.2.4   English in the Realm of National Education: Present Scenario

One can realize an important place of English in the realms of the national education of India. Indians have been initiated into the advanced fields of Higher Education through English language. In India, it is taught as a second language. The status of English in India is different from its status in, say Western countries. English is a second language in India, and as such, it is widely used in media, education, administration non-localized business etc. English medium schools of varying standards [locally known as 'Convent schools'] exist in most cities and towns. In other schools, English is taught as a subject within the curriculum. The present scenario of education in India speaks volumes for the assured place of English in the higher education sector. Medical, technological and even agricultural education is imparted through English only. Further, English medium colleges are proliferating, not to mention English medium schools. So long as the stakeholders, viz., the guardians and students need English education for various purposes, it becomes a futile exercise. Over and above, our judicial system, administrative system, education system etc. have not been able to shed their colonial character properly.

1.2.5   English in Higher Education

Education is a key factor determining the nation's progress. According to the study of the US-based consultancy firm Golden Sachs, 'India produces over 2.5 million university graduates per year. The overall enrolment of students in the higher education is growing by, on an average, about 5.5 % per year. (Uni. News. Vol.5, May, 2007)

In India, English is taught as a compulsory subject in all the faculties at the U.G. level. In some universities of Gujarat such as the Gujarat University, KSKV Kachchh University of Kachchh, two separate levels of English language viz. Stream 'A' and Stream 'B' were in vogue. Stream 'A' (known as Higher Level) for the students who had opted for English as one of the subjects at their higher secondary school level and Stream 'B' (known as Lower Level) for those students who had not opted for English at their

higher secondary school level. But now with the Academic Year i.e. from 2007-08, the KSKV University has introduced 'Common Level for Learning English' for all the First Year Degree Students.

In competitive examinations, one experiences that there are not enough text-books in different mother tongues but these material is available in English. Indirectly, the dominance of English is ensured. This is further consolidated by the requirements and standards in foreign languages, laid down by the Union Public Service Commission in its Civil Services examinations. At university level, the usage of English becomes more intense. It is the medium of instruction and examination in all the prestigious institutes of technology, medical sciences, agricultural universities and university departments of engineering and technology, Post graduate level for many subjects in the majority of universities. IT and English are complementary to each other, as Acharya [2004] notes, English is still a world language, a common language of communication all over the world and it is the language of Technology too. For IT education, English is required from initial stage to higher education. Thus, English is not only limited up to education but it is equally related to the general life of India and it has been considered as one of the important languages of India.

1.2.6 Significance of English in India

India is a country with numerous dialects and languages. The decolonization of English in India does not mean the inheritance of the language. English education is institutionalized in India without the loss of international intelligibility. English in India stands almost decolonized and its identity is gaining recognition across the world. It has emerged as an important language of contemporary India.

English is as much our language today as are the other 17 languages including our national language Hindi, after the 71st Amendment to the constitutions. All over the world, India is the third largest English using population in the world. The language has penetrated deeply in the society, which has, in its turn resulted into several varieties of English in India.

English continues to serve as a link language also for the simple reason that English puts, everyone on a common footing and is closely bound up with education. Moreover the two developments such as Globalization and Information Technology during the last decade have jointly begun to make a great impact on the education scenario of the new millennium and have created a greater demand for English Education and Education through English.

Understandably, our heritage of English has enabled us to stand in the global context. We are in a position to catch up with the fast changing communication systems, which have necessitated various uses of English. It facilitates our competition with the best and brightest in the sunrise industries. Our judicial system, political organization and civil services draw on English. It can be pragmatically used as a tool for building up a prosperous and powerful India. In modern India, English is not only our intellectual make up but also our emotional make up.

1.2.7 Global Status of English

With the tremendous advancement in the field of PLG (Privatization, Liberalization and Globalization), 'Success is the first priority in profession for everyone'. And as such, English plays an important role as a 'link language' from local to global level. The present era of globalization, liberalization, tourism, international trade and career opportunities has made proficiency in English necessary since it is recognized as international language.

English is said to be the world's most important language having communicative rules. It is used all over the world not out of any imposition but because of the realization that it has certain advantages. Moreover, it is a progressive and dynamic language that nearly half of the world speaks and understands.

English has become a world language, spoken by at least 750 million people. It is more widely spoken and written than any other language. It can, indeed, be said to be the first truly global language. A very important reason for regarding English as a world language is that the world's knowledge is enshrined mostly in it. Even the developed nations like China and Japan have started learning English today since they have been impelled to acquire skills in English to interact with the different communities for various purposes like education, business etc. After all, if one speaks and listens well, proper communication is possible. One can understand that the primary reason for misunderstanding is an inability to communicate effectively and for effective communication, language is a handy media to communicate properly.

But India is an idiosyncratic nation where people with different foreign origin also reside. Not only this, but if one looks back for ancient India, one can realize that English was the language of the government and the far–reaching consequence was that this tongue made higher learning impossible in modern Indian languages; then it also became inseparable from our intellectual make-up and the unifying common language in India. During freedom struggle, the English language became one more tongue to express Indian culture and heritage. Even during the second half of the twentieth century, English could not be driven out from India despite of many efforts by the linguistic chauvinists (extremists). It became a strong legacy of the post independent India. Though there was a racial emphasis on the shift to the use of vernacular languages, all the reports of committees and commissions appointed after independence were written in English.

During the last few decades, India achieved rapid industrialization in several sectors and it has resulted into the relocation of people in social hierarchy and mobility in some manners. It has also led to planned or unplanned growth of major Indian languages with the help of Constitutional, Institutional and Individual supports. These aspects show that in India where the multi lingualism is in force, selection of language is a difficult task. Yet, a way out has been found in regard with a language as a communicative tool, known as the 'Three Language Formula'.

1.3   The Three-Language Formula

According to Kamal Sridhar (1989, p.22) in ENGLISH IN INDIAN BILINGUALISM, the Three Language Formula (TLF) is "a compromise between the demands of the various pressure groups and has been hailed as a masterly − if imperfect solutions to a complicated problem. It seeks to accommodate the interests of group identity (Mother Tongues and Regional Languages), national pride (Hindi), and administrative efficiency and technological progress (English).

Immediately after independence, the Central Advisory Board of Education, at its 15th meeting in January, 1949, observed that English should be replaced by "an Indian language as the medium of instruction in the shortest possible time and that this should be the aim of all universities".

The University Education Commission of 1948-1949 agreed that English should be replaced as early as practicable as the medium of instruction in higher education supporting the suggestion of CABE. It suggested that pupils at the higher and undergraduate levels should be made familiar with three languages, i.e. the regional language, the national language and English, the foreign language. The learners should be taught English so as to enable them to acquire the ability to read books in English that can benefit them if their useful information is available only in English and not in any other language i.e. to use it as a library language, and in order that they may keep touch with the living stream of the ever-growing knowledge.

The National Policy on Education (NPE) of 1968, which was our first Education Policy after Independence, stated our resolve as a nation to lay special emphasis on the study of English and other international languages. It argued that 'knowledge in the world kept on growing at a tremendous pace, especially science and technology' and as a nation, India must do its bit by keeping up with this growth of knowledge and make her own significant contribution to it. It noted that the study of English deserved to be specially strengthened even if it were only for this reason. The NPE of 1986 only restated what the Education Policy of 1968 had to say. It noted that the

earlier policy had examined the question of the development of language in great details and, therefore, its essential provisions could hardly be improved upon, even at present. However, it expressed that it would be implemented more energetically and purposefully. In other words, English was to continue to be taught as 'a library language'.

On the basis of the views expressed by the commissions, appointed for the purpose, the Union Government formulated a Three Language Formula Policy. This formula, as enunciated in the National Policy Resolution of 1968 and reaffirmed in the NP on education 1986, provides Hindi, English and the Modern Indian languages in Hindi Speaking Areas and Hindi, English and the Regional Language / Mother Tongue in the Non-Hindi Speaking Areas.

The National Curriculum Framework 2005, which lays down broad guidelines for teaching and learning, sums up the views of experts when it says, "A renewed effort should be made to implement the Three Language Formula, emphasizing the recognition of children's home language(s) Mother Tongue(s) as the best medium of instruction. These include tribal languages". The framework recommends that English should find a place with other Indian languages. It adds that the Three Language Formula helps in fostering "cognitive growth, social tolerance, divergent thinking and scholastic achievement".

In this way, English language has undergone many racial changes due to the Three Language Formula in India. Thus, language proves itself to be very powerful and vastly spread factor for communication whether we communicate through writing or speech, language continues to play an important role. It also indicates that language and communication are inter-related. For instance, the increasing use of telephone, recording devices such as Dictaphone, answering machines, live broadcasting, telecasting and video conferencing have only shifted the focus from writing to speech. Of course, one can communicate in many ways, verbally as well non-verbally. Anyway, Communication is sharing of information or providing entertainment by speaking, writing or other methods. People communicate in many ways including talking, by moving their hands and even by gestures, listening etc. This can be better understood by definitions and explanation of the word 'communication' and its meaningfulness.

1.4   Communication and Its Developmental Uses

Communication is the key to success in any relationship. To communicate effectively can be said as the developed mechanism that ensures an easy flow of information. "An effective communication requires understanding and acceptance of oneself and the others. This understanding provides specific knowledge about each person's unique individuality that develops an interpersonal communication. This nature of communication helps to enhance one's social sensitivity, active listening and self-disclosure". **Carolyn M.Del Polito (1977)**

The term 'Communication' is used to express ideas, feelings and suggestions between two or more persons.

"Communication is the process by which a source sends a message to a receiver by means of   some channels in order to produce a response from the receiver in accordance with the intention of the source".(IRRI Publication of communication process-1992)

Mass communication is another important type of communication to convey message to large audience. Television is one of the networks. Books, news papers and radio are other ways through which information can be sent to many.

The definitions emphasize four important points:

i)   The process of communication involves the communication of ideas.

ii)   The ideas should be accurately replicated in the receiver's mind from the messages sent by the sender.

iii)   The sender is assured of the accurate replication of the ideas given by the feedback from the receiver.

iv)   Here it is suggested that communication is a two way process including transmission of feedback. Thus, the main purpose of communication is to bring round to a certain point of view or to elicit response.

Through communication, experimentation can be encouraged and knowledge relating to their success and failure can be widely diffused.

The developmental uses of communication can be understood as mentioned below:

i)   Communication helps to enlarge mental horizons.

ii)   Through communication, attention can be focused on problems having a bearing on the contemporary developmental context.

iii)   It can also be utilized to teach specific skills and techniques.

iv)   It can be effectively employed to build consensus on the new economic and cultural goals and on the instrumentalities of achieving them.

Further, if one desires to be an effective communicator, one has to be very careful and judicious in the choice of media which depends on various factors like the urgency of the message, the time available, the expenditure involved and the intellectual as well as the emotional level of the receivers.

1.4.1   Mediums of Communication

The realization of the need, by the organizations having service related business like tourism, travel and hotels, has led to understand the different channels of communication in the management and technological fields. In modern time, communication is possible through a vast variety of media. There are mainly two ways of communication, one is the verbal communication which is done through words and the other is the non-verbal communication which is done without using words just like by gestures, signs etc. But the mediums of it can be broadly classified into six groups.

1.4.1.1 Written Communication

It includes letters, circulars, reports, forms, questionnaires, manuals etc., everything that has to be written and transmitted in the written form. This kind of communication falls in the category of writing skill that can be accurate and precise, repeatedly referred to, a legal document which has permanent records and can have a wide access. Of course, it is time consuming and quick clarification is very difficult in case of its wide access.

1.4.1.2   Oral Communication

It includes face-to-face as well as telephonic conversation, interactive radio broadcasts, interviews, meetings, group discussions, conferences, announcements over the public address systems, speeches etc. that fall into the category of the speaking skill through which time can be saved and one can convey the shades of meaning, as well as the speaker can get immediate feedback. It is more powerful means of persuasion and control. It is extremely useful while communicating with groups at assemblies, meetings etc.

1.4.1.3   Visual Communication

It encompasses gestures, facial expressions, table and charts, graphs, diagrams, posters, slides etc. This kind of communication relates to writing skill and reading skill. It is very effective because it is sure and instantaneous. It has only signs and yet the message gets across.

1.4.1.4   Face-To-Face Communication

It is identical with the oral communication. It is related to the listening skill and speaking skill. It becomes more effective if accompanied with appropriate body language. Facial expressions and gestures help to communicate better. It is particularly suitable for discussion. It becomes ineffective in case of the inattentive listener.

1.4.1.5   Audio Visual Communication

It is a combination of sight and sound. It may make use of the written words also. It is a combination of writing skill, listening skill and speaking skill. It encompasses television and cinema films that combine the visual impact with the narration. It is most suitable for mass publicity and mass education. Information transmitted through these means is retained much longer than through any other means.

1.4.1.6 Computer-Based Communication

It includes E-mail, voice mail, cellular phones, fax, video conferencing, telephone answering machines etc. It is the quickest means of communication through all skills. Video conferencing can replace personal meetings. It is better means of keeping permanent record of valuable and bulky data : World Wide Web- better customer service, better dissemination of information.

Simultaneously with the explanation and mediums of communication, one should also be aware of the aims and objectives which are very much important like a positive reason and result.

1.4.2 Aims and Objectives of Communication

a) **Knowledge**: It is a very conscious process of communication that requires the efforts of the sender and the receiver of the message. The main purpose of gaining the knowledge is to educate as well as to improve skills. Knowledge communication is generally carried out at three levels in business organization.

   i) **Management Level:** Our modern world is changing very fast. Every day we have new innovations and improved technology. Managers are, therefore, expected to know such things. Such knowledge can be gained through internet, books, lectures, seminars, case studies, study tours etc.

   ii) **Employees' Level:** Employees should be familiar with the new innovations in technology, commerce, banking etc. They can be made knowledgeable through orientation programmes, talks, demonstrations, bulletins and pamphlets.

   iii) **General Public Level**: The general public needs knowledge on the new products being introduced in the market, the complementary and supplementary products, comparative prices, concessions and discounts. It can be communicated through advertisements, hoardings, articles and other literature.

b) **Information:** One of the most important objectives of communication is passing or receiving information. It can be done either through spoken or written language or by using some other system of signs and symbols. For the managers, complete, accurate and precise information is required to plan and organize. Similarly, well informed employees will be more efficient and responsible. Business organization, whether small or big, needs both, external and internal information to flow evenly. Information from external sources is required for knowing about the products/services- how well are they being received, their comparative price and trends etc., availability of credit, terms and conditions and financial institutions, keeping a steady eye on changing the policies, rules and regulations, finding the most efficient and suitable advertising medium, knowing the latest developments about science and technology. Information from internal sources is required for keeping on record every employee's responsibility, range and nature of job, awareness about the policies and activities of the organization.

c) **Counselling:** It has become a very effective means of communication today. It is in many ways similar to advice but an advice is personal where as counselling is both, impersonal and professional. A counsellor is a person of great skill or knowledge on some specific subject and makes suggestions without any personal interest or involvement. Now a days business houses have started putting up counselling departments which offer the employees an encouragement for any type of work.

d) **Advice:** Advice plays a very important role in modern world of commerce. Even a well-informed businessman cannot have specialized knowledge of all branches like finance, taxation, publicity, engineering, public relations etc. within an organization, the supervisors have to constantly advise the junior staff about the company policies, functioning of the organization, rules and regulations. It flows horizontally or downwards- from board of directors, to management personnel, the supervisory staff and finally

the workers. An effective communicator being an advisor needs to pay attention to the point that an advice should be both, person-oriented and the work-oriented: it means it should deal with a particular work and should also suit the individual needs of the recipient. The advisor should judge the caliber of the employees and according to their level of understanding; one should explain the matter and give advice. One should have a friendly attitude. Its motive should be the betterment of the advice seeker. It can promote the better understanding between the advisor and her/his subordinates. The advisor must offer an opportunity to provide feedback to the junior staff. Making an advice is a two-way channel of communication as information is based on the fact and it is objective. An advice is subjective as it involves personal opinions to influence the receiver's understanding or behaviour.

e) **Persuasion:** It is another important objective of communication. The persuader needs conviction on one's part. S/he should be genuinely convinced that the alternative course of action being suggested by her/him is in the interest of the receiver. The art of persuasion consists of four important steps i) analyzing the situation ii) preparing the receiver iii) Delivering the message iv) prompting the action. It is better to use persuasion than compulsion. For example, if an organization wants to introduce new methods of production or administration, employees/workers might display resistance. In such cases, only persuasive communication is effective. It explains the situation to the employees and gives them the 'why' of the change proposed and succeeds in persuading them to accept the change.

f) **Suggestion :** It is a mild form of communication which encourages the workforce to come up with the practical suggestions to improve technology or production, to reduce waste, to effect changes, to prevent accidents etc. 'To suggest' means 'to put forward an idea' for consideration. It is an effective means of upward communication which gives the employee an opportunity to suggest an idea relating to the betterment. Business organizations today do not get work done only through orders and instructions. They involve their subordinate staff in the decision making process.

g) **Complaint:** A complaint forms an integral part of communication which formally or informally brings to attention the lapses or faults of an organization to make corrections.

h) **Instruction:** It is a common objective of communication. It can be short or in quite some details, depending on the task at hand. Mostly such instructions can be given orally, either to an individual or to a group. Difficult instructions may be supplemented with written material and audio-visual aid, booklets for mechanical and electronic devices, diagrams and pictures.

In this way, Communication is essentially a social process by which contacts are established between two persons and more. Communication employs many means, at many levels, for many reasons with many people in many ways. It involves interdependence that can be defined as 'a reciprocal and mutual dependence'. It is usually a two way process involving stimulus and response and hence it is both, reciprocal and alternating. It includes all walks of life, social, political, economical, religious etc. In whatever area one works, social, management, political, finance, design, marketing, media, modeling, religious, tourism, education business at national or international level, one needs to communicate well. It is only through the art of communication; the formation of the society as well as many kinds of other organizations in the world is possible. This way Communication is essential for all human activities.

With the rapid industrialization and economic growth in the country, there has been an enormous increase in the number and size of professional organizations related to production and service industry and social advancement has to be matched with the development of efficient techniques of communication to sustain the tempo of growth. Therefore, a great deal of importance is attached to devising and maintaining an efficient system of communication. It helps in gathering and marshalling of data which is necessary for decision-making and research. It is the fact that 70% to 80% of the total working time of a professional is spent on communication. In our country, out of total time spent on communication, 64% is on communicating in English as against 27% in Hindi and 9%in regional languages where other languages are also used for communication. This data shows the significance of communication in business too.

1.4.3   Significance of Communication in Business

Communication is the life blood of business. It is equally important to carry on the business which includes the provision of goods and service by an organized group for social consumption. No business can develop in absence of effective internal and external communication. For this, one has to interact with a large number of people locally as well as internationally. Unless one learns to communicate effectively, one cannot achieve the goal of business. Effective communication is needed at all stages of any organization in order to ensure the general welfare. At the planning stage, information is needed on the various aspects of enterprise, the feasibility of the project being undertaken, finances involved, man-power required, prevailing conditions, publicity campaigns etc. At the execution stage, orders are issued to the employees to start work, the people associated with the project are constantly motivated and kept involved, a sense of discipline is cultivated among them and their morale is kept high. All this requires constant two-way communication. Then at the assessment stage, the manager is again required to communicate with the various sources, both internal and external, to assess the success of the project and to envisage modifications in the future plans. Moreover, proficiency in English which has emerged as the link language within different states in India and abroad is essential. Besides, communication skills of employees are given high weight age at the time of their appointment as well as promotion.

1.4.3.1   Effectiveness of Communication Within an Organization

This type of communication takes place within the organization. It is considered important for the following reasons.

a)   Business has grown in size.

Large business houses have a number of branches within the country and abroad. Some of the multinational corporations are no smaller than huge empires. The central organization of a large business house is its nerve centre. For its healthy and even growth, it is

extremely important that the central organization maintains a thorough and up-to-date knowledge of the various activities at the branch offices, keeps the branch offices well acquainted with the activities at the centre and some kind of link is maintained among the various branches. This calls for an effective and efficient network of communication that is done with the staff having enhanced communication skills.

b) **Business activities have become extremely complex.**

In the modern age, as being an age of specialization, planning, production, sales, advertising, financing, welfare etc. are handled by different departments and organizations. If these do not communicate with one-another as well as with the management, there may be no coordination among them. So here all the concerned requires good communication skills.

c) **Effective communication promotes a spirit of understanding and co-operation.**

If there exists effective communication between the management and the employees, it helps to bring about an atmosphere of mutual trust and confidence. The employees know what is expected from them; the management is aware of the potentialities of the employees and knows how to exploit the first and make up for the latter. This mutual understanding is extremely beneficial to both the parties.

1.4.3.2 Effectiveness of Communication Outside an Organization

The communication outside an organization includes communication with the government agencies and departments on one hand and distributors, retailers, individual customers and general public on the other hand. It is considered important for the following reasons.

a) **Communication with the government agencies and departments**.

Business organizations are required to deal with the licensing authorities, foreign trade offices, custom authorities, banks and other financial institutions, income tax and sales-tax offices, post offices, transporters etc. Quite frequently they find themselves in formidable and tricky situations that can only be handled through tactful negotiation which requires mastery over communication skills.

b) **Communication with the distributors, retailers, individual customers.**

Modern business is a highly competitive phenomenon. Each product of common consumption is available in myriads of brands, not all of which sell equally well. Marketing researches reveal that the organizations that can communicate better can also sell better. Sales are promoted through persuasion which is another aspect of communication.

But Communication becomes difficult if one cannot keep up with the changes in the language which has the denotative and connotative meanings. Language operates both in the cognitive domain and the affective domain. Therefore, as a communicator, one needs to remember that anyone can have connotative meanings as well as denotative meanings which reside in the minds of the users. This makes it clear that on one hand, the effective communication and the appropriate use of language are inter-related that is why one needs to be well-equipped with the communication skills and on the other hand, language learning involves developing a set of habits that are called the automatic skills but these skills have their basis in the mind.

Learning a second language is in effect with learning the four skills, viz., Listening, Speaking, Reading and Writing. The first two skills are intimately related to each other, though one is a recognition skill and the other is a production skill. Both these skills depend almost entirely on the learner's knowledge of the pronunciation of words and the articulation of sounds in the language. Listening is a receptive skill like reading whereas speaking is a productive skill like writing. Just as sharpening reading-attention benefits writing, sharpening listening-attention benefits speaking.

Two skills, namely, 'Listening' and 'Reading' are comparatively passive skills requiring less exertion on the part of the learner. These skills are also called the 'Receptive Skills' because when listening or reading takes place, a person engaged in it is at the receiving end of the communication channel. On the other hand, 'Writing' and 'Speaking' skills are 'Productive Skills'. Here the person, being at the transmitting end of the channel, has to take initiative. From these divisions, it seems that the skills have common characteristics and there is more than one way of grouping them. The fact of matter is that language is not just a conglomeration of diverse skills. It is one integrated skill. This becomes apparent from the fact that in most situations, one has to use more than one skill simultaneously. Thus, the new dimension has already emerged as the human excellence through the developed human skills that are very much significant for the supremacy of performing something very proficiently. This is something through which one can realize the human excellence through the enhanced communication skills.

1.5   Importance of Communication Skills

Effective communication skill is a product of conscious effort, methodical learning and preserving practice. Learning by rote would not help in laying firm foundations for communication capabilities of a high order that is required as a professional.

The Dictionary defines 'Communication' as a process by which information is exchanged between individuals through a common system of symbols, signs or behaviors. 'Skill' is defined as a learned power of doing something competently and that is developed. Thus, 'Communication skills' can be learned and used effectively to deliver one's message.

As communication plays a vital role in the smooth functioning of an organization, the need to know the communication skills has assumed a great importance in various fields. Communication skills are the set of skills that enables a person to convey information so that it is received and understood. These skills may be defined as the ability to employ language in ways that most efficiently and effectively transfers ideas from one person to

another. The emphasis is on clarity. Clarity is the quality of discourse that should transcend every element into which a given message can be analysed. Communication skills refer to the gamut of behaviors that serves to convey information. Initially everybody has communicative abilities, but proficiency levels have the tendency to drop if these skills are not used consistently.

Effectiveness of communication depends on acquired language skills. An effective communication is indispensable for effective human relations in this competitive world. The learners are now being challenged to exhibit the ability to think, write, listen and speak effectively. The right purpose of communication is the right perception, proper use of information, analysis of situation, creation of impulses and finding ways to put across.

Thus, there is no denying the fact that effective communication skills play a vital role in building a successful career in any field. It is not possible to obtain good marks in examination or fare well at an interview or successfully negotiate with the other parties unless one's communication skills are sufficiently strong and refined. That is why most business-oriented professional courses include communication skills as an integral component of their curriculum. Effective communication skills in English bring to the fore, each and every grammatical aspect needed for English language usage. Communication is directed to an 'audience' and makes adjustment to interests, attitudes, language habits and vocabulary of actual people.

The skills consist of time management, an ability to work under pressure, accuracy and attention to detail, proper communication, managing different tasks at the same time, creativity, entrepreneurship, versatility, teamwork, flexibility, willingness to contribute to innovation and shouldering responsibilities , coping up with uncertainties, interest and preparedness for life-long learning and for internalization of the labour market realities through an understanding of various cultures, social sensitivity, group dynamism, generic skills which cut across different disciplines, literate in areas of knowledge which form the basis for various professional skills. These competencies broadly relate to 'liberation of mind'

and 'empowerment of hands'. They can be the specific parameters to judge the outcomes of educational programmes and activities of the institutions of higher education. These skills are the parameters by which the quality of higher education is assessed and make an individual play a more active role in her/ his society either to preserve it or to change it.

As an inquisitive learner , a person can try to develop the four skills by making the self aware of the purpose of communication with the right perception, proper use of information, analysis of situation, creation of impulses and finding ways to put across. Therefore, through the bird view of these skills, one can understand the purpose, difference and the meaningfulness of these skills.

A. Listening Skill

Familiarity with the sound system and ability to articulate sounds prepare the learners for listening to English utterances with understanding. Listening precedes speaking which paves the way for them to develop oral fluency and accuracy. It is often said to be a passive (receptive) skill while speaking is described as an active one. Listening can be cultivated through listening practice, both extensive and intensive. Extensive listening implies exposure to a wide variety of structures and sounds. This equips the learners to listen with understanding in real life situation. Intensive listening is concerned with just one or two specific points. Its practice is primarily for language items as part of the language teaching programme. These kinds of practices can be done with the help of recording and language laboratory. The learner should be able to recognize a sound before she or he attains an ability to produce it.

The weak learners of the vernacular language are hampered in their ability to listen for meaning by certain weaknesses such as a) inadequate knowledge of vocabulary, b) inability to maintain vocabulary, c) inability to understand the pronunciation other than the

personal or regional pronunciation, d) inability to understand against background noise through electrical interference. The main remedy for this vocabulary weakness in the target language lies in the learners enriching their vocabulary through reading and by looking up unfamiliar words in dictionaries. It is practically very important for everyone in this electronic age to listen with understanding against background noise. This can be dealt with seriously; tape-recorders and specially prepared recordings are indispensable for this.

B.   Speaking Skill

To make the listener understand better, while one speaks to the listener, one should consider effective measures in speaking such as knowing the listener, knowledge regarding what s/he is talking about, saying straight way what one means, to be sincere, controlling the gestures and tone, avoiding the irritating words or those words having more than one meaning.

The manner of approach is very essential in every service oriented or hospitality industry. A person employed in the trades and for the organization, a technical person should always aim at pleasing the mass in contact. Her/his speech should not be defective but perfect and should develop interests in listeners and increase their listening power.

In face to face interaction, a person does not communicate only through words. The speaker's whole personality, including facial expressions, postures and gestures, is involved in the speaking process. The eye-contact is the most immediate and effective means of establishing rapport with listeners. The speaker's voice modulation should be proper. A good speaker should speak with conviction, sincerity, interest, familiarity, dramatization of certain ideas with the sharing views of the listeners. Adequate planning and preparation are the essential elements for a successful communicator.

C.   Reading Skill

Reading, like listening, is a decoding process. But it is a very complex process involving many physical, intellectual and often emotional reactions. Moreover, it entails the ability to recognize graphic symbols and their corresponding vocal sounds. There are three important components in the reading skill: these are i) the recognition of the graphic marks, ii) the correlation of these with the formal linguistic elements and iii) the correlation of these with meaning. Reading becomes meaningful only if one gets at the meaning behind the graphic symbols through one's ability to recognize the semantic content of the graphic symbols and the sounds they represent. There are two kinds of reading skill: the skill of reading aloud and the skill of reading silently. Reading aloud is primarily an oral matter; it is closer to pronunciation than to comprehension. The greatest amount of reading that is done in the world is silent. The skill of silent reading, however, varies from person to person and depends on several factors including each person's requirement.

There are five uses of silent reading. These are i) to make a survey of materials to be studied and to look through indexes, chapter headings and outlines, ii) to skim, iii) to familiarize oneself with the material and its thought content, iv) to study the material in depth and v) to study the language in which the material is written from a literary or linguistic point of view. So, the good silent reading presupposes knowledge of cultural values of words and expressions and the ability to identify the thematic content of what is in the text. Extensive reading presupposes speed and ease which come only from copious reading. Intensive reading has the full understanding of the text with its argument, its symbolic, emotional and social overtones, the attitudes and purposes of the author and the linguistic and literary means the author employs to achieve her/his purpose.

D. Writing Skill

The first requisite in effective writing is to write with a definite reader in mind. Three things which every writer must be equipped with before s/he can transfer her/his thoughts to paper are: An Idea (something to say), A Purpose (some reason for saying it) and A Medium (language form which represents an idea). If one is equipped with these minimum essentials, one can proceed for writing.

Writing is a thinking process and is much more than an exercise in transcription or copying. It is different from speaking. It aims at compactness and precision in expression as well as grammatical, idiomatic and orthographic accuracy and in that conventions of writing tend to be less flexible than those of speech. Moreover, a person who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the problems of ease and fluency of expression, of grammatical and lexical accuracy and of the appropriateness of the style of writing as demanded by the occasion or situation. Learning to write is learning to use grammar with ease and facts in some sequential order as tools. Skilled writer is expected to master the elementary mechanics of written work, viz., handwriting, spelling, capitalization, punctuation, word-order and word division, sentence structure and constructions before they are given free hand to develop ease and fluency in writing. S/he must be able to present her/his information in a format acceptable for the occasion, be that an informal friendly letter or a matter-of-fact for business communication, a report to the teacher or an article for the publication.

All this indicates that these skills, if mastered properly, cultivate a human practical ability in the person of any walk of life which makes an interaction excellent one, between two or more. Moreover, the present world seems to be so intact that it appears to be a small family. In ancient time, any individual had to wait for a long time if she or he wanted to communicate with person on the other part or out of the country. But now the technological advancements have made every communication easier and the common thing for convenient communication is a media that is the standard language.

In this new era of globalization, many changes in the world take place and therefore the knowledge of the standard language English is must for a person to communicate with the other business firms outside India. To be in touch with the multinational firms, English is necessary as the most of the countries of the world have accepted English as a mode of communication. Thus, English as a standard language has been inevitable to be learnt if a person, especially a student who wants to be an internationally effective communicator. So any internationally effective communicator is also required to enhance her or his communication skills in English that is must. This is equally true for the students who are in colleges and are planning for their betterment in higher studies as well as the other future prospects, not only at local level but also at the world level. Therefore, for them the enhanced communication skills in English are must.

1.5.1 Significance of Communication Skills in English for the Undergraduates

Looking to the importance of Communication Skills in English for the undergraduates, let us see the significance of Communication Skills during their study period and for their prospective .

The knowledge of English language is much more required especially for the college students of Gujarat as it is useful in almost all the fields. Too often, the undergraduates enter colleges without the basic knowledge needed to communicate effectively which can hinder their academic and job success. Graduates with proficiency in English are demanded more in foreign companies. English is used in many professions. Particularly Commerce graduates mostly prefer to do business for which many times the business people are supposed to contact foreign companies also and for that she or he needs to communicate in English. If she or he does not know English then she or he must depend on others for communication in English.

Moreover, the higher studies such as MBA, CA, CS, IAS, IPS, I.C.W.A etc. can be done in English only. Thus, it is a need to develop the Communication Skills of these undergraduates in English so that they can develop more opened.

So far as the communication skills in English are concerned with the professional development, these should be developed at the right stage and therefore theses skills become more significant to be enhanced for the commerce undergraduates whose main purpose is to enter the world of higher education and international business.

With competition gaining such momentum on every front, time has virtually run out to merely 'pass the buck'. This responsibility and understanding on the componential fabric of the situation primarily mean that, first one has to begin by realizing the meaning of Communication Skills in the modern notion of professionalism. The expected response primarily means, preparing the students completely, where the student joins her or his profession not only as an academically trained and qualified person, but, also as an individual who is capable of relating and networking various people of varying profile and under varied conditions. This implies preparing the students psychologically and linguistically for situations she/he is expected to encounter and tackle. If this kind of grooming is given at the right stage and at the right time for the right duration, a lot of resources can be saved. These put the onus of training students in various 'soft skills', which are value-added skills in developing their entire persona, on the academia, particularly in B-Schools and universities. And Communication Skills stand out as the critical component of such courses to be offered during the academic phase of the students. This is what Communication Skills mean today!

Once again looking to the importance of Communication Skills in English for the undergraduates, let us see the significance of Communication Skills at different job places where these students will go for training, where they are found less proficient in Communication Skills in English.

1.5.2 Importance of Communication Skills in English for the Commerce Undergraduates

"The ability to communicate topped the list of recruiting companies' desired traits this year among college candidates". (National Employees'2006 Job Outlook)

The statement itself indicates the importance of Communication Skills for graduates required by the service sectors too. Nowadays the need for strengthening the communication skills is increasing day by day, especially for the Commerce students as they get admission in the commerce college with a plan to do their service or business not only at the local level but also at the distant level. Even if one sees the job advertisements, one finds that one of the most expected qualifications needed for getting job is good command over English language and well developed communication skills. In most of the occupations, an individual is supposed to be competent enough in English and Communication. Professional and highly skilled jobs will continue to grow at a faster rate.

The importance of Communication Skills in English at any mode, brand and concept of professionalism is a well known and accepted reality today. In fact, recruitment advertisements of not only many major but also even of several minor players in the corporate sector specifically ask for people with excellent Communication Skills in English (and also Interpersonal Skills) besides the requisite 'skill set' in the areas of specialization. This is true even for Information Technology (IT) sector which has hitherto concerned with only the particular 'skill set' of the individual. The realization that Professionalism and Communication Skills share a symbiotic relationship is driving many companies, including some very prominent IT majors like HCL,INFOTEC, etc. towards making conscious efforts to make their staff become smart and effective communicators !

Interestingly, the Government of India and also the Public Sector in our country are waking up to this demanding reality and apparently concerted efforts are being made in getting their executives trained in various soft skills, in general and Communication Skills, in particular. For example, Short term course in Communication Skills in English, offered by Institute of Secretarial Training and Management under the Department of Personnel and Training and the National Institute of Entrepreneurship and Small Business Development of the Ministry of Small Scale Industries to

Government officials, are quite popular as are the in - house as well as out–sourced training of Navratna Companies like the BHEL, amongst others. In addition, sessions on Communication Skills have been incorporated in the various training programs initiated by different departments such as National Science and Technology Entrepreneurship Development Board to promote new enterprise creation and to train Master Resource Persons in inculcating scientific temper amongst masses respectively. Thus, Communication Skills are very much relevant and important in today's internationally networked world.

With the international developments like the opening up of the world economy, emergence of a strong and vibrant World Trade Organization and consequent international 'haggling' and contest for issues like trade zones, free trade and economy, intellectual property right etc, the notion of profession expertise has begun to change. The boom in software industry and the subsequent Business Process Outsourcing and the Call Centre explosion, has highlighted the need of the structured and focused training on Communication Skills in English for students of various professional courses and has been indeed much needed wake up call. Though several training programmes to impart the requisite skills in sales, services, customer relations etc to their executives is not a new phenomenon in India.

The academic institutions, churning out thousands of so called professionals every year, are now interested in preparing their students for the grind of the professional life. Of course, some elite academic institutions besides a handful of B-School have been making efforts at initiating some courses aimed at imparting Communication Skills or Personality Development packages to their students. Some of the companies have developed trend-setting expertise as Communication Skills' trainers. HCL is one such company, whose famous slogan 'Contact, Connect, Communicate' (Triple 'C' paradigm) today has become a very popular, catchy and a widely used communication tool.

Consequently the Commerce graduates need to keep in mind the long term benefits of focusing on a specific set of skills. Additionally, today's 'high tech' job market requires computer competency and strong communication skills for a successful career. Some areas like personnel-public relations, marketing, sales, and labour relations call for exceptional communication skills. Editors, writers, teachers, advocates, researchers also need a highly developed ability to communicate. Executives are also expected to be effective communicators in order to project a favorable image of their organizations.

Thus, the ability to communicate effectively has become an important job requirement. Investment banks, consulting firms and even technology companies stress on the importance of communication skills when hiring candidates. Some new employees in areas such as finance, marketing and consulting prepare multi page reports and presentations. No one can doubt that even drafting an e-mail is an art in today's business world and strong writing skills are crucial for business majors looking to enter the corporate world.

In this way, communication can be considered as a social and cultural process and the language is the main tool for communication. Good communication and good English facilitate everyone in many ways. Therefore, being able to communicate in English is an absolute pre-requisite in today's cut-throat world of communication even at the local level. For example, in order to level Gujarat state with the globe, the Gujarat Government supports the projects like Society for Creation of Opportunity through Proficiency in English (SCOPE) for improving the Communication Skills of the youth in English. It indicates that there is a great need to enhance the Communication Skills in English especially of the youth. Gujarat is known for its 'Business' qualities. Here most students prefer to go for Commerce education in order to be the successful professionals. But sometimes these students lag behind in communication skills in English. In Kachchh region of Gujarat, especially at university level, English is offered as compulsory subject. Its objectives are such as, learning comprehensive

and expressive skills but in Commerce faculty 'English' is taught as a compulsory subject only in the First Year Degree course with more emphasis on comprehensive skills and in the remaining years of Commerce graduation 'English' serves the purpose of a tool to learn 'Commercial Communication' which is one of the compulsory subjects in all the three years of B.Com. Degree. The objectives of teaching 'Commercial Communication' are different from the teaching of general English i.e. business letter writing, correspondence with different organizations, report writing etc. Here, it is obvious that only 'written communication skills' are emphasized in the F.Y.B.Com. level, Spoken and Presentation Skills are almost ignored. Therefore many Gujarati and Hindi medium students generally remain passive listeners and try to rote learn the subject contents in order to succeed in university examinations.

The undergraduation is the stage, where these undergraduates try to promote their academic achievements, where they seriously think and plan about their future to be moulded, where they begin to evaluate their strengths. Therefore, at this juncture, it is very much essential for these Commerce undergraduates to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full potential to become productive and contributing members of the world community.

The fact shows that in spite of English being so popular and common among the native speakers in usage of even local language, it continues to be difficult for millions of our students across the country. Especially the students who hail from the rural areas find it difficult to communicate in English even after many years' learning English at school. Even college leaving students find it difficult to use English for social or academic purposes. Considering all the important aspects, the researcher felt the need of the present study in the area of developing and implementing a strategy to enhance the First Year Commerce students' Communication Skills in English in its right perspective.

1.6   Need of the Strategy for the Present Study

The researcher, during her observation in the area where she has been working as a lecturer for last one decade, observed that there is a direct link between language and communication skills. Some of the F.Y.B.Com. Students are best in obtaining excellent results in both these subjects but the majority of these Commerce undergraduates get just above average marks in the same subjects due to various reasons such as 'lack of prior foundation in English, limited knowledge of English vocabulary, poor personal motivation, deficiencies of interpersonal communication skills in English, no practical exercise, lack of extensive and intensive reading in English. Due to lack of communication skills in English, students' self-concept, self-confidence and self-esteem remain low and a kind of 'inferiority complex' develops in them. Such students make use of readymade material of lecture notes to understand the required subject but this practice makes them handicapped in mastering the communication skills because the skills cannot be strengthened without systematic practice which is necessary for making them competent communicators in English. Their inability to cope-up with the present scenario might affect their personal and professional development at many levels if they do not have properly enhanced communication skills in English. In addition to the observation of the present scenario and in the light of the literature reviewed for the present study, the researcher had timely perception for initiating the present study.

As the Commerce education is directly linked with the economy and since English is having its global importance, the researcher felt that in the present global culture, it is a need of the hour to enhance the Communication Skills of these F.Y.B.Com. Students in English by developing and implementing a comprehensive strategy that can be effective and efficient for them for their entry in the job market, leading to their personal and professional growth.

Furthermore, the development of the higher education in India, in the last five decades, presents a picture of light and shade. In the garb of quantitative success, there is a qualitative failure. Though many studies have been undertaken that are related to the area of developing different skills and strategies for teaching various aspects of English and other disciplines, there is hardly any study concerning the strategy for enhancing communication skills in English for the Commerce undergraduates. If a sincere attempt is made to utilize the period of graduation in teaching of language and enhancement of communication skills of these undergraduates along with the other studies, it would help them, both personally and professionally.

The brief summary of the review of the related literature by the researcher made it clear that various efforts have been undertaken to cover up the area of school and to enrich linguistic skills and language aspect in the area of teaching and learning English language for different levels of students, when various computer mediated technologies, programmes and strategies have been developed and implemented. It showed that there had been no dearth of studies in the area of English language. Some of these studies helped the researcher to gain thorough understanding about the need to evolve an instructional material according to the needs of the learners and to get an insight into the aspects related to the development of a strategy, to know about the innovation in classroom instruction and the learners' positive impact in learning, different abilities, skills and attitude of the undergraduates required to be strengthened. But as a very few studies had been carried out that are related to the area of Communication before, it seemed that more sound researches were necessary to focus upon the area of under graduation where, there is a general negligence in developing and implementing a strategy for enhancing the communication skills in English for the First Year undergraduates specially for the Commerce students. The researcher had not come across any study which could help to understand the area of development and implementation of a strategy to enhance the Communication Skills in English for the First Year Degree students in Kachchh District of Gujarat, the less attended to so far. It seemed that there has been a great need to conduct such type of research that becomes helpful

to these Commerce undergraduates for their personal and professional development, required in the discipline of Commerce which, in turn, has great impact on national development. Considering all the aspects as mentioned above, the researcher proposed the present study in the area of developing and implementing a strategy to enhance the First Year Commerce students' Communication Skills in English in its right perspective.

1.7   Research Questions

i)   How to integrate the LSRW Skills among the First Year B.Com. students?

ii)   How to enhance the Communication Skills possessed by the First Year Degree Students?

1.8   Statement of the Problem

Development and Implementation of a strategy to Enhance Communication Skills in English for the Commerce Undergraduates.

1.9   Objectives of the Present Study

1.   To study the initial level of Communication Skills in English possessed by the First Year B.Com. students

2.   To develop the strategy to enhance Communication Skills in English possessed by the First Year B.Com. students.

3.   To implement the developed strategy for the First Year B.Com. students.

4.   To study the effectiveness of the strategy developed.

   a)   In terms of the achievement of the Communication Skills of the F.Y.B.Com.students.

   b)   In terms of the students' reflections about the strategy.

1.10 Organization of the Thesis

The present study is divided into five chapters**.**

The first chapter of the present study is '**Introduction**'. This chapter introduces the entire topic of the research along with its importance, background of the study, objectives of the study, explanation of the terms. It concludes with a paragraph that looks ahead to the rest of the chapters. This chapter gives the conceptual background to the specific area under investigation. It clearly states the problem under investigation with specific reference to the placement in the broader area under study. It describes the significance of the research problem focusing on why the present study is undertaken.

The second chapter is on the '**Review of related literature**'. It consists of the review of important literature related to the problem under study. This chapter begins with an overview of how the chapter is organized, followed by a review of the theoretical and empirical literature and ending with summary of what the previous research seems to mean and how it relates to this study. Here, the researcher has tried to identify research gap, focusing on what has been done so far, when and where earlier studies were carried out along with interpretation of the significance of the results. It also traces that it had been critically analysed and summarized in order to justify the necessity for conducting the present investigation.

The third chapter entitled **'Research Design for the Present Study** discusses the design of the study. It highlights the methodology of the entire study. This research design is a plan of investigation which includes an outline of what the researcher has done, from writing the objectives, hypothesis and their implications to the final analysis of data. It includes the subjects called 'sample', tools needed for the collection of data, procedure followed for collection of data and its analysis. It focuses on the functions as mentioned below. It conveys the facts about the nature and type of data required along with where such data is found. The design of the study answers many questions like: what, where, when, how much and by what, concerning the study. It answers to the questions such as, 'How has the sample been drawn'? 'What was the sample size'? 'How were the tools designed'? 'How have valid and reliable tools been constructed'?

The fourth chapter is about the **Strategy.** It focuses on the pre-requisites for the development of the present study strategy, identification of the entry behaviour of the students, the objectives for developing the strategy, selection of the instructional inputs in the context of the level of the students and the implementation of the developed strategy to enhance the Commerce undergraduate students' communication skills in English

The fifth chapter is about the '**Data Analysis and Its Interpretation'** that deals with the outcome of the study. The data collected are presented in a tabular form and analysed with the help of appropriate statistical techniques. This chapter further gives the detail of actual findings and its discussion.

The sixth chapter of the report is entitled as '**Summary**' deals with major findings, conclusion and suggestions.

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.0   Introduction

The second chapter of the present study is on the 'Review of Related Literature'. It consists of the review of important literature related to the problem under study. This chapter begins with an overview of how this chapter is organized, followed by a review of the theoretical and empirical literature and ends with summary of what the previous research seems to mean and how it relates to the present study. Focusing on what has been done so far, when and where earlier studies were carried out along with the interpretation of the significance of the results, the researcher has also tried to identify the research gaps. It also traces that it had been critically analyzed and summarized in order to justify the necessity for conducting the present investigation.

In any research study, there is a need to go through previous literature of the related field to gain the perspective from different angles such as research trend during particular period, research design used for research studies, the findings and so on. The relevant reviews can be pace-setter that stimulate further research efforts and also play a very significant role in shaping the nature of the particular research study which is deduced as implication for the reviewed studies. In any investigation, a review of the previously carried out studies in the field is essential for a deeper insight and clear perspective of a research work. It provides knowledge of the field in advance. Valuable information obtained in the process helps in the planning of the study, selecting and developing the tools for the data collection, developing proper techniques for analysis and interpretation of the data. The suggestions given by the various investigators in those studies enable the researcher to probe into the possibility of new areas of research. Such a review provides the investigator with a sound rationale for the current study and helps in defining the frontiers of the field producing a more definitive

statement of the problem. It also helps in establishing the relationship between the completed research in the field and the specific problem under investigation and therefore an overview of the past studies is of great importance. A review of related literature, along with the examination of the recent and historically significant research studies within India and outside India, acts as a basis for the proposed study. Hence the following sections consist of the review of related literature within and outside India.

2.1   Review of Related Literature Within India

The review of related literature within India was an important step in understanding Indian research. It helped the researcher in clarifying and defining the problem, stating the objectives, formulating hypothesis, selecting appropriate design and methodology of research as well as interpreting the results in the light of the research work already undertaken. In this chapter, the researcher has also endeavoured to provide an overview of various aspects of the present study through the review of existing literature. The researcher referred various resources for review which included various doctoral theses, dissertations, projects, books, reports, internet sites and articles related to human resources relevant to the present study. However, it was not possible for the researcher to review these researches in the primary form of sources so she also made an attempt to review the related literature through the secondary sources as were available within the range of her study. The reviewed literature within India is presented below.

Sinha (1967) carried out a project entitled the '*Remedial Work in English for Pre-university and First Year Degree Studies in Hindi Speaking Areas*'.

The aims of the project were : (i) to identify exactly which areas of English language teaching needed most immediate attention for remedial work at the Pre-university class and the First Year degree stage in Hindi Speaking areas, (ii) to locate the difficulties of the students in expressing themselves in written English with accuracy and correctness, and (iii) to find

out the reasons for difficulties and also effective measures which would help them in acquiring minimum skill for taking down notes in the class, preparing synopsis of the articles and books and expressing themselves coherently and intelligibly in English. The project was confined to remedial work, mainly needed in the field of morphology and syntax.

For the purpose of error analysis, different universities, secondary, higher secondary, intermediate exam boards in Hindi Speaking areas were asked to send English composition papers. About 1000 scripts were collected and 550 were scrutinized. Out of 550, 300 scripts were of Pre-University Class students, 200 scripts of the First Year degree students and 50 scripts were of B.A (Final) students. For analysis, essay questions of the scripts were examined. The errors were classified into various categories with several subdivisions such as determiners, verbal forms and their patterns, wrong verb usage, nouns, pronouns, prepositions, concord, punctuations, syntactic patterns, adjectives, conjunction, spelling, lexical and unclassified errors.

Some of the findings of the project were: 1. Under 'determiners', 93% of the errors were in the use of articles, most of those were due to the failure to differentiate between a particularized and non-particularized context between a countable and uncountable nouns. 2. Under 'syntactic patterns', the mistakes were mostly at the clause level, omission, wrong word order or insertion of unwanted elements. 3. The errors under 'prepositions' involved wrong choice, omission or insertion. The prepositions most frequently involved were 'in', 'to', 'on', 'at', 'of', 'with' and 'from'. 4. Most mistakes were related to the replacement of the simple present tense and simple past tense by other forms. Over and above the areas such as spelling, lexical and punctuations, where errors were found to be the most frequent. 5. Mistakes under 'concord' were mostly related to the lack of concord in number.

Trivedi (1969) conducted a survey on '*Study on the Assessment of Interest of the Undergraduate Students in Relation to Environment*'.

The purpose of the inquiry was two-fold: (i) evolving methods of studying interest of the undergraduate students, and (ii) studying the relationship between the interest patterns and environmental factors, viz; areas of residence, father's occupation, course of studies etc.

An inventory, an information test, a situational test and a projective test were designed to measure interest from various angles and the rationale behind the construction of these tests were reported. A sample of 180 students was chosen from various institutes so as to form criterion groups and the tests were tried out. Item analysis was carried out for finding out the chi-square value for each item. Revision of the tests was made in the light of the findings of the pilot study. The tests were finally administered to 300 undergraduate students selected at random from Fine Arts, Technical, Commerce, Agriculture and Science faculties of various institutes, areas of residence and family background. A Questionnaire was also constructed for collection of the environmental data with a view to relating them to interests. Range, central tendency and standard deviation for each of the six areas were found out. In addition to the correlational techniques, an analysis was attempted for finding out the basic interest patterns and also the factors loadings of each subtest on the general factor of interest, in each of the six areas. With a view to finding out the effect of environmental factors on each type of interest analysis of variance and other allied statistical techniques were employed.

The study revealed that: 1.Interest was identifiable at the undergraduate level, and range means and standard deviations of the interest scores were found to vary from group to group, from interest to interest. 2. There were three basic patterns of interest in spite of considerable overlap between interest areas and the basic dimensions might be identified as (a) practical-scientific,(b)creative-aesthetic and (c) manipulative-computational. 3. The main effect of the environmental factors included under the scope of the present study on the most types of interest, was significant and there also existed an important interaction between the numbers of environmental variables.

Dave, P. (1974) carried out a project on '*Improving Language Skills in the Mother-Tongue among the Pre-university Students'*.

The objectives of the project were: (i) to develop and experimentally test the effectiveness of a Bridge Course of 100 hours with respect to five language skills, i.e., Listening Comprehension (LC), Listening and Note-making Competence (LNC), Reading Comprehension (RC), Guided Comprehension (GC) and Epitomizing (EP), (ii) to construct a pre-test and the post test for evaluating the attainment in the above-mentioned five skills of college entrants who opted for the regional language (Kannada) as the medium of the instruction, (iii) to investigate the relationship between the content input, the process and the learning outcomes in the language learning situation, (iv) to examine the possibility of existence of an independent hierarchical structure in language attainment, (v) to study the relationship between the language skills and some other variables as sex, parental education, occupation and income, and (vi) to develop a Modified Version of Curriculum Schema (MVCS) that could be applied to analyze both language as well as content learning.

The sample of the study consisted of 730 Pre-university students selected from different colleges of Bangalore, Mysore, Dharwar and Bijapur. They were administered a specially prepared pre-test for determining their initial level of attainment in language skills. The students who formed the experimental group were given an intensive training in language skills. The control group was selected randomly that did not undergo any training. Data were statistically analysed by means of ANOVA, ANCOVA, ANOVARA (Friedman), t-test and chi-square test.

The study arrived at the following conclusions: 1.The college entrants in the pre-university courses who were given intensive training through the Bridge Course showed greater improvement in their language skills and academic performance than those who were not given the intensive training. 2. Differences existed between the language skills of the students coming from families having differential parental education, occupation and income. 3. The test and the sub-tests possessed a substantial extent of divergent validity and a fair degree of reliability.

Dewal (1974) carried out a developmental study entitled *'Difficulties in Teaching English and Effectiveness of Programmed Teaching'*.

The major objectives of the study were: (i) to study teachers' perceptions of difficulties which hampered effective teaching and learning of English, and (ii) to study the effectiveness of programmed teaching.

For the first part of the study ninety three English teachers of Udaipur constituted a sample. A total of 160 students of class VIII of four government schools of Udaipur city were employed as the sample for the second part of the study. As for tools, a questionnaire was administered to the teachers for the purpose of the data collection. The pre-test and the post-test were used to ensure the effectiveness of the developed program.

The study revealed that: 1.The difficulties hampering effective teaching and learning of English were due to the shortage of trained teachers, lack of subject competence in teachers, dearth of good teaching-learning material, lack of individual attention and poor socio-economic background. 2. Programmed teaching overcame some of the felt difficulties of the teachers and helped students perform significantly better than those who were taught by conventional method. 3. The strategy proved useful in a situation where teachers were under-qualified and untrained in teaching English.

Desai (1975) conducted an experimental study on **'***The Teaching of English as a 'Library Language' in the Commerce and the Science Faculties of Universities in Gujarat'*.

The objectives of the investigation were: (i) to evaluate the prescribed syllabi in the context of the objectives of teaching English as a 'library language', (ii) to study the usefulness of the vocabulary prescribed for the purpose of using English as a 'library language', and (iii) to evolve a minimum useful vocabulary on an experimental basis for one of the levels up to graduation in Commerce and Science. For data collection, questionnaire and interview were employed as tools. The respondents were educationists, teachers of English and the elite group of the society. Two

studies were conducted with a view to finding out the impact of teaching a set of vocabulary to increase the power of comprehension among pre-university students of Commerce and Science. Tests were also administered to a group of S.S.C.E. students. Statistical techniques were applied to find out the difference between the means of achievement scores.

The significant findings were 1. In the faculties of Commerce in the universities of Gujarat, the useful vocabulary items introduced ranged between 31 and 37 % of the total vocabulary. 2. In the faculties of Science in the universities of Gujarat, the useful vocabulary items introduced ranged between 40 and 41% of the total vocabulary. 3. In the syllabus of English and in the question papers thereof, there seemed to be a trend towards language orientation; 4. A large number of comparatively young teachers of English in Commerce and Science colleges belonging to the universities of Gujarat did not possess an adequate language skill and the desirable clarity to the problems of English teaching, and 5. It would be possible to introduce library language oriented syllabi at different levels of degree courses for Commerce and Science students and it would also be possible to prepare readable text books on the basis of useful vocabulary.

Vamdatta (1976) carried out a project on '*English for Students of Economics'*.

The project aimed at carrying out a student oriented need based operational research. It was concerned with the needs of the post-graduate students of Economics in the universities of Gujarat as regards the comprehension of their subject books in English. It dealt with the solution of a practical problem namely the students' inability to get access to knowledge in Economics treasured in specialized books in English and consequently their failure to use English for library purposes. The study thus explored the field of developing English as a library language. The study recommended the production of teaching material for the post-graduate students of Economics whose academic success is severely affected by inadequate English.

Pal (1978) carried out a survey on '*Developing a Reading Oriental E.L.T. Strategy: A Psycholinguistic Study'*.

The objectives of the investigation were to study (i) the relationship between reading ability in English and intelligence, motivation and selected environmental variables of school and college students in ELT classroom, (ii) basic differences in the requirements for an adequate programme of reading instruction in English in school and colleges, (iii) the possibility to synthesize a reading-oriented ELT strategy for those students, and (iv) the essential features of the strategy.

A survey of reading ability in relation to psycholinguistic and socio-linguistic factors was done to examine if significant psycholinguistic and socio-linguistic variations existed in the school and college classrooms. This was followed by the examination of the relative importance of perceptual, contextual and conceptual reading skills in English at school and college levels.

The findings of the study were: 1. The Reading-Oriented ELT strategy for these students was generally dependent on their verbal intelligence and language proficiency. 2. The Reading Instruction Strategy combining the perceptual and the conceptual skills could lead to the significant improvement in reading comprehension levels of the school students, irrespective of their verbal intelligence and initial reading ability. 3. The college students with different initial reading efficiency level required training in different types of reading skills and the poor student- readers were found to have responded most favourably to a strategy based largely on the perceptual skills and those student-readers with the high initial reading efficiency levels were found to respond most favourably to the training in advanced conceptualization and comprehension skills. 4. Contextual presentation of vocabulary and the structural items was found to be an effective and practicable in reading-oriented ELT strategy for the school students. 5. Students taught according to the strategy not only registered significant improvement in the overall language proficiency but also improved their reading comprehension levels significantly. 6. The strategy was found to be equally favourable to the students with different intelligence and initial reading abilities.

Usha, Kumar (1978) carried out an analytical study entitled '*English for Business: An Analysis Designing a Special Purpose Course for Students of Communication'.*

The objectives of the study were: (i) to ensure to move from the exercise level of language in the classroom to the experience level of language in the real world, (ii) to enable the learner to express his/her thought clearly and concisely in writing, (iii) to help the learner decide the purpose to be served by what he/she writes and to learn the techniques appropriate to serving them, and (iv) to inculcate the right attitudes and to sow the seeds of discipline required for the business writing.

The sample of the present study consisted of 50 English lecturers and 40 Commerce lecturers from Delhi, Mumbai, Madras and Calcutta. Tools employed for the study were Questionnaire and Personal Interview.

Some of the findings of the study were: 1. Business English was treated like a discrete variety where there were fixed responses for specified situations i.e. it was taught as a 'register' (language distinguished according to the use and not the user). 2. Teachers were reluctant to admit any kind of inadequacy on their part facing any challenge and evaded questions that were asked for honest admissions. 3. The questionnaire revealed and the personal interviews with the lecturers showed that most teachers were vague and uncertain about the demands that Business English made on language and on the teacher of English. 4. Misconception led that a student who had correct format of letters, reports and grammar had nothing further to learn in English class.5. English was not given its due importance at the graduate level in Commerce with the result that it had become an accessory.The study suggested for the learning tasks to be distributed and spaced to get constantly integrated and reinforced to acquire a new perspective and to sustain students' interest.

Lalitha (1981) carried out an experimental study on the '*Effectiveness of a Strategy of Training for Integrating Teaching Skills on Teaching Competence of Student Teachers'.*

The main objective of the study was to compare the effectiveness of the experimental strategy (experimental treatment) with no specific strategy (control treatment) for training in integration of teaching skills in terms of teaching competence of the student teachers.

The study employed a pre-test, post-test control group design with pre-test scores and teachers' attitudes as covariates. Sixteen student-teachers of a teacher's training college constituted the sample for the study. The covariates, namely, teacher attitudes and classroom performance in terms of teaching competence were measured prior to the experiment for all the student teachers included in the study. The treatments were given in simulated situations followed by real school conditions. The teaching competence was measured employing a General Teaching Competence Scale (GTCS) which measured teaching competence in the use of various specific teaching skills and the Indoor Teaching Competence Scale (ITCS) which measured teaching competence in integrating various teaching skills.

The following were the findings of the study. 1. There was no significant difference between the two treatment groups after training for integration of teaching skills in simulated conditions in terms of teaching competence measured on both GTCS and ITCS adjusted for initial differences in teacher attitudes and pre-performance on GTCS and ITCS. 2. After training for integration of teaching skills in simulated conditions followed by real school conditions, the experimental group was better than the control group in terms of teaching competence measured on GTCS adjusted for initial differences in teacher attitudes and pre-performance on GTCS. There was no such difference between the groups in terms of teaching competence measured on ITCS adjusted for initial differences in teacher attitudes and pre performance on ITCS. 3. After having undergone training for integration of teaching skills in simulated conditions, the experimental group made greater mean gains (significant at 0.05 level) than the other group on teaching competence measured on GTCS adjusted for initial differences in terms of teaching competence measured on ITCS. The same results were obtained even after the entire training for integration of teaching skills (in simulated followed by real school conditions). But the difference in GTCS gains between the groups was still more distinct (significant at 0.01 level).

Saraswathi (1982) conducted an exploratory study entitled '*Towards a Communicative Course Design in EOP: A Study in Applied Linguistics.*'

The study explored the nature of communicative competence in relation to learning a language for specific purposes; and on that basis, suggested the guidelines for designing a course in English for official purposes (EOP) for the undergraduates in Tamil Nadu, India.

In the first part of the thesis, theoretical perspectives in applied linguistics- both linguistics and pedagogical were examined. In the second part, the learner's needs were established through a practical investigation.

The objectives of the study were: (i) to find out to what extent the undergraduate students have communicative competence in English for official purpose, (ii) to study the shared convention of EOP in Tamil Nadu, (iii) to study the expectations of the official community in Tamil Nadu regarding EOP, and (iv) to find out the level of potential learner's competence in EOP.

The researcher selected 30 business letters, 15 each, chosen randomly from a set of letters written by business people in their day-to-day lives and from those written by the Third Year degree students as part of a test designed for the study, were revised into better versions and the changes introduced were analyzed and evaluated. A questionnaire was administered to 125 business people at different levels of the official hierarchy. The areas covered by the questionnaire were a personal profile of the informants, the place of English at the workplace, the need for a course in EOP and the nature of English used for official purposes. A diagnostic test in written communication in English in EOP to 60 final year B.A./ B.Sc. students and 40 Final Year B.Com. Students of Madras University were administered.

Some of the findings were 1.The Third Year B.Sc./B.A. Students did not have adequate communicative competence in EOP due to unawareness of certain conventions of EOP and inability to express them in right language. 2. The Third Year B.Com. Students did not have the required communicative competence in EOP in spite of doing business

correspondence, they were only slightly better than the non-B.Com students. This indicated the usefulness of a specific course in EOP and the need to modify the course offered to the B.Com. Students at that time. 3. The major components of communicative competence in EOP were: grammatical accuracy, appropriate choice of words, logical organization of ideas and appropriate tone.

The study suggested that there is a need to design a need based course in EOP based on sociolinguistic survey. A course meeting the various needs like letters, reports, memo, circulars, minutes, notices, filling in forms is needed to be designed. This type of course should be introduced in colleges so that after entering in services, the employees could have an extra orientation course more narrowly geared to their needs i.e. banking, insurance etc.

Shanteshwar, Veena (1982) conducted a survey on '*An Investigation into the Roles of English in Higher and Professional Education in Karnataka'*.

The study sought to identify (i) the English language needs of the personnel belonging to different professional categories in the state and then to assess their actual level of proficiency in the performance of various English language tasks, (ii) to investigate the English language requirements of students who prepared of these professions, and (iii) to evaluate the capacity of the existing English language teaching programmes at the post – secondary level and their adequacy in meeting the aforesaid English language tasks.

A representative sample of 60 subjects belonging to six major professions – medicine, engineering, law, banking, school teachers and first/second division clerks was selected. The sample for the superiors consisted of these professionals was ten which included Chief Medical Officers, Executive Engineers, District Judges, Bank agents and Managers, Headmasters of high schools and Assistant Commissioners. The student sample consisted of 100 subjects pursuing professional and non professional courses in seven different institutions. 40 of them had a rural background and 60 had urban background. The teacher sample consisted of 32 subject lecturers and 50 English lecturers of colleges.

The instruments used were the job observation, interview and administration of two sets of questionnaires, one for the professionals and the other for their professional superiors. The English language tasks emphasized were reading, oral and written communication, listening and comprehending. The same English language tasks were presented to their superiors to opine, (a) How many of these language tasks were required for the particular profession? (b) How far should their employers be able to perform those particular tasks? Three separate field-tested questionnaires were administered to students, subject lecturers and English lecturer. Percentage analysis was undertaken.

Some of the findings were: 1.English was exclusively used for all types of written communication by 60 % of the doctors, 61 % of the engineers, 30 % of the lawyers and 80 % of the bank employees, 37 % of the high school teachers and 28 % of the clerks. 2. About 80% of the doctors, 70% of the lawyers and engineers, 66% of the bank employees, 25% of the teachers and 10% of the clerks were required to speak English. 3. About 70 % of the doctors and 80 % of the lawyers, 75 % of the bank employees, 60 % of the high school teachers and 71 % of the clerks felt that English courses offered at school and college were satisfactory. 4. About 80 % of doctors and lawyers and 54 % of engineers felt that English had a very important role to play while only 25% of the teachers felt so. 5. It was found that the use of English by personal belonging to various categories of jobs was largely determined by the nature of their particular job and they had adequate English language proficiency. 6. A majority of students was not satisfied with the English courses offered to them at school and college levels. 7. The students felt that the courses did not give them proficiency in reading, writing and speaking English and were of no use for their study of special subjects. 8. The subject teachers felt that their students required training in special skills and it was not given importance by the English language teachers. 9. An analysis of English language teaching revealed that the courses did not impart to the students the essential language skills which they would need in order to perform a variety of tasks in their professions. Some of the causes were attributed to large classes, exclusive dependence on the lecture method, emphasis on examination and frequent experimentation with syllabi and, lastly, greater orientation towards English literature than towards English skills.

Shivapuri (1982) conducted a comparative study entitled 'An *Investigation into Pupil's Comprehension of English'*.

The objectives of the study were: (i) to find out how the background factors of intelligence, socio–economic status, level of aspiration and personality traits affected reading comprehension of English passages in class XI students, and (ii) to find out sex differences in reading comprehension.

A sample of 200 boys and 200 girls studying in class XI of schools in Varanasi city was selected. Data regarding intelligence, socio–economic status, level of aspiration and personality traits were collected using appropriate standardized tools available. For English comprehension, a test standardized by S. Chatterjee and M. Mukerjee consisting of two parts, one having items for putting sentences in proper sequence and the other having passages for paragraph comprehension, was used. In analyzing the data, personality test scores, and SES scores were made independent variables and English comprehension scores were made dependant variable. After analyzing the relationship between comprehension scores with each of these independent variables, r's and partial r's between each of the independent variable scores and comprehension scores were calculated. Finally, multiple R for relationships between all the independent variables and comprehension was worked out. Regression equations were arrived at for determining the contribution made by each of the independent variables. All these analyses were done for two sex groups separately.

The findings of the study were: 1. Socio-economic status affected the comprehension scores only in case of girls, the upper girls scoring higher than the lower class group. 2. When correlation coefficients were observed, it was found that in the case of boys only the correlation of comprehension scores with intelligence was significant, where as in the case of girls, it was significant in case of SES, intelligence as well as level of aspiration. 3. The study of partial r's revealed close relationship between comprehension scores on one hand and SES, intelligence, level of aspiration on the other hand. 4. The relationship with the personality factors was significant only in

case of girls. 5. Both in the case of boys and girls, the maximum contribution to comprehension score was that of intelligence.7. In case of girls, the level of aspiration was the next most important factor accounting for comprehension scores. 8. The effect of personality factors varied for the two sexes. 6. There was no difference in comprehension scores for the two sexes.

Pandian (1983) conducted a pedagogical study on '*Learning Styles and Teaching Strategies in Higher Education'*.

The study conceptualized a causal relationship between learner characteristics, their cognitive styles, learning styles, and their preference of teaching strategies.

The objectives of the study were to identify (i) learning styles of college students and their preferred teaching strategies, and (ii) the association between learning styles and predictive variables like types of college, sex, subject of study, personality traits, locus of control and English language ability.

Science and Arts students (numbering 1200), from six city colleges, were selected, using the multiple random sampling technique. The tools used were the Grasha Reichmann Student Learning Style Scale to identify learning style, Cattell's 16 Personality Factor Questionnaire, Jame's External/Internal Locus of Control Scale, the English Proficiency Test (standardized at the Central Institute of English and Foreign Languages, Hyderabad), the Teaching Method Ranking List, and a personal data information sheet. The analysis was done by using the chi-square test to establish the relationship between learning style and other variables, principal component analysis to identify teaching strategies, multiple discriminant function analysis, profile analysis for analyzing the profiles of learning style and path analysis to test the validity of the path model.

The findings were: 1. College students differed in their learning styles and in their preference for teaching strategies. 2. Except their 'subject of study', all the other variables were related to their learning styles. 3.

Irrespective of students' learning styles, their preference for teaching methods formed three clusters. 4. Learner characteristics and cognitive styles were found to influence directly and also through learning style, their preferences for teaching strategies.

Joseph (1983) attempted at experimental cum developmental study entitled '*Evolving a Strategy for Teaching English Grammar at High School Level*".

The objectives of the study were: (i) to evolve a validated multimedia strategy for teaching English grammar at high school level, (ii) to find out the comparative effectiveness of the three forms of PLM namely linear, deviated linear and branching, (iii) to find out the relationship between pupils' attitude towards the multimedia strategy and their achievement in the comprehensive test, and (iv) to find out the relationship between pupils' intelligence and their performance in the comprehensive test.

For realizing the above objectives, a single group design was used. The study was conducted for a group of 28 students studying in classes IX and X of an English medium school of Baroda city. The components of the instructional strategy were introduction by the teachers, PLMs of linear, deviated linear and branching forms, tables and charts, exercises and assignments, key to exercises, summary and criterion test. The instruments used for the study were nine criterion tests and a comprehensive test, a reaction questionnaire and attitude scale prepared by the investigator as well as Raven's Standard Progressive Metrices. The study was conducted for two successive years. The strategy was validated on the basis of the students' performance on the criterion test and comprehensive test, students' reaction towards the material and experts' reaction towards the material. Descriptive statistical techniques and t-tests were used for analysis of data.

Some of the findings of the study were: 1. About 90 % of the students scored 60 % or more marks in five out of nine units. In the rest of the units, 30% to 80 % students scored 60 % or more marks. 2. Both the students and the experts had expressed a positive reaction towards the multimedia instructional strategy. 3. Branching PLM was found to be most effective in

terms of achievement and ranking by the students.4. Deviated Linear PLM was found to have a comparatively inferior stand in terms of ranking by the students. 5. Linear PLM was found to be least effective in terms of achievement and rating by the students. 6. The students expressed a stable favourable attitude towards the strategy. 7. There was no significant relationship between students' attitude and achievement. 8. There was a significantly positive relationship between intelligence of the students and their achievement through strategy. The educational implication of the study is that a duly validated and reproducible instructional strategy with PLM as its major component can be used in high schools for efficient grammar teaching.

Joshi (1984) carried out a normative survey entitled '*Factors Influencing English Language Abilities'*.

The objectives of the study were: (i) to ascertain the growth level of comprehension, vocabulary, translation, grammar, language usage and spelling abilities of English language among eighth graders belonging to the scheduled caste and non-scheduled caste varying in intelligence level, socio-economic status, sex, locality and schools administered by private agencies, missionaries and the state government, (ii) to find out the common errors committed in translation, grammar, language usage and spelling by eighth graders belonging to different sex, locality, intelligence, socio-economic status and types of institutional administration, and (iii) to find out the factors which influenced the growth of English language abilities.

The study was conducted in Moradabad and was confined to urban and rural schools, managed by private agencies, missionaries and the state government. A sample of 720 students from both the sexes representing scheduled caste and non-scheduled caste was selected using the stratified random sampling method. The sample was then grouped for different strata with 30 students in each stratum. The data were collected administering Progressive Matrices (Raven), SES (urban and rural) Scale (Kapoor and Udai Pareek), Sixteen Personality Factor Inventory (Cattell) and English Language Ability Test (Sharma). The statistical techniques used for analyzing the data were mean, percentage, t-test and correlation.

The findings of the study were: 1.The growth status of language ability was a function of structural factors operating within (intelligence, sex etc.) and outside (socio-economic status, locality and type of school) the individual. 2. The scheduled caste students were found to attain average growth level in each one of the six English Language abilities whereas the students of the non-scheduled caste were found to be slightly higher than average in those abilities. 3. There existed a significant relationship between intelligence and growth of various English language abilities. 4. The growth of English language abilities was found to be maximum among eighth graders of missionary schools, followed by the students of state government schools and private schools. 5. The male eighth graders were found to be higher in such language errors as failure to identify the relationship of the verb with the number of the subject, failure to place the pronoun in the sequence, failure to identify the relationship of the anomalous verb 'will' with the succeeding verb, etc., whereas the female eighth graders were found to be higher in failure to use 'who', failure to use a word in relation to its pronoun and failure to use 'neither'. 6. The growth of English language ability was found to be influenced by factors such as caste, intelligence, socio-economic status, locality, administrative control of an institution and personality.

Keskar (1984) carried out '*A Survey of the Implications of the Three Language Formula Enunciated by the Government of India with special reference to its Impact on Maharashtra State*'.

The objectives of the study were: (i) to study the position of language instruction in various states and union territories in India, (ii) to study the place of Hindi in school curriculum of the Southern states, (iii) to study the place of the first and the third language in the tribal areas, (iv) to study the attitude and views of the Maharashtrian parents about English as the medium of instruction, and (v) to study the implications for the Three Language Formula in Maharashtra and compare it with other states.

The study employed historical and extensive field survey method. The sample of 520 consisted of parents whose wards were studying in English medium schools in Bombay and the sample also represented different socio-economic and cultural sections of the society. Tools employed in the study were a questionnaire, documentary analysis, observation, visits and correspondence. The data were analysed with the help of percentages.

The findings of the study were: 1. Parents admitted their children in English medium schools predominantly for securing admission to engineering, medical or science colleges in future and securing employment was other reason. 2. Children studying in English medium schools found difficulty in understanding the concepts of Marathi and Hindi Grammar. 3. The majority of the students spoke in Marathi or Hindi or English mixed Marathi. 4. Students' interest in literature in the mother tongue was limited by the English medium. 5. Hindi speaking states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh neglected the study of modern Indian Language. 6. The southern states were Andhra Pradesh, Karnataka, Kerala and Tamil Nadu neglected the study of Hindi. Instead of the three language formula, the two language formula (mother tongue and English) was being implemented. 7. States like Orissa, Punjab and West Bengal also neglected the study of Hindi but they had to study three different scripts for three different languages. 8. In states like Manipur, Meghalaya and Nagaland, more importance was given to English as the official language. 9. Union territories like Andaman and Nicobar, Arunachal Pradesh, Mizoram and Pondicherry also neglected the study of Hindi in secondary schools.10. The 'Three Language Formula' was followed in its real sense in Maharashtra and Gujarat. 11. All children studied Hindi with the exception of those who offered a classical language as their second language. Equal importance was given to all the three languages in secondary schools.

Menon (1984) attempted at '*Evolving a Multimedia Approach to Teaching at Post-graduate Level*'.

The objectives of the study were: (i) to develop a multimedia strategy in organizing a course in educational technology for post graduate and research students, (ii) to validate the strategy in terms of the students' performance in criterion tests and discussion sessions, and their attitude towards the strategy, (iii) to study the relationship between achievement and intelligence, between achievement and English reading comprehension, and (iv) to study the feasibility of the strategy.

The single group design was worked out for carrying out the investigation over a long period of time. The sample consisted of 21 M.Ed. students, 15 M.Sc. Home Science students and 8 research students of Education and a combined group of 22 students of M.Ed. and M.Sc. (Home). The instructional inputs of the strategy were PLM, structured lecture, team teaching, seminar, slide–tape commentary, workbook presentation, discussion, library and practical works, assignment and feedback session and summary.

The tools used for the study were criterion test, an observation schedule and an attitude scale prepared by the investigator, Govinda's English Reading Comprehension and Raven's Progressive Matrices. Descriptive statistics, F-test, partial correlation and product–moment correlation techniques were used for data analysis.

The findings of the study were: 1. In the initial year, around 90 % Ph.D. students and M.Sc. students scored 60 % and above marks on the comprehensive Criterion Test. 2. In the subsequent year, around 90 % students scored 75 % and more marks. 3. An improvement trend was witnessed with regard to discussion sessions. 4. At different stages of strategy implementation, the students' attitude towards the multimedia approach went on increasing in a favourable direction. 5. During the period of try- out of the strategy of two years, the relationship between intelligence and academic achievement was not found significant. The relationship between English comprehension and academic achievement was found significant at 0.01 levels. 6. The unit cost varied from Rs.47/- to Rs. 32/- for a range of 25 to 50 students if software suitable to be presented through hardware was to be incorporated. The strategy worked within the prescribed periods of time.

The educational implication of the study is that the validated multimedia strategy, with suitable software material can be used to provide instruction in 'educational technology' for one semester duration to post graduate students in education and related disciplines.

Natraj (1984) conducted an experiment entitled '*An Investigation into the Efficiency of Group Method Techniques for English Language Instruction at the Intermediate Level in Gujarat*'.

The study aimed at achieving the objectives such as : (i) to determine whether the use of strategies really had a systematic effect in the experimental setting, (ii) to determine whether the observed occurrences were influenced by some uncontrolled factors or not, (iii) to determine whether the systematic relationships that were identified and measured could be generalized i.e. to find out whether these results could be used to predict relationships outside the experimental setting, (iv) to devise such techniques where learners can work in groups and participate in a major way in the learning process, and (v) to investigate into the efficiency of Group Method Techniques for English Language Instruction.

An analysis of the prevailing situation was taken up to arrive at the problems and needs of the learners. The equivalent group pre-test–post-test experimental design was used to try out the techniques prepared. The pre-test and post-test results of the groups were statistically analysed. Personal observation of classroom teaching and interview with the people concerned was also taken into account to decide the effectiveness of the techniques used.

The study led to the following findings: 1. Group Method Techniques were found effective in promoting the real use of language and improving learner-participation in the classroom teaching. 2. The communicative nature of the material had helped the learners use a lot of English, some of which were beyond their prescribed course.

The following suggestions were pointed out for further research: (1) Types of groups (Stream and Mixed ability) and their effect on language learning. (2) Preparation of materials for group work at various levels evaluation of their effectiveness. (3) Spreading the same research over a long span of time in order to verify the validity of present study. (4) Group Method Techniques and Personality Changes in the teacher and the learner. (5) Group Discussion as a technique to modify the attitude of the learners. (6) Role of the teacher in GMTs class.

Patted (1984) carried out a study entitled '*Lecture Pattern of College Teaching : A Study in College Teaching'*.

The objectives of the study were: (i) to find out the average duration of time out of one hour lecturing period used by college teachers for the seven major components of the lecturing process-information processing, soliciting, responding, reacting, giving directions, pausing, and providing scope for the student participation, (ii) to identify specific behaviours under each major components of the lecturing process for which college teachers showed preference in their lectures, and (iii) to compute certain indices with a view to understanding the nature and quality of college teaching in general.

An equivalent category observation system for describing and analyzing college teaching in terms of twenty behaviours was developed. The inter-rater reliability of the system was found to be consistently above 0.80. Three hundred and forty eight college teachers teaching humanities and social sciences in 40 colleges situated in the jurisdiction of the Karnataka University constituted the sample for the study. Each teacher was observed twice for 30 minutes duration. The observer listened carefully to the teacher or student talk, decided the category/code number that best represented the three second segment of teacher/student behaviour and recorded it in the observation sheet. The category-wise frequencies relating to teacher and student classroom verbal behaviour were added up for all the teachers and they constituted raw data for analysis and computation of indices.

The findings of the study were: 1. Out of a lecturing period of one hour's duration, college teachers used 56 minutes and three seconds in information processing, 30 seconds in soliciting, 25 seconds in responding to student queries, nine seconds in reacting to students' answers or ideas, 51 seconds in giving directions to students, one minute and eleven seconds in the use of pause and 51 seconds for giving scope to student participation. 2. College teachers showed a preference for restricted and factual types of information processing, questioning and responding to student queries, routine ways of reacting to student ideas/answers and giving directions to students. 3. They used 'pausing' with and without a purpose and provided very little scope for student participation. 4. They predominantly exhibited direct teaching behaviour.

The study suggested that the college teachers need orientation and training in respect of the lecturing skills of (1) expanded and evaluative information processing,(2) expanded and evaluative questioning,(3) reacting to student ideas at the rationalized level, (4) giving extended directions, and (5) encouraging student participation.

Pillai (1984) carried out '*A Study of English Needs of Polytechnic Students*'.

The objectives of the study were: (i) to identify the various uses of English language by technicians on-the-job industry, (ii) to analyze the engineering textbooks representing the several subjects taught in each of the three conventional branches of Civil, Electrical and Mechanical Engineering in terms of 13 communication categories, (iii) to identify the language skills required for learning in polytechnics, (iv) to correlate the ranks of the language categories identified by job analysis, text analysis and questionnaire method, and (v) to list the needs of polytechnic students in their use of English for their studies and future career.

All the students in the final semester of Civil, Mechanical and Electrical engineering, all the teachers of the rank of the associate lecturers and lecturers who taught the three branches and all the teachers of English in

all the five polytechnics in Madras city constituted the population for the administration of the questionnaire. Three textbooks which had all the subjects taught in each branch and written by Indian authors were selected for analysis. As many as 169 technicians in the three branches were interviewed for job analysis. The basic tool used was Smith and Meux Categories of Communication. It was adapted to the text analysis and also used in the construction of the other two tools for job analysis and the questionnaire. Percentage scores were used for comparing the data.

Some of the findings were: 1.The ranking of the priority of the four needs was Language Skills, Communication Skills, Communication Categories and Language Elements. 2. The language skills depended on the situations in which the user put the language to actual use in achieving his/her objectives. Vocabulary acquisition and writing mechanism provided the base for the receptive and the productive skills respectively. The use of English for speaking and reading was very limited compared to that for writing and listening. 3. Under 'Communication Skills', Polytechnic students' interest in professional development and perception of on-the-job requirements were reflected. 4. The communication categories had to be understood as well as expressed by the polytechnic students and technicians. Here again, the institutional priorities and industrial needs were different. There was an expressed desire to practise these categories by making use of language skills. 5. Discreet elements of language were listed under the lowest priority. 6. Job analysis and questionnaire laid its first preference on designating and text analysis on stating. The study implied that the teaching method should be reorganized with reference to the identified needs. The students' assignments, extra-learning materials and self-study packages should be geared to cater for the expressed needs.

Sheth (1984) attempted at '*Evolving a Strategy of Developing Teaching Skills in Secondary School Teachers*'.

The objectives were: (i) to evolve a strategy in the form of a self-instructional multimedia package synchronized with microteaching technique for developing the teaching skills of silence and non-verbal cues,

stimulus variation, illustrating with examples, reinforcement and explaining it to secondary school teachers, (ii) to validate the self-instructional multimedia package developed, (iii) to explore its feasibility to study the effect of experimentation in the improvement of scores of Behaviour Coding System of secondary school teachers, (iv) to study the perception of teachers about the strategy. 32 pre-service and in-service secondary school teachers were purposively selected. 16 of them were in-service teachers teaching in the secondary sections of Gujarati-medium schools of Surat in Gujarat and the remaining sixteen were trainee teachers of education colleges of South Gujarat University. The tools used were a background information sheet, Attitude Inventory Scale I and II, Teachers' Perceptions' Scale about the Multimedia Package, Multimedia Package Course Evaluation Schedule, Interview Schedule, Behaviour Coding System and Observation Schedule for different teaching skills. To test the hypothesis, t-test involving correlated means was applied.

The findings were: 1.The group included in the study showed significant gains at 0.01 levels in the mean scores on self-evaluatory observation schedules for teaching skills. 2. The group showed significant gain at 0.01 levels in the mean scores on Behaviour Coding System after its training through self-instructional strategy. 3. The group retained the gains in the mean scores on Behaviour Coding System even after a period of three months. 4. Teacher self-analysis using feedback from videotape was an effective vehicle for improving teaching skills. 5. The attitude of teachers towards different aspects of teaching was favourable prior to multimedia package course. 6. The utility of microteaching technique for practicing various skills was highly appreciated by the participants. 7. Participants found the package course very interesting so far as its educational importance was concerned. 8. The teachers were quite satisfied with the package course so far as its educative importance was concerned. They found it quite well-planned and self-explanatory.

It suggested that the teacher effectiveness, if viewed in terms of certain teaching skills, can be developed and measured. Self-instructional skill-based material should be used in developing various teaching skills in a relatively short duration.

Soumini (1984) conducted an experimental study entitled '*A Course Design Based on Communicative Approach for English Language Teaching in Regional Medium High Schools'*.

The objectives of the study were: (i) to design a course, based on communicative approach for the teaching of English for regional medium class IX and X students using science as the contents, (ii) to prepare a sample material as per the course design, (iii) to try out the prepared sample material to find out their workability in class room situations, and (iv) to evaluate the materials in terms of the performance of students in rhetorical acts in biology.

The parallel group experimental design was employed. The sample consisted of high schools. The experimental and control groups were formed on the basis of one to one matching. The course design was drawn for class IX and X, the content taken being the biological and physical sciences. The six units were based on the topics selected from these Science subjects. The experiment was conducted in a Telugu medium school. The various types of tests and instructional materials used in the study were English Proficiency Test I and II, Science Pretest, Science Achievement Test, Science Post Test, Questionnaire to find out students' reactions and teachers' opinions on the course design.

Some of the findings were: 1. In case of Science, the pretest and post test gained scores of the experimental group demonstrated a significant improvement due to communicative approach. Similar improvement from pre-test to post-test for the control group was not observed. 2. The majority of the students found that the course design was useful to improve both science and English.3.Students found that the figures, illustrations, charts and exercise given in the instructional material were satisfactory and interesting. 4. Most of the English teachers considered that they had to be more active in the class room and most of the students also sought guidance from them. The teachers felt that this type of course developed vocabulary, structures, science, concepts as well as language skills. .5. Teachers felt that they needed special training to teach English through communicative approach. They believed that such a course was difficult to introduce in their schools.

The educational implications are: (1) English language teaching through the communicative approach can give the students some capacity both for receptive and productive knowledge. (2) The students' handbooks and guidelines to the teachers for implementing this innovative method should be applied in all the schools. (3) The exercises in the handbooks should be based on the needs of the students and local resources of the school and the environment. (4) In-service orientation of teachers has to be organized for explaining the salient features of the communicative approach. (5) Team teaching of the teachers has to be made effective. (6)The Pre-service teacher training syllabi should be revised so as to include the communicative approach in teacher education programme. (7) Research institutes and specialized organizations like CIEFL, NCERT, etc. should undertake extensive studies for assessing the feasibility of communicative teaching at different stages of school education. (8) Changes in evaluation techniques have to be evolved according to the requirement of the communicative approach. (8) Emphasis on a written discourse has to be given its due importance. (9) Activity oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communicative skills.

Sundara (1984) carried out a study on *'The Academic Needs in English of the Commerce Students of Madurai-Kamraj University'.*

It aimed at identifying the academic needs in English for the Commerce students of Madurai-Kamraj University. The assumption of the researcher was that the Commerce curricula in the university had no provision for the essential requirement of the Commerce students. The researcher felt that a Commerce specific course in English should be provided rather than a general English course so as to make learning the language more meaningful and purposeful for the students of commerce. The tools chosen for analysis of needs were questionnaire, informal discussions and textbook analysis. The perceptions of English teachers, Commerce teachers and the students of Commerce were undertaken.

Jacob(1985) carried out a study on '*Planning and Integrative English Curriculum for Undergraduate Science Students: A Community Based Approach'.*

The study sought to describe and relate learner needs to worthwhile curricular aims and recommended concrete steps for curriculum development and implementation. The central questions of the study were: (i) What was the scope of the exciting instructional activity in relation to the communicative experience of the student? (ii) What perceptions did students have of worthwhile learning opportunities and applications of English education? (iii) How could the self-perceptions of students and the limitations of their curricular experiences be related to a fresh ideology and a set of curricular aim for the teaching-learning of English? and (iv)What would be a constructive plan of action towards realizing the curricular aims in context of exciting teacher competence?

Adopting an ethnographic approach to the inquiry, the study sought to systematically reproduce the insights gathered from participatory experience in a college community, i.e. an affiliated college of Poona University. Data were collected through classroom observations of six science lectures and one English class, informal semi-structured interviews with teachers and students, a questionnaire administered to fifty undergraduate science students, and a team teaching exercise involving seven teachers.

The findings from the analysis of instructional activity and student self- perceptions led to the development of a learner profile in which communicative experience was found to be structured within specific co-occurring communicative functions applicable to both the Science and English curricula. Within these functions, a highly controlled role relationship was mentioned and the learner's opportunities of articulatory and exploratory language experience were restricted. As for the students' self-perceptions of worthwhile learning opportunities, it was found that they had a general awareness of the drawbacks of their curricular experience and were able to perceive better learning opportunities in the form of independent study project and extra-curricular activities of academic significance. It was also found that their attitudes towards English education were significantly positive and that they valued general communicative ability in English in view of pursuing their vocational interest.

The main implications of the study were: (1) The profile provides a theoretical orientation for an integrative curriculum. From a psychological point of view, the learner's communicative experience is observed to be largely cognitive at the level of acquiring and reproducing given knowledge in the form of factual information. An integrative English curriculum will therefore seek to enrich the learner's existing experience by providing active and subjective involvement within an effective domain of knowledge and experience in relation to the human being and his/her environment. From the socio-linguistic point of view, the curriculum, by providing an extensive exposure to language through encounters with interdisciplinary and cultural knowledge, will aim at developing a communicative competence and target repertoire that was in general academic rather than subject specific. From the philosophical point of view, the curriculum will rest on the principles for a liberal education and will aim to provide the opportunity for critical reflection and acquisition of personal knowledge of a comprehensive nature through wide thematic investigation in dialogical learning contexts. (2) Towards implementing an integrative English curriculum, the analysis of teacher competence reveals that teachers had a minimal competence with regard to participatory teaching and negotiation of cultural knowledge. A constructive plan of action will, therefore, support the teachers in acquiring a new competence for fulfilling the aims of the proposed curriculum. (3) The study concluded that an integrative English curriculum was justified considering the limitation of the learner's existing communicative experience and need for an extensive language experience. It can be developed through systematic planning and collaborative undertaking in specific academic communities.

Jalalluddin (1985) carried out a study entitled, '*A Study of the Course Book, Communication Skills in English, Introduced by Osmania University.*'

The purpose of the present study was to assess the 'communicativeness' of Osmania University's text book, "Communication Skills in English" which aimed at developing communication skills of the students of the First Year undergraduate level and to review briefly some of the existing syllabi in communication skills at the undergraduate level

elsewhere in the country to find out how far such courses catered to the needs of the students and what were the problems in implementing such courses and the usability of such courses from the teachers' and students' view point and to propose a framework for teaching of communication skills at the undergraduate level. The sample of the present study consisted of 40 teacher-respondents.

Some of the findings of the study were: 1.The students were exam conscious. 2. A good syllabus with all necessary constituents was not made available and the text book achieved its objectives only to some extent and the change in course design necessitated change in methodology. 2. The set objectives could not be translated through the lecture method. 3. Lecture method could not be found suitable for teaching the text. 4. Non-methodological constraints were the hindrance in the implementation of the communicative methodology. 5. Interference with communication was considered a more serious error than violating rules of grammar. 6. The criteria for evaluating the students' performance could be in accordance with the principle of communication. 7. The text lacked good prose piece, had an inadequate graded exercises. 8. One-sided lecturing did not produce learning. 10. Methods suggested were at variance with communicative methodology.

The study suggested that : (1) Mere change in the approach to write text book will not help to realize the desired objectives, viz., the development of communication skills of the learners, unless it is matched by suitable rethinking in the methodology and evaluation techniques. (2) Text book should constitute all the components of good syllabus such as clear statement of objective, details about what to teach and how to teach, information about the sources of additional material, examination requirement and teaching schedules. (3) Self-explanatory and self-instructional exercises which exemplify communicative functions (listening and speaking) should be part of the teaching material focusing on the purposive use of language under functional heading incorporating easy, understandable and communicative prose. These exercises should be both, grammatical and communicative.

Kumar Karuna (1985) conducted a study entitled '*Opportunities for Language Learning: A Comparative Study of Classroom Interaction in English Content Subject and Activity Classes*'.

The present study sought to characterize and compare different classes in the school curriculum in terms of the extent to which they provide opportunities for language learning. Its chief contention was the differences in modes of teaching, style of classroom organization, subject matter content and teacher-student behaviour leading to different kinds of classroom interaction. This, in turn, created different kinds of conditions in the classrooms and made differential opportunities available for language learning.

The main concerns of the study were: (i) to what extent and in what ways the nature of classroom interaction differs in English, Content subject and Activity classes (ii) the nature of the conditions for language learning that becomes available in each class as a result of these differences in classroom interaction.

The researcher carried out the tasks by a preliminary investigation in four English medium schools in New Delhi (Class VI and IX). For the main study the researcher selected a representative sample of seven classes of one school from the three groups (English class, Content subject class and Activity class). The tools used for the study were semi-structured interviews of teachers and pupils and class observation.

Some of the findings of the study were: 1. In the English and content classes, the main purpose of teaching seemed to transmit information to the pupils and to check whether or not the information had been received. 2. Preliminary investigation of various subject classes was done in terms of the nature of teacher-pupil interaction in each class, the modes of teaching, the kind of language used and the questions asked, the nature of pupil activity, pupil's participation and involvement, classroom atmosphere etc. 3. The comparison of the classes in terms of language learning conditions led to the conclusion that the conditions for language learning available in the activity

classes were more conducive to language learning than those available in the English and content subject classes. 4. The activity classes could have adequate language exposure, opportunities for participation and a learning environment which could be considered suitable for language learning. 5. In the English classes, the English teachers realized the need to use simpler language to make them understand.

Khare (1986) carried out a study entitled '*A Comparative Study of Traditional and Structural Approaches to Teaching of English with reference to Their Learning Outcomes*'.

The study was conducted to compare the traditional and structural approaches to the teaching of English in terms of their learning outcome. The specific objectives were: (i) to test the general level of performance of junior high school students in various aspects of English, namely, spelling, comprehension, applied grammar and vocabulary, (ii)to make a comprehensive study of the average performance of students taught through the structural approach and the traditional approach, and (iii) to study the effect of cultural and economic background and intelligence on the performance of students in the above aspects in English.

Seven achievement tests (for seven different dimensions of English) and a cultural and economic background questionnaire were constructed by the investigator. R.K.Tandon's Samoohik Mansik Yogyata Parikshan (1970) was used to measure intelligence. The stratified random sampling method was used for the selection of the students. In all 253 boys and 300 girls were included from four districts in U.P. the obtained data were analysed through the calculation of mean, standard deviation, critical ratio and F-ratio.

The following conclusions were drawn: 1. Students' achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition, applied grammar and vocabulary. In pronunciation, students' achievement under the traditional approach was found to be better than that under the structural approach. 2. Cultural and economic background was found to play a

significant role in the areas of composition, comprehension and pronunciation. 3. Intelligence was found to be an important factor in achievement in all the seven areas of English.4. The joint effect of intelligence and approach to teaching was significant in the area of pronunciation. The joint effect of cultural and economic background and approach to teaching was found to be significant in the areas of applied grammar and vocabulary.

Vimala Devi (1986) conducted a survey-cum-experimental study on '*Strategies for Developing Critical Reading Abilities in Higher Secondary Students in English'.*

The objectives were: (i) to find out the critical reading ability level of the students of standard XI, (ii) to identify the tasks involved in critical reading, (iii) to develop a strategy which would help the students to perform the tasks involved in critical reading, and (iii) to find out the efficiency of the strategy through an experimental study.

Variables namely, intelligence, anxiety, socio-economic status, divergent thinking ability, syntactic and semantic proficiency, students' self-rated reading skills and achievement scores in English were considered for their effect on the development of critical reading. The tools used were Cattell's Non-verbal Intelligence Test for the age group of 16 plus, Dutt's Personality Inventory, Kuppuswamy's Socio-Economic Status Scale, a rating scale to measure the perceived sub-skills in reading, a battery of intelligence tests designed for testing productive thinking in semantic and syntactic units and a close test in English. Besides, five critical reading tests were designed by the investigator.

The sample for the survey consisted of 1042 students drawn from 19 schools and for the experimental study; the sample consisted of students who had secured the lowest mean value in the final reading comprehension test. The strategies that were designed and refined were tried out on students for promoting critical reading ability. A total of 16 hours, spread over a period of one month was spent in improving critical reading ability of the students of the target group.

Some of the findings of the study were: 1. The students of the target group were able to improve their critical reading ability through the strategy implemented, which proved the effectiveness of the strategy. 2. The total improvement of the critical reading skill was 11.41%. 3. The inter-correlational matrix revealed that there was a relationship between achievement scores and critical reading achievement. 4. The four factors identified in the factor analysis revealed that the critical reading skill was highly related to the four main abilities, namely, interpretative, inferential, evaluative and creative. 5. Students of class XI were below 41% level in their critical reading achievement. 6. The difficulty level of the students studying in English medium schools under different management did not differ.

Ekbote (1987) conducted an experimental cum developmental study entitled '*Development of a Strategy for Integration of Skills in Teacher Training*'.

The objectives of the study were: (i) to develop a strategy for integrating the teaching skills acquired through micro teaching practice, (ii) to determine the validity of the integration strategy in terms of content validity, student-teachers' performance in classroom teaching and their reaction to the strategy, (iii) to study the effectiveness of the integration strategy in relation to variables pertaining to the student - teachers' qualifications, teaching experience, academic achievement, skill comprehension, availability of study time, attitude towards teaching and micro teaching.

The study was conducted with a purposive sample of 13 student - teachers of a regular B.Ed. programme having Science as one of their special methods and English as the medium for practice teaching. The study involved a single group pre-test post test design. Before the pretest, there was a general treatment comprising simulation practice teaching through the Indian Standard Model of Microteaching for seven skills. The experimental treatment included integration practice using instructional material, instructional techniques like discussion, lecture, simulated practice,

classroom practice and fieldwork as its components. The content units of the strategy were use of questioning and explaining, use of blackboard and visual media, reinforcement personalization, inquiry approach, variables influencing classroom teaching, diagnostic and remedial practices and organization of co curricular activities related to classroom teaching. The pretest and post-test were conducted by observing two lessons of each student-teacher in a real classroom using (i) Baroda General Teaching Competence Scale and the Attitude Towards Microteaching Programme- a Rating Scale developed by Passi, et al. (ii) Teaching Effectiveness Comprehensive Scale and the Skill Interaction Analysis Category System developed by the investigator (inter-observer reliability 0.81). The other tools used were the Skill Comprehension Paper-Pencil Tests developed by the investigator, Ahluwalia's Teaching Attitude Inventory. The analytical technique used was mainly analysis of covariance.

Some of the findings were: 1.The integration strategy was found effective in terms of the improvement it made in the student-teacher's performance in classroom teaching. 2. All the seven variables pertaining to the student-teachers viz., qualification, teaching experience, availability of study time, attitude towards teaching and microteaching, skill comprehension influenced the improvement in the classroom teaching performance through the strategy.

Peter, Daniel George (1987) conducted a descriptive type of field study entitled '*Developing Supplementary Activities in English for Disadvantaged Learners: A Study in Rural College*'.

The purpose of the study was to investigate the special needs of the rural learners by identifying the traits peculiar to the disadvantaged learners in language learning and then to find out if better learning and general language proficiency could be promoted through supplementary activities in English. Those participatory activities aimed at compensating the language deficits of the academically disadvantaged learners of English and promote in them the much needed confidence and competence to negotiate the general English. It was mainly based on consolidation of the views of the teachers and the students in rural colleges.

The study was not based on any try-out or an elaborate experiment. It was mainly based on consolidation of the views of the teachers and students in rural colleges. The sample for the study consisted of 10 teachers (5 subject teachers and 5 English teachers) and 100 students who belonged to the three rural colleges of Bharathidasan University. Tools prepared for the study were questionnaire, a proficiency test, an interview and discussion with the teachers.

Some of the findings of present study were: 1. Most of the students joined college with regional medium background. 2. The change in medium of instruction at the college level gave the disadvantaged learners a cultural and linguistic shock. 3. The socio-economic background of the rural learners in English was invariably that of a low-income group of average working class community. 4. Lack of exposure to the target language at home created a gap resulting in "NIL" motivation or aptitude for the study of English. 5. Language learning competence was liable to be influenced by social blocks and social opportunities, especially in the learners at the formative age and stage etc. 6. There was a need for a special coaching class arrangement and the average age of the rural college learners was found to be more than that in the city. 7. The essential know-how like the uses of a dictionary was generally not known to the rural learners along with the lack of initiative in extra-curricular communicative activities. 8. Clinging to the set of prescribed text books and lecture method resulted into 'English' classes being branded as 'bored'. 9. Co-curricular activities like a 'bridge course' at the beginning of the academic sessions needed to be done.

Skanthakumuri (1987) adopted a survey-cum-experimental design for a work entitled '*Development of Strategies for Improvement of Reading Skills in English at Middle School Level.*'

The objectives of the study were: (i) to identify the tasks involved in reading and comprehension, (ii) to develop strategies which would help students perform the tasks involved in reading and comprehension, (iii) to develop the skill of reading and comprehension through these strategies, and (iv) to find out the effectiveness of the strategy by an experiment.

A stratified random sample of 937 students of both sexes, drawn from 11 schools of urban and rural areas was used for the survey to determine the level of reading and comprehension ability. The sample for the experimental study consisted of 58 top ranking and 56 low ranking students in the reading and comprehension test. The tools used for the study were Mental Ability Test, Part I, (NCERT), Kuppuswamy's Socio Economic Status Scale, Achievement Test in English and Reading and Comprehension Tests (I to VII) constructed by the investigator, based on Barrett's taxonomy (literal comprehension, reorganization, inferential comprehension, evaluation and appreciation). One of the important strategies used for the development of reading skill was 'easification', others being schematic presentation, intermittent comprehension, use of short form and motivating through puppet show and dramatization. In addition, the investigator prepared a text-book of reading material for the 12 lessons conducted during the experiment and a teacher's handbook for the same.

Some findings of the study were: 1.There was a significantly higher reading ability score for boys, students with English as the medium of instruction, and students from urban areas. 2. The intervention strategy helped to improve the reading ability of the students of both the high and low groups, the increase in the low group being higher than that in the high group. 3. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in literal comprehension and in inferential comprehension for both high and low group students. 4. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in appreciation and reorganization levels in the low group students.

Jadeja, R. (1988) conducted a survey-cum-experimental study entitled '*The Techniques for the Teaching and Testing of Language Use with Specific Focus on Oral Communication with a View to Promoting Language Use in the Classroom at the Secondary Level*'.

The objectives of the research were: (i) to design, construct and administer a questionnaire and an interview schedule to collect information about the existing ELT scene, (ii) to review the related literature and some standardized tests of English, (iii) to design, construct and administer an observation schedule to record information about the pattern of discourse during the teaching sessions, (iv) to arrive at a set of techniques for the teaching and testing of the oral communication, (v) to conduct an experiment to measure an effectiveness of the techniques of teaching and testing oral communication, (vi) to analyze and interpret the data collected during the experiment with a view to arriving at a set of findings regarding the effectiveness of the techniques of teaching and testing of oral communication.

The sample consisted of 240 students of class IX of four secondary schools of Gujarat state where the medium of instruction was Gujarati. The tools used for the study were questionnaire, interview schedule, observation schedule and various tests. The study was conducted using both the survey and the experimental design. The new techniques were tried out in four schools and pre-test, post-test results were analysed to establish the effectiveness of the new techniques.

Some of the findings of the study were: 1.The new techniques of teaching oral communication were found to be effective in all the experimental groups, both in urban and rural areas. 2. All the learners across the range of intellectual abilities and socio-cultural background had benefited from them. 3. The analysis of classroom interaction established that new techniques facilitated greater use of language within the classroom. 4. To cover a wide range of oral communication, it was found to be necessary to include test items based on a single-voice stimulus (a talk) as well as a two-voice stimulus (a conversation). 5. Dictation could be used as a 'pragmatic task' to cover the testing of oral communication. 6. Teachers needed to be trained in the new way of working to use the new techniques effectively and promote interaction in the class.

The study pointed out the following suggestions that the studies should be conducted to see (1) If the techniques for oral communication are effective at the primary school level in class V, VI and VII. (2) Whether such techniques can be equally effective in other part of India. (3) Whether video-recorded material can be used with equal effectiveness. (4) The comparison of the effectiveness of audio-recordings and video-recordings with a view to establishing which medium is more effective in the prevailing situation.(5) Similar studies can be taken up in other parts of India and an attempt should be made to arrive at definite statements about the socio-linguistic conventions in Indian English. (6) Studies should be taken up at the level of teacher education to see how best to prepare the teachers for effective implementation of the new techniques.

Arulkrishnamurthy, S. (1989) conducted a descriptive and comparative study entitled, '*Spoken English of the First Year Degree Students : A Comparative Study with Reference to the Medium of Instruction at the Pre-Degree Level*'.

It was a descriptive type as its scope was limited to the description of the phonemic inventory of the two groups of the students and the divergence form R.P. in their speech. It can be called the comparative type of dissertation as the speakers were compared on the basis of the medium of instruction they had at the pre-degree stage.

Its aim was to make a comparative study of the phonetic characteristics of the English of the First Year degree students with reference to the medium of instruction given at the pre-degree level. It aimed at studying the phonetic characteristics-both segmental and non-segmental of the English spoken by the First Year degree students. Pre-degree level meant the medium of instruction at the school and +2 levels. Its purpose was to find out how far the English spoken by the students with English medium background was different from the English spoken by the students with the vernacular medium background. It was a kind of double comparison a) the phonetic characteristics of the English medium students were compared with

those of vernacular medium students, and b) the phonetic characteristics of both the groups of students. The sample of speech consisted of ten students of the First Year degree class. Among them five had English medium and five had Tamil medium. Among them three students were selected from B.Com. Course and seven students were selected from the four disciplines of B.Sc. Course. Then for the Listeners' group, the researcher selected 30 homogeneous graduate listeners having three groups, (Non-Tamilian teachers, Tamilian teachers and Non-teaching Tamilians). Tools such as the Text having 44 words, Dialogue to study the intonation and rhythm patterns of the reading of the students, questionnaire and a chart were employed for the study.

The findings of the study were: 1.English medium students were more stable in the use of vowels and consonants than the vernacular medium students. 2. The students of both the groups did not use the weak forms for the structural words in their speech. 3. The vernacular (Tamil) medium students had more divergences from the standard pronunciation in the use of vowels and consonants. 4. The vernacular medium students had more deviations than the English medium students with regard to intonation, rhythm features such as stressing the structural words, using accents and expanding short forms. 5. The difference in spoken English between English medium students and Tamil medium was marginal at the segmental level; it was marked only in the supra-segmental level. 6. At the segmental level, the two-groups of students had common features which could facilitate intra-national intelligibility, but they also had other features which were hindrances to international intelligibility. 7. The twin media system at the pre-degree stage had resulted in varied attainment level in terms of spoken English in the college entrants, which was a matter of pedagogical concern for teachers in college. 6. There was a need for a bridge course between the pre-degree and degree stages of teaching-learning programme.

Buch, Amita (1989) conducted a study entitled '*Developing the Ability to Use Communication Strategies in Adult ESL Learners'*.

The purpose of the present study was to propose an alternative teaching programme to existing remedial courses to enable the adult learners to bridge the gaps in their target language and repertoire and carry on with their communication in target language. Its main aim was to take the adult-learners beyond the use of L1 based (regional) strategies that is the use of L2 based strategies.

The objectives of the present study were: (i) to remove the learners' mental block, (ii) to involve the learners in target language interaction, and (iii) to promote consciously the use of L1 and L2 based strategies (i.e. discriminatory or more skillful use of communication strategies).

The sample of the present study consisted of two groups according to their educational qualification. Seven adult learners from the senior batch of Gujarat Law Society Institute of English (GLSIE),Ahmedabad, Gujarat which was a homogeneous group of the age between 18 to 25 years. Seven adult learners from the heterogeneous group from jobs, business, study etc. The pilot programme was spread over a period of 14 classes. The proposed methodology for the present study was technique, discussion method, classroom arrangement and the teacher's role as an initiator, demonstrator and organizer.

Some of the findings were: 1. Task-based, interaction-oriented teaching was not possible to carry out in a classroom situation. 2. Since the learners did not take interest in such task-based programmes, they might not be able to perform successfully. 3. Learners felt that in task-based teaching, no language would be learnt at the end of the course and no control over the language items. 4. Initially, the learners felt a bit different about the type of teaching but their anxiety did not continue for long.

Singh Gurupdesh (1989) conducted a pedagogical study entitled '*A Logical Approach to the Teaching of Writing in English to Indian Undergraduate Students*'**.**

It was an explorative study. Its main objective was to emphasize the integration of logical aspects of discourse production to the pedagogy of composition writing and to impart to the students those skills which can guide the process of their topic exploration and provide them with both the major as well as minor arguments.

The samples of these test tasks were the advanced level students of the Final Year of three degree courses. It was a one month programme. The methodology of the study consists of a set of teaching components blending both product and process techniques. The teaching contents were 'composition writing', 'argument writing' and 'summary writing'.

Some of the findings were: 1.The undergraduates' skill of writing required a considerable training and improvement both at invention as well as at development level. 2. They improved their language by and by when they received the specific training in college. 3. They needed some kind of instructions in discipline related to idea generation and composition development because their lack of past training and past planning and their writing lacked coherence and order due to lack of conscious planning or lack of proper reasoning. 4. Most of the arguments were either irrelevant or superfluous. Students were not able to put the argument on its head or subject it to the rigours of its internal demand. 5. The students did not have properly understood the process and requirement of summary writing. 6. The cognitive maturity and level of general awareness was probably not there. The suggestion made for the development of writing activity was that writing has to be understood as an intellectual play challenging assumptions and generating alternatives. The approach for teaching writing should shift from product to process. Our graduates need a pedagogic plan that basically constitutes the teaching of sources of invention, coherence and arguments.

Pendyala, Kiranmai (1990) conducted an experimental study entitled 'Towards Developing Proficiency in English by Using Communicative Language Learning Materials and Computer- Assisted Communicative Language Learning Materials'.

The present study intended to investigate (i) the extent to which the learners were motivated by the medium (print/computer) in which CLL (Communicative Language Learning) and CACLL (Computer Assisted Communicative Language Learning) materials were presented, (ii) the kind of communication which CLL and CACLL materials encouraged the learners, (iii) the extent to which specific activities and programmes seemed to achieve the aims that had been set for them.

The sample for the present study consisted of 12 learners. There were two groups. The duration of the experiment was 30 hours, per group an hour a day. The experiment was done with the pre-test and post-test design. Each test consisted of a dictation passage, a close passage and a reading comprehension text followed by the questions.

Some of the findings of the study were: 1.In general, the CACLL group performed better than the CLL group in the pre-test. 2. The marks scored by the individual learners of both the groups on the post-test compared to those on the pre-test clearly indicated a marked improvement in the proficiency level (in English) of each and every matter. 3. CACLL group's overall performance was slightly better than the CLL group in their proficiency in English. 4. CACLL group was found to be highly motivated as compared to CLL group. It indicated the computer medium was found to be a better stimulating and motivating medium than the print medium. 5. All the activities for CLL programmes mean for CACLL were found to be successful in creating an acquisition-rich environment thus, enabling natural language communication possible in a language classroom. 6. CLL and CACLL materials encouraged the learners to communicate fluently with their peers and the materials were found to be suitable to Indian setting.

The present study suggested that: (1) There is a need of a large-scale survey of the institution using CLL materials and an evaluation of their efficiency in the context to motivate the other institutions to follow it. (2) A nation-wide pilot project should be carried out to try out the efficacy of using CLL and CACLL materials in Indian classroom.

Jyothi Anantha (1993) conducted an experimental study entitled 'Ae*tiology of Spelling Disability in Students Learning English as a Second Language'*.

The primary aim of the present study was to find out not only the factors causing misspelling but also those promoting correct spelling. Its methodological objective was to approximate as closely as possible to the issue upon the idea that 'If English spelling is so inconsistent, how a learner is able to acquire and use it?'. The present study had addressed the problem of spelling difficulties in English written and read aloud by Indian students. It studied the problems of the users of English. It traces not only the state of art in both the study of English spelling and spelling factors causing misspelling, but also those promoting correct spellings.

The sample consisted of the 30 subjects in number in the age group of 5 to 15 years. But certain tests were conducted on the children aged above 15 years to check an effect of the age factor. In order to study the spelling skills in the absence of visual and phonological input, the data have been collected and analyzed from the written corpus of 35 blind and the deaf students who had been diagnosed as developmental dyslexics. Spelling errors of dyslexics was analysed to see if there were any recurring linguistic patterns in the errors. Sources to collect errors were the preliminary test in dyslexic training center and case sheets.

Some of the findings of the study revealed that spelling was not an inconsistent as it seemed to be. Spelling was a very complex and many factors like linguistic, neurological and psychological ones affected one's spelling performance and problem with any of these factors might result in spelling disability. On the other hand, proper spelling seemed to be the result of co-ordination of all these factors.

Rao, P. Sunanda (1993) attempted '*To Design a Need Based English Course for the Undergraduate Students of an Open University through Distance Mode'*.

The sample of the study comprised of 506 distance learners of Dr. B . R. Ambedkar Open University of Andhra Pradesh, affiliated to different contact centers at Hyderabad, Secunderabad, Nizamabad, Nalgonda, Kurnool, Cuddapah, Vijaywada and Visakhapatnam. From each center, there was equal representation of male-female, employed- unemployed and rural-urban learners. The tools used for study include questionnaires, interviews and discussion.

Some of the findings were: 1.Almost all the learners could understand, speak, read and write English. 2. Reading leisure was not popular while, almost all had accessed English newspapers and learners from urban locale read the Newspaper regularly. 3. Writing in English was again mostly related to work. 4. Some specific language activities rated high were reading advertisements, instructions, notices, magazines and pamphlets. 5. Most students felt that knowing English was very important for getting a job and some even felt that it affected their social status and marital prospects. 6. Many students felt that English should not be made compulsory at the degree level and yet wanted to learn English. 7. Based on the needs, the need based course was designed. The efficiency of the course indicated a noticeable amount of consensus among the teachers in support of need based courses. Most learners found that the directions, guidance and the language used were easy to follow. They expressed that they were more motivated than before to read Newspapers and Magazines.

Barot, Urbashi (1995) attempted *'To Study the Attitude of Undergraduate College-going Students towards English Language Teachers and Teaching'*.

The study was conducted on a sample consisting of 85 male/female students of other faculties randomly selected from 11 colleges of Jabalpur, 90 male/female English medium students and 90 male/female Hindi medium students randomly selected from these colleges. Self-made questionnaire to measure attitudes and interviews with students were used to collect data.

Some of the findings of the study were: 1. Students of a Science faculty had more positive attitudes towards English language teaching. Among English medium and Hindi medium were highly significant in favour of the former group, while there was no significant difference between English medium and Hindi medium students in their attitudes towards English teachers. 3. Based on the interview it was found that while it was overall attitude towards English in all groups was certainly not unfavorable and in many cases quite positive. 4. It was clear that students of all faculties and both media of instruction were neither happy with their teachers nor with the way they were taught.

Parthsarathy (1995) carried out a case study entitled '*Towards Designing a Need-Based, Process-Oriented Course in Writing: A Case Study'*.

The present research reported on the design of an experimental course in writing and its implementation in a particular institution- Pandit Jawaharlal Nehru College of Agriculture, Karaikal, affiliated to the Tamil Nadu Agricultural University, Coimbtore. The design incorporated the theories of process-oriented approach to writing and the implementation was task-oriented. The programme was only a supplement to and not a substitute for the existing syllabus. It was an attempt at taking the teachers of English from the traditional, teacher-centered, content-based approach to English, to a need-based, student-centered, and skill-based approach to the language.

The objectives of the study were: (i) to design writing course with topics relevant to the students' academic and professional needs, (ii) to try out a process- oriented class room approach to the teaching of writing, (iii) to establish the teachers' role in the class room as that of a facilitator rather than of a dictator, (iv) to make the teaching of writing task–based with a view to developing in the students' the writing skill.

The study course comprised 10 sessions' spanning a period of four months. The sample consisted of 24 students of First Year B.Sc. It employed the tools like the pre-test, the post-test and a questionnaire.

Some of the findings were: 1. The unit on note making had its impact on the other kinds of wring attempted in the programme 2. The redraft showed better organizations of ideas. 3. There was some improvement in the writing of reports but not much in the writing of abstract. 4. There was a need for English and the English was expected to play an effective role in the class room. 5. The process – approach to writing helped the teacher to be a facilitator in the on going process of writing in the class room.

Dave, J. D. (1996) carried out an experimental study with an attempt to reveal '*The Effectiveness of Three Different Approaches of English Language Teaching Namely, Communicative, Structural and Conventional Approaches'*.

A total number of 161 students studying in class IX were selected as sample. Nine achievement tests and a Standardized Students' Opinionnaire were used to collect the data.

Its findings were: 1.It was found from the class room experiment that the conventional approach was most effective. Further, when communicative approach and structural approach were compared, result favored communicative approach. 2. It was found from students' opinions that communicative approach and conventional approach were favourable.

Roy, Ronita (1998) conducted a survey entitled '*Designing Video-Based Instructional Materials for Teaching English as a Second Language'*.

The present study was an attempt to explain how the video-based instructional material could be designed and used in the classroom by producing a short-video film and conducting a survey with some intermediate level learners in Pondicherry with the video-based materials.

The objectives of the present study were: (i) to show how a media-based approach could be viable, (ii) to show that in a country like India that was witnessing new pressures and demands for education of all types, alternative strategies had to be thought of, (iii) to demonstrate that in the alternative strategy the new technologies had an important role to play in the

formal system, and (iv) to establish that the curriculum in the formal system being totally textbook based, it had to be supplemented with self-instructional materials aided by interactive video.

The survey was conducted in one school and two polytechnic institutions for seventeen hours with 150 students from intermediate level (class XI) of all the different streams, Science, Arts, Commerce and Polytechnic. The study implied that video carries an aura of interest which can keep students relatively contented learners but all aids while making positive contributions to learning can be overused or misused.

Mathew, George (2001) conducted an experimental study entitled '*Enhancing the Listening Skills of Regional Medium Learners to Improve Reading Skills*'.

The proposed study itself an experiment, focused on establishing a close link between listening and reading comprehension. It aimed at enhancing the listening skills, examining the link between listening and reading comprehension and the extent to which the other skills like writing and communication significantly depend on listening skill. The main aim of the study was to find out how listening skill improves reading skill and consequently speaking and writing skills which are also a part of second language learning. The main objective of the study was to provide enough exposure to learners through listening tasks to help them with reading and other related skills.

The study comprised different stages such as…a) a Pilot study to know the background of the learners' and the teachers' problems in learning and teaching of English in the classroom, b) on the basis of Pilot study, a Preliminary test was conducted to know the general problems of the learners and the teachers inside and outside the classroom as well as to test the learners' level of competence in the receptive and productive skills, c) the Main study to give language input through listening tests/tasks in order to enhance the learners' listening skill and d) A Summative test to know how far the given language input through listening tests/tasks during the main study helped the learners in their reading skill.

The experiment was done in one local school of Hyderabad, Andhra Pradesh. It was based on the input given to the learners by way of listening tasks to improve their language skills. Its focus was on Telugu medium students of class VIII. It comprised three stages: Preliminary study, Main study and a Summative Test. A package of 18 tests/tasks was given as language input. The main tools of the study were Interview and classroom Observation.

Some findings of the study were: 1.In the beginning the learners were weak in LSRW skills but at the progressive stage they were able to recognize words in contexts because of their exposure to listening tasks. 2. Those learners could best perform when they had printed text with them while listening to and identifying a word or sound. 3. Listening tasks improved the language skills of the learners and they were able to recognize words that were not the part of their active vocabulary. 4. Their performance varied in the factual questions depending on the vocabulary used in the listening comprehension passage.

Singh, Raghav Neetu (2001) carried out an experimental study entitled '*Use of Some Learner Centered Techniques for Teaching English at the Undergraduate Level'*.

The objectives of the study were:(i) to judge the learner-centered techniques, their effectiveness in bringing proficiency in the language and the difference between the results of the pre-test and the post-test of the control and the experimental groups of the First Year B.Com. students to enable them to use the language efficiency in their day to day communication, (ii) to bring about the improvement by exposing the students to the various innovative techniques that give language exposure and language use in the classroom of life like situations, (iii) to view the literature of language methodology specially related to communicative language teaching, (iv) to prepare students to know how to ask question and how to respond accordingly, (v) to arouse the learners' interest and confidence in the language so that they use the language in conversations,

(vi) to try out the experiment on the First Year B.Com. Students for a period of two months, an hour a week and (vii) to prepare a teacher made test to evaluate the students competence in the language i.e. vocabulary, grammar, comprehension, oral and written abilities. The study had the experimental design, done with the two groups of 50 students of F.Y.B.Com. class of B.J.V.M. College, S.P. University of Gujarat state. The groups were assumed to be equivalent in all relevant aspects and differing only in their exposure to the experiment. The experiment was conducted for ten days. They were made to listen to the language for one hour daily. For the present study different learner-centered techniques were used viz., quiz competition, dialogue writing, strip story, interview and role play.

Some of the findings of the study were: 1. Even though the control group students were comparatively brighter than the other group but they could not benefit more than the other group which was expected comparatively less motivated towards the language learning. 2. The experimental group (towards the end of the experiment) wanted some more interactive activities to do in the class. 3. Such techniques not only made them aware of the future presentation but also made them aware how to express something in an effective manner.

Justina, Maria (2002) carried out an experimental study entitled *'Activating L2 Speaking Skills in Regional Medium Learners at the College Level'* which was an attempt to find a solution to the problem that hinders the speech of Telugu medium background learners. It was an attempt to enable the learners to speak fluently and confidently in the target language.

The objectives of the study were: (i) to identify suitable strategies that could help the learners overcome the problems they face in speaking in the target language, (ii) to enable the learners to use the target language orally with confidence by diverting the focus from the forms of the target language to its functions, and (iii) to identify the ways in which the teacher could help the learners pass from storing of linguistic knowledge to its operation in communication.

The research was conducted in Vivekananda Degree College, Chilkaguda, Hyderabad. The sample for the present study consisted of six students who were the representative of the population of the Telugu medium background students who joined English medium at the undergraduate level. Tools employed for the present study were the Learning Style Inventory, Four Comprehension Passages, a Semi-Structured interview, Informal Conversations/chats and Non-English TV Programmes of the learners' choice.

Its findings revealed that the learners perceived loss in efficiency as a result of a sudden inability to express themselves with the clarity, confidence or authority to which one was accustomed.

The study implied that (1) The teacher needs to reorganize the importance of the learners' interest in order that they can be banked upon to optimize language learning. (2) The teacher needs to motivate the learners in all the ways possible so that they can come out of their inhibition and become the fluent speakers. (3) A lot of individual attention and enormous practice need to be given to the target learners in order to move them towards accuracy along with fluency. (4)A language laboratory would be an ideal end of great help to non-English medium background learners to improve their pronunciation.

Viswanathan (2003) carried out a comparative study entitled '*The Use of Communication Strategies in the L2 Classroom: Implication for Strategy Training*'.

The study aimed at identifying the pattern and frequency of communication strategy used by second language learners, keeping in mind the multilingual perspective in a formal context such as the language classroom and based on the data obtained; examine the possibility of training learners in the use of strategies. The study was conducted to compare two environments such as English medium school and regional medium school and the kind of strategies that the students used.

A Preliminary study was undertaken in both schools which included classroom observation. It was followed by the Main study where classroom observation, interviews, questionnaires and Informal discussions were carried out for the data collection. Out of 35 sessions, 20 sessions were recorded in School 'A' (following both Communicative and Structural method of language teaching) and 15 sessions were recorded in School 'B' (following the structural method of language teaching.).

Some of the findings of the study were: 1. Learners used a variety of means to get their message across their classmate though their command on the target language was not adequate, they were not kept from conveying what they wanted to convey as they managed to approximate, generalize, paraphrase and employ many other strategies to get their message across. 2. Teacher's role as a facilitator was indeed pivotal in shaping the learners' skills and the teachers used to be appreciative of the learners' attempt at speaking. 3. English medium school followed communicative and structural method of language teaching and the learners were encouraged to participate in classroom interaction so they had good reading and expression habits with the pure use of the target language but they were unaware of the strategy they used. 4. The regional medium school followed the structural method of teaching and the target language was taught through mother tongue and the learners did not have interest in participating in the learning process because of limited command of the target language and the learners were also unaware of the benefit of learning the target language. 5. The classroom environment of the English medium school was far more 'learner friendly' than vernacular medium school. 6. When provided an opportunity, the English medium school learners were able to use a variety of means to express themselves whereas the regional medium school learners were handicapped in their exposure to English. 7. The use of strategies simplified the task of the teacher in many ways.

The study suggested that (1) Researches should be directed at refining the strategy training approaches, identifying effects associated with individual strategies and determining procedures for strengthening the impact of strategies on student outcomes. (2) Researches can also be conducted to investigate the effects of strategy training on developing interaction or communicative skills in the second language classroom.

Casanova (2004) conducted a study entitled '*An Analysis of Computer-Mediated Communication Technologies' Tools to Enhance Learning*'.

The purpose of the research was to determine the extent to which CMC technologies promoted the achievement of stated goals and the objectives for course taught in higher education. The participants received technical training, enhanced web-designed courses, worked collaboratively and prepared instructional resources during a 7-day week period during summer 2001. Findings of this study indicated that the faculty was mainly using CMC technologies to support teaching practices and to improve teachers' productivity.

Its findings were basically targeted to increase interactivity, open avenues for feedback and providing Online resources but less used for inquiry based and active learning. Faculty's primary intention to integrate CMC technology was to create different avenues to communicate with students and to offer them a learning environment that would support the students outside the classroom. CMC promoted the achievement of goals and objectives with different degree of success mainly in two different areas: 'content delivery' and 'course management' and less regarding tele-collaborative activity structure.

Gurpreet, (2004) carried out a developmental-cum-experimental study entitled '*Development of a Strategy for Enhancing the Skills of Effective Presentation*'.

The objectives of the study were: (i) to develop a strategy for enhancing the skills of effective presentation, (ii) to study the effectiveness of the developed strategy in terms of: a) students' performance through the strategy, b) their opinion regarding the effectiveness of the strategy, c) the opinion of teachers regarding the effectiveness of the strategy.

The present study was delimited to 10 students of the First Year B.Com. class studying in the faculty of Commerce, M.K.Amin College of Commerce, Padra, Gujarat, India. The required data were collected by administering Pre-test, Post-test and Opinionnaire.

The study was conducted in five phases such as identifying the entry behaviour of the chosen sample, the development of the strategy, implementation of the strategy, administration of the post test and opinionnaire and evaluation of the strategy developed. Some of the findings of the study were: 1. Students felt that the strategy helped them a lot in understanding the importance of enhancing their presentation skills. 2. Demonstration and presentation helped them to improve their body language. 3. Combination of demonstration and explanation was useful to them. 4. Lectures only were not helpful for enhancing presentation skills. 5. Practice enabled them to maintain eye-contact with the audience and it also made them speak confidently. 6. All the teachers opined that the evolved strategy was useful for teaching non-verbal communication and without systematic practice; it was not possible to enhance the skill of effective presentation.

Gade, Innyasamma (2005) carried out a research project entitled, '*Developing Writing Skills through Process Approach at the Tertiary Level: an Empirical Study*'.

The aims of the present research project were: (i) to investigate problems in students' writing at the tertiary level by collecting the samples of writing of L2 learners and analyzing them, (ii) to get an idea of the opportunities given to the learners in terms of writing, (iii) to study the current methodology used for teaching the writing, and (iv) to adopt a methodology which was more learner-friendly and through which the most successful writers had adopted for producing a piece of writing. The sample for the study consisted of 20 students of the First and the Second Year degree students of B.A./B.Com./B.Sc. of regional background of education. Its period was one and half month for 30 hours. It was carried out with the preliminary study and the main study. Questionnaire and Interview were the tools of the study.

Some of the findings of the present work were: 1.Teaching at the tertiary level seemed to be much product oriented. 2. Teachers felt lack of time to be given to the distinct type of work like writing and most teachers

used to give task to the learners to do within the stipulated time without any guidance. 3. It was an awareness raising activity which helped the learners to be conscious of their abilities in acquiring language skills especially in writing. 4. The learners were able to monitor their pace and progress in the acquisition of writing skills. 5. The various steps followed in the present methodology enabled the learners to generate ideas, to identify the topic sentences as the supporting sentences and organize them correctly. 6. Peer correction helped them to be courageous to rectify their mistakes and interact with others. 7. There was a need for awareness among teachers to the process methodology as per the learner's requirement at every stage.

Raja (2005) carried out an experimental study entitled '*Communicative Strategy in Learning Communicative Skills at the College Level*'.

The objectives of the study were: (i) to develop a communicative strategy in learning communicative skills in English, (ii) to try out the developed strategy, and (iii) to find out the significant difference between the pre test and post test mean score in terms of the achievement of the students in communicative skills in English.

The researcher conducted the experiment on 100 Science undergraduate students. The sample was selected through the probability sampling technique. Various achievement tests were used as tools for the present study.

Some of the findings of the study were: 1.The communicative skills could be very well taught to the students at college level by using video programmes. 2. Different techniques like role play, group discussion were found to be more effective to improve communicative skills.

The study implied that the syllabus following the communicative approach should be offered to the students of all the faculties and an orientation programme should be held frequently to assess the attitude of the teachers towards communicative aspects of teaching-learning English at collegiate level.

Ruth, Hauzel (2006) conducted a case study entitled 'Enabling Writing through Reading in Second Language Classrooms: A Case Study'.

Its objective was to look at how best can one utilize students' creativity in their writing by giving them the necessary reading input and allowing them to write on their own. The study attempted at a thorough understanding of students' involvement in their writing when they were introduced to input which they could relate to their own personal experiences.

The sample of the study was selected from class VIII, English medium school students who were bilingual learners from Telugu-speaking middle class family. The tools employed in the study were Classroom Observations, questionnaires (for teachers and the students), writing tasks I and II, Multiple Intelligence Questionnaire and Interview.

Some of the findings of the study were: 1. Students did not hesitate to write in English when given a task. 2. Teachers used only English to teach and most students had no inhibition asking questions or talking in English in the class. 3. Teachers used to dictate so students just reproduced from memories these notes for examination and due to dictation practice, they rarely used creativity. 4. Students had no exposure to any kind of reading input or materials besides their textbooks. 5. Topics for writing classes were uninteresting and unrealistic to students where creativity seemed to have no space. 6. When reading inputs were introduced to them, they were able to recollect their personal experiences. 7. After writing task II, students were more expressive in their writing related to their experiences. 8. Students were highly motivated to read the texts. 9. There existed a strong bond between the reading and writing.

Implications of the study are mentioned below. (1) Teaching writing should not merely be the dictation of the written form but the students should be given different inputs to write better. (2) In order to make students generate ideas, teachers should have brain-storming sessions and discussion with the students to make them clear about what they have to write. (3) Students should be given opportunities to explore their ideas with reference to the topic they are given.

Sultana, Sajida (2006) conducted a study entitled '*English Language Training Needs of the Corporate Sector: an Analytical Study*'.

The present study aimed at identifying English language training needs of middle class management employees in the corporate sector and determining the aspects of language use that should be included in corporate training. The sample consisted of the twelve corporate employees for the interview and the response for the questionnaire was gathered from 40 corporate employees and ten corporate language trainers. Tools employed for the present study were Interview, Observation and a Questionnaire.

The implications of the study were: 1. Language training has assumed a great importance in today's corporate sector. 2. The corporate sector is more oriented to performance of skills at high level of accuracy, discipline and immediate results. 3. A majority of the recruits in the corporate sector comes from good educational background but lack the required communication skills to perform on the job. 4. The top executives in the corporate sector want their employees to develop excellent communication skills they are not able to identify the employees' lack. They only point out that the employees' performance does not meet the company's expectations. 5. The corporate industry depends on language skills of its employees as much as it depends on their technical skills and thus, it has a completely professional way of communication.

Kirti (2008) carried out an experimental study entitled 'An Activity Package to *Enhance the Fluency of Students at Higher Secondary Level*'.

The research objectives were: (i) to find out the effectiveness of enhancing fluency through activities, and (ii) to apply those activities with a view to improving the students' fluency.

The study was based on the class room observation method. Activities were selected consulting the experts in the field of ELT and experimented on the group of students after free speech sessions in order to analyze the speech session and find out the differences of samples, speaking skill between first and second sessions. The researcher prepared a check list

consisted of time of speaking, comprehensibility, stage fright and grammar mistakes which were considered as observations of the students' comprehensibility, use of grammar, length of speaking and stage fright. The work was only for the students who were studying in English as a second language at higher secondary level in Gujarat.

Some of the findings of the dissertation were: 1.The sample performed well in the second speech in the sense of time of speaking. 2. The students' views and expressions could be comprehended better in the second speech than in the first speech. The percentages of the learners whose views were comprehended easily were only 4.17 % in the first speech but in the second speech the percentages were 15 which showed the development in fluency. 3. The students were able to remove their stage fright after the treatment of activity package and could develop their linguistic competence after taking part in the experiment. 4. They were able to develop their speaking skill overall in the second speech session. They could speak better than what they spoke in the first speech. And as the second speech was taken after the application of the activity package, it can be said that the package had left positive effect on the selected sample.

2.2   Review of Related Literature Outside India

During the review, the researcher also reviewed the related literature outside India to view the present study concerned ideas from the foreign angles too. It also helped her in the light of the research work already undertaken. However it was not possible for her to review these foreign researches in the primary form of sources only so she also made an attempt to review the related literature through the secondary sources as were available within the range of the present study. As previously mentioned, the researcher referred various resources for review which included various doctoral theses, dissertations, books, reports, internet sites and articles related to human resources. She reviewed the foreign studies namely, studies in Linguistic Science, Applied Linguistic, TESOL Quarterly, Issues in Educational Research, Dissertations, Abstract and ERIC Database. The reviewed literature outside India is presented below.

Miyan (1986) carried out a work on '*A study of Commercial Education in Bangladesh*'.

The objectives of the study were :(i) to study the growth and development of commercial education in Bangladesh, (ii) to examine the relevance of the curriculum of the diploma course in the context of the objectives of Commercial education, (iii) to study the training status, qualification and work load of Commerce teachers, (iv) to study the problems of Commercial institutes relating to physical facilities, teaching aids, libraries etc., (v) to study the perceptions of students of Commercial institutes with respect to the courses of Commercial education, and (vi) to study the employers' opinions regarding the performance of Commerce Diploma holders.The study included all the 16 government commercial institutes in Bangladesh. The sample of respondents included all the principals, chief instructors, instructors-in-charge, all the Commerce teachers (120), 10 per cent of all students (90), 21 experts and 34 employers. The tools for data collections were information schedules, questionnaires, opinionnaire and unstructured interview schedules. Simple percentages were calculated for the analysis of data. The quantitative data were supplemented by qualitative analysis of further information obtained through unstructured interviews.

Some of the findings of the study were: 1. From 1965 to 1967, 16 commercial institutes were established in East Pakistan (now Bangladesh) and the number remained the same till 1985. 2. The students' enrolment in commercial institutes increased by 78.13 % from 1971-72 to 1982-83. During the same period the output increased by 169.25%. 3. The annual intake capacity in all commercial institutes in 1983 was 1480 which was about one per cent of the S.S.C. passed of that year. 4. The main objective of the commercial education in Bangladesh was to prepare skilled personnel for office occupation with a view to reduce unemployment in the country. 5. The prevailing curriculum of the diploma course needed modification to suit the job requirements of the commercial education graduates. 6. The position of teaching equipments was not satisfactory and the physical facilities were

not adequate. 7. The teaching method was traditional and a large number of teachers did not have a business and commercial education background and training. 8. According to the employers, the performance of the commercial diploma holders was better than that of non-diploma holders.

Piyavadee, Boonsathron (1988) carried out a comparative research entitled '*A Study of Creative Thinking Ability of Students of Higher Secondary Schools of Bangkok in the Context of Some Psycho-Social Factors*'.

The objectives of the study were: (i) to prepare of creative thinking ability test, (ii) to study the main effects of sex, grade and socio-economic status on the students, and (iii) to study creative thinking ability (CTA) in relation to students' adjustments, anxiety, neuroticism, radicalism and students' self done activities.

The investigator constructed and standardized a creative thinking ability test over a sample of 543 students of class X & XI of Bangkok. The reliability coefficients established by the test-retest method, split-half method, Rulon formula and Flanagan formula were o.79, 0.80, 0.82 and 0.78 respectively. The concurrent validity and congruent validity were established. Percentile norms were also established. Other tools used for collecting data were : (i) the Adjustment Problem Inventory by J.C.Parekh, (ii) the Test Anxiety Scale for children by H.K.Nijhawan, (iii) the Neuroticism Scale and Radicalism v/s Conventionalism Scale by A.S.Patel, (iv) the Self-done Activity Scale by I.A.Vora and Socio –Economic Scale by B.V.Patel. The 2X2 factorial design was adopted to study the effect of independent variables.

Its findings were: 1.There was no significant difference between the mean performance of boys and girls included in sample. 2. There was no difference in creative thinking ability between students coming from high SES and low SES. 3. The students of grade XI had higher creative thinking ability than those of grade X. 4. The students with high adjustment level were superior to students with low adjustment level on CTA. 5. The students

of grade XI were superior in creative thinking ability to students of class X. 6. The interaction effect of grade and anxiety was significant.7. Students having a low neuroticism level were more creative than the students with a high neuroticism level. 8. The students of high Radicalism group and low radicalism group were almost the same as far as the creative thinking ability was concerned. 9. The students having high self done activity level had more creative thinking ability than students having low self done activity level. 10. Certain characteristics of creative children were that they were imaginative, courageous in convictions, curious, independent in judgment and thinking, preoccupied with tasks, strongly intuitive and ready to take risks.

Kurgatt, Kibiwott P., (1995) carried out a study entitled *'An Investigation into ESL Students' Academic Writing Needs: the Case of Agriculture Students in Egerton University, Kenya'.*

The research aimed at establishing academic writing needs of the First Year undergraduate regular students in English as a second language context. The research was motivated by the need to design subject specific teaching materials for the communication skills course in one of the Kenyan universities. Research methods used included questionnaire, surveys and investigation of institutional documents. An analysis was done on the samples of the students' actual writing to determine their linguistic and communicative competence.

The results of the study indicated that in the first year, students did not study only one discipline called 'Agriculture'. Instead, they used to study a wide range of courses half of which consisted of basic courses in the sciences from which specific disciplinary requirements could be distinguished. Of course, the students did not always appreciate the nature of the tasks they were asked to undertake or the audience addressed.

Al. Shamiry, Rafik Ali Mohamed (2000) carried out a developmental study on '*Yemeni Learners' Oral Communicative Competence in English'.*

The present study was conducted to identify the nature of problems faced by Yemeni students in communicating with competent native speakers of English. Its main objective was to gather information about the Yemeni territory level students' low proficiency of oral communicative competence. The study was essentially a questionnaire based investigation accompanied by interviews for Yemeni teachers and the students of English at the territory level based on a pilot-run conducted in the Southern Governorate on 20 students, English department, Saber faculty of Education, University of Aden. The teachers' pilot-run was conducted on 5 Yemeni teachers in CIEFL, Hyderabad, India. The main study was conducted on 240 students Northern Governorate, English department, Faculty of Education, University of Ibb and 45 Yemeni teachers at different Yemen universities. In order to investigate the problems faced by the students, the detailed questionnaire was administered to students and teachers. The questionnaire was supplemented by interviews.

Some of the findings of the study were:1 Yemeni students of English at territory level encountered serious problems and difficulties when they attempted to communicate orally in the target language with the competent speakers of English. 2. Traditional teaching method was the major reason for Yemeni students' failure to communicate with competent speakers of English because the students were inhibited as result of their teachers' over-correction in the classroom. 3. They were used to avoid communicating in target language in order not to commit any mistake.

The study recommended that the linguistic competence should be taught implicitly whereas the functional competence should be taught explicitly during Spoken English classes. The syllabus designers and teachers should take into consideration the cultural differences between the students and the target language in order to make them aware of these differences to overcome the cultural shock that they may face in real communicative situations.

Pamela, Trevithik and Sally Richards (2004) tried to review the '*Teaching and Learning Communication Skills in Social Work Education*'.

The purpose of the present review was to identify key good practice messages to assist social work educators in developing framework for teaching communication skills on social work education qualifying courses. The knowledge review was for people teaching social work (academic, practice teachers and service users) and for the researchers. Students were taught in a 'hands on' way without the theory to back it up. It needed to be addressed to ensure that the teaching of communicative skills in social work education was based on proven theory and was relevant to social work practice. More work needed to be done on how some of the theories about teaching and learning communications should be used in practice. It was unclear whether the skills students were learning in the class room were transferable to the work place and whether they could be used in different or difficult situations. On evaluation part, more work was needed on defining and measuring outcomes and the ways in which technologies could be employed in supporting face-to-face learning and teaching. Evidence about the service user involvement in teaching was absent in the literature review. The core requirement of service user involvement in the design and delivery of the degree made in essential that educators developed partnership in the areas. The review found that very little research about training in written communication skills or how to communicate with people of different cultures and with particular communication needs.

Tedla, A. Z. (2007) conducted a descriptive study entitled '*Exploring Issues in the Teaching of Expository Writing at the Undergraduate Level at ADDIS ABABA UNIVERSITY, ETHIOPIA*' which aimed at investigating, analyzing and understanding the issues involved in following the ELT approach with specific reference to the teaching of expository writing using CLT at the undergraduate level students in the department of English language education in Ethiopia. Thus, the study proposes the issues involved in the teaching of expository writing.

The objectives of the study were: (i) to examine the materials for the writing course 'Intermediate writing skills' in the teaching of E.W. through C.L.T, (ii) to investigate problems encountered in implementing CLT methodology, (iii) to study student teacher related factors that hinder the teaching and learning of expository writing, and (iv) to suggest effective strategies to develop the ability to write expository texts.

A total of 120 (90 males and 30 females) undergraduates and 15 writing instructors of the department of English Language Education, College of Education at Addis Ababa University, Ethiopia were the informants of the study. For collecting the quantitative data, students' questionnaire and the instructors' questionnaire were employed as tools. For the qualitative data, students' and instructors' interviews and classroom observation were used as tools.

Some findings of the study were: 1. The students were poor in L2 knowledge. 2.Designed syllabus for writing was inappropriate. 3. Unsuitable writing tasks for learners, and 4.Ill-conceived teaching methodology that ignored principles and procedures of CLT in the teaching of expository writing. The suggested strategies to improve teaching–learning of Exploring writing through CLT were that appropriate communicative material should be appealing to the learners' level. Learner - centered tasks that motivate these learners with the integration of language skills should be included in the course. Methodology should be suitably communicative that actively involves the learners.

Abdulkarim, Qaid (2007) carried out a case study entitled '*The Teaching of the English Listening Skill: A Case Study*'.

The present study intended to investigate the needs of the English learners for the listening skill, especially the needs of the First Year students at the Education College, Saber University of Aden.

The objectives of the study were: (i) to improve the best classroom techniques for teaching the English listening skill, (ii) to provide the students' ability for the English listening skill as spoken by the native speakers, (iii) to support the students with enough time for practicing the skills, the strategies and the activities for the listening skill, and (iv) to provide the students with a wide background of listening and make them skillful learners.

The sample of the present study consisted of the 40 students from the English Department, Saber Education College, University of Aden and 20 teachers in the same department and the English language center of the same university. Data was collected through the questionnaires. The study was based on two experiments- the first one in the data description, the scheme of fieldwork and the researcher's steps in his empirical study and the second one was concerned with the teaching period of the model course for the experimental group and the results of the pre-test and post-test of the experimental and the control group.

Some of the conclusions of the study were: 1. The Yemeni students in the experimental group did not perceive the pronunciation of some sounds at the end of the words such as /s/, /z/, /iz/,/t/ and /d/. They needed more practice in spoken English. 2. Due to poor background of the language, the Yemeni learners faced the major problem in the intonation and the stress patterns; stressed and unstressed syllables. 3. Contractions such as /He's/, /They've/, /I'd/ were lacking and they confused the students in listening comprehension. 4. Speed of speech, the technical use of the language by the native speakers and the unfamiliar vocabularies and sentences of political and business texts caused incomprehensible listening for the beginner students. 5. During the teaching period of the model course, a large number of the students in the classroom lacked the listening comprehension due to lack of proper practice.

The study suggested that a language laboratory and enough time for practicing can improve the students' abilities in listening and the teachers should treat this skill in the mood of listening for teaching and not for the listening for the testing.

Ni Qingquan, Monta Chatupote, Adisa Teo (2008) '*A Deep Look into Learning Strategy Use by Successful and Unsuccessful Students in the Chinese EFL Learning Context*'**.** This paper reports part of a large-scale study, addressing the strategy use by successful and unsuccessful students in a Chinese EFL learning context.

The purpose of the study was to report on the differences in frequency of strategy use for EFL learning by the successful and unsuccessful First Year students of Southwest University of Political Science and Law (SWUPL) in China by looking at the variation in the frequency of strategy use at four levels-overall strategy use, strategy class use, strategy group use and individual strategy use. The subjects used in this study were 184 out of the 341 subjects sampled from the population of the 3014 First Year students of SWUPL by using Krejcie and Morgan's (1970) criteria. The subject selection was carried out by stratified and random samplings. The instrument used was a self-report on students' language learning strategy use through a questionnaire with a Five-point Likert scale was adopted in the current study. The data were collected from the questionnaires returned by the 184 successful and unsuccessful students out of the 341 subjects. All the raw data were analyzed by using the SPSS, Version 12.0. Cronbach's alpha was used to test the level of internal consistency reliability within the questionnaire. The result showed a high level of coefficient (_=.8816).Pearson Correlation was used to test the reliability of the questionnaire. The result indicated a very high coefficient (=.838). Statistical analysis of the collected data was accomplished by using the Independent-Samples T-test to investigate whether there were significant differences in the frequency of strategy use between 92 successful students and 92 unsuccessful students.

The study found that successful students used a wider range of learning strategies for EFL learning significantly more frequently than unsuccessful students. It was also found that the strategies often employed by the successful students were different from those often preferred by their unsuccessful peers. The former often used deep, L2-based, association,

active participation, language use, positive attitude taking and learning-process monitoring strategies that were likely to make more contributions to successful L2 learning while the latter tended to use surface, L1- based, word-level, rote memory and gesture strategies.

Some findings indicated that the successful students were more aware of language learning strategies and their importance in EFL learning than their unsuccessful peers. In terms of the frequency of strategy class use, both student groups deployed the direct strategy class more frequently than the indirect strategy class, which demonstrated that both groups of students were aware of the different contributions of the direct and indirect strategies to EFL learning. Regarding the frequency of strategy group use, both successful and unsuccessful students often used memory strategies and sometimes employed cognitive, compensation and Meta cognitive strategies. However, statistical analysis of the mean values revealed that the successful students used memory, Cognitive and Meta cognitive strategies significantly more frequently than the unsuccessful students whereas the unsuccessful students used compensation strategies significantly more frequently than their successful counterparts. The successful students sometimes employed affective and social strategies while the unsuccessful students only seldom applied them. The use of deep strategies such as improving English through reading and writing, summarization and looking for patterns in English entailed more effort and time but contributed more to learning, while the use of surface strategies such as improving English through remembering words, remembering words by repeating them again and again and word-for-word translation did not need much time and effort but contributed less to learning. Meta cognitive strategy use was influenced by Meta cognitive knowledge which was affected by L2 proficiency, age, experience or duration of L2 study.

Singkham Rakpa (2008) carried out a quasi-experimental designed study entitled '*Designing Supplementary Writing Materials: With Specific Reference to Undergraduates Majoring in English in Naresuan University, Phayao Campus, Thailand*'.

The objectives of the study were: (i) to design the supplementary process writing materials to assist the writing classes mainly for undergraduates majoring in English, (ii) to provide effective samples of writing processes and lesson plans for writing classes, and (iii) to use the designed materials with the writing classes where the learner-centered approach was applied.

The sample of the present study consisted of 56 Second Year Undergraduate students majoring in English in academic year 2005 at Naresuan University, Phayao Campus, Thailand. Data was analyzed through all items in three questionnaires (first questionnaire was administered as the pre-test, post-test, second was used to assess the process writing and process writing materials and third for the students' opinions). Three questionnaires were rated by using Five Point Likert Scaling to score the levels of the degree.

Some of the findings of the study were: 1. The mean score average of students' awareness of writing reveals both positive and negative opinion prior to the lesson plans. 2. Writing was quite hard work as far as the language skills were concerned. 3. Lesson plans with supplementary process writing material assisted the students to study writing with effective writing activities. 4. Students opined positively for the process writing. 5. Students understood and realized that the process-writing helped them in assisting friends and doing class activities in pairs or groups and the learners' role was very important in process writing.

Chang, Houheng.,(2011) carried out a study entitled '*A Comparative Analysis of the Student Experience of International Business Programmes at the Undergraduate Level in Three Countries : Taiwan, Germany and the United Kingdom*'.

The present study discussed the experiences of the international students studying in English-medium business programmes in three countries: the United Kingdom, Germany and Taiwan.

The purpose of this comparative study was to investigate how the students' identity was constituted in the multicultural business classroom and on the multi-cultural campus, the role of cultural components of the curriculum in international business programmes, the ways in which the student's experience got operated in such multi-cultural settings and the implication of each of these facets for teachers and institutional managers.

The three institutes were selected through the purposive sampling method, with pre-set criteria such as the percentage of courses taught in participants' second or foreign language(s) and the percentage of international students in the student population of the university. The sample of 22 student participants was obtained by using opportunistic and snowball sampling methods. The qualitative data set comprised 18 individual interviews, 3 group interviews and 40 diary entries.

One of the main findings of the study was that the international students experienced high levels of isolation and marginalization, which affected their academic confidence and social involvement.

Huynh, Tuan Anh, (2011) carried out a project entitled '*A Cognitive Meta-linguistic Approach to Teaching English Information Structure for the Development of Communicative Language Ability Among Learners of English as a Second Language*'

The project with an action research aimed at improving the teaching of academic reading and writing skills of the undergraduates for their communicative development and at the same time contributing the clarity of theories of language transfer and the role of cognitive approaches in communicative language teaching. The teaching method adopted was both, knowledge-oriented and skill-oriented with each lesson being divided into two phases: meta-knowledge introduction and the follow-up skill development.

In the realization that the meta-knowledge of English information structure might play an important role in developing the learner's communicative language ability, the researcher carried out the present

project in which the learners in the present study, who were considered to have adequate grammatical competence but unsatisfactory communicative language ability, were given explicit instructions enhancing their meta-knowledge of English information structure as an initial step towards the development of their reading and writing skills and ultimately their communicative language ability.

Data were collected through questionnaire, interview, test and classroom methods. The finding of the project suggests that there was a causal relationship between a meta-linguistic approach to teaching information structure to L2 learners and their communicative ability development.

After going through the theoretical aspects of the review of related literature, the researcher prepared a year wise classification of those studies.

2.3 Classification of the Reviews of Related Literature

After reviewing the studies which were related to the present study, the researcher classified those reviews in tabular forms as shown below. The literature that the researcher reviewed covered the period of six decades i.e. from the year 1967 to the year 2011. Hence all the data of the number of reviewed literature carried on within India and outside India have been categorized year- wise in the following table.

Table No. 2.3.1

Year-wise Data of the Number of the Reviewed Literature Within India

Sl. No.	Title of the Study	Name of the Investigator	Year
1	Remedial Work in English for Pre-university and First Year Degree Studies in Hindi Speaking Areas.	Sinha	1967
2	Study on the Assessment of Interest of the Undergraduate Students in Relation to Environment.	Trivedi	1969
3	Improving Language Skills in the Mother Tongue among the Pre-university Students.	Dave	1974
4	Difficulties in Teaching English and Effectiveness of Programmed Teaching.	Dewal	1974
5	The Teaching of English as a 'Library Language' in the Commerce and the Science Faculties of Universities in Gujarat.	Desai	1975
6	English for Students of Economics.	Vamdatta	1976
7	Developing a Reading Oriental ELT Strategy: Psycholinguistic Study.	Pal	1978
8	English for Business: An Analysis Designing Special Purpose Course for Students of Communication.	Usha Kumar	1978
9	Effectiveness of a Strategy of Training for Integrating Teaching Skills on Teaching Competence of Student Teachers.	Lalitha	1981
10	Towards a Communicative Course Design in EOP: A Study in Applied Linguistics.	Saraswathi	1982
11	'An Investigation into the Roles of English in Higher and Professional Education in Karnataka.	S.Veena	1982
12	An Investigation into Pupils' Comprehension of English.	Shivapuri	1982
13	Learning Styles and Teaching Strategies in Higher Education.	Pandian	1983

14	Evolving a Strategy for Teaching English Grammar at High School Level.	Joseph,K.	1983
15	Factors Influencing English Language Abilities.	Joshi,A.N	1984
16	A Survey of the Implications of the Three Language Formula Enunciated by the Government of India with special reference to Its Impact on Maharashtra State.	Keskar	1984
17	Evolving a Multimedia Approach to Teaching at Post-graduate Level.	Menon	1984
18	An Investigation into the Efficiency of Group Method Techniques for English Language Instruction at the Intermediate Level in Gujarat.	Natraj	1984
19	Lecture Pattern of College Teaching: A Study in College Teaching.	Patted	1984
20	A Study of English Needs of Polytechnic Students.	Pillai	1984
21	Evolving a Strategy of Developing Teaching Skills in Secondary School Teachers.	Sheth, D.	1984
22	A Course Design Based on Communicative Approach for English Language Teaching in Regional Medium High Schools.	Soumini	1984
23	The Academic Needs in English of the Commerce Students of Madurai Kamraj University.	Sundara	1984
24	Planning and Integrative English Curriculum for Undergraduate Science Students: A Community Based Approach.	Jacob	1985
25	A Study of the Course Book, Communication Skills in English, Introduced by Osmania University.	Jalalludin	1985
26	Opportunities for Language Learning: A Comparative Study of Classroom Interaction in English Content Subject & Activity Classes.	Kumar Karuna	1985
27	A Comparative Study of Traditional and Structural Approaches to Teaching of English with reference to Their Learning Outcomes.	Khare	1986

28	Strategies for Developing Critical Reading Abilities in Higher Secondary Students in English.	Vimala Devi	1986
29	Development of a Strategy for Integration of Skills in Teacher Training.	Ekbote	1987
30	Developing Supplementary Activities in English for Disadvantaged Learners: A Study in Rural College.	Peter Daniel	1987
31	Development of Strategies for Improvement of Reading Skills in English at Middle School Level.	Skanthakumari	1987
32	The Techniques for the Teaching and Testing of Language Use with Specific Focus on Oral Communication with a View to Promoting Language Use in the Classroom at Secondary Level.	Jadeja, R.	1988
33	Spoken English of The First Year Degree Students : A Comparative Study with Reference to the Medium of Instruction at the Pre-Degree Level.	Arulkrishna murthy	1989
34	Developing the Ability to Use Communication Strategies in Adult ESL Learners.	Buch Amita	1989
35	A Logical Approach to the Teaching of Writing in English to Indian Undergraduate Students.	Singh, G	1989
36	Towards Developing Proficiency in English by Using Communicative Language Learning Materials and Computer-AssistedCommunicative Language Learning Materials.	Pendyala	1990
37	Aetiology of Spelling Disability in Students Learning Eng. as a Second Language.	J., Anantha	1993
38	To Design a Need Based English Course for the Undergraduate Students of an Open University through Distance Mode.	Rao & P. Sunanda	1993
39	To Study the Attitude of Undergraduate College-going Students Towards English Language Teachers and Teaching.	Barot, Urbashi	1995
40	Towards Designing a Need-Based, Process-Oriented Course in Writing : Case Study	Parthasarathy	1995

41	The Effectiveness of Three Different Approaches of English Language Teaching Namely, Communicative, Structural and Conventional Approaches.	Dave, J.D.	1996
42	Designing Video-Based Instructional Materials for Teaching English as a Second Language.	Roy, Ronita	1998
43	Enhancing the Listening Skills of Regional Medium Learners to Improve Reading Skills.	Mathew, G.	2001
44	Use of Some Learner Centered Techniques for Teaching English at the Undergraduate Level.	Singh,Neetu	2001
45	Activating L2 Speaking Skills in Regional Medium Learners at the College Level.	Justina,M.	2002
46	The Use of Communication Strategies in the L2 Classroom: Implication for Strategy Training.	Viswanathan	2003
47	An Analysis of Computer-Mediated Communication Technologies' Tools to Enhance Learning.	Casanova	2004
48	Development of a Strategy for Enhancing the Skills of Effective Presentation.	Gurpreet	2004
49	Developing Writing Skills through Process Approach at the Tertiary Level: An Empirical Study.	Gade, I.	2005
50	Communicative Strategy in Learning Communicative Skills at the College Level.	Raja	2005
51	Enabling Writing through Reading in Second Language Classrooms: A Case Study.	Ruth Heuzal	2006
52	English Language Training Needs of the Corporate Sector : An Analytical Study.	Sultana Sajida	2006
53	An Activity Package to Enhance the Fluency of Student at Higher Secondary Level.	Kirti	2008

The number of reviews mentioned in the year-wise tabular form (Table No. 2.3.1) for the review done by the researcher within India shows that the researcher reviewed 53 studies which were undertaken within India. She also reviewed 11 foreign studies to acknowledge the ideas of the relevant foreign literature for the present study relevance. The year-wise data of the literature reviewed outside India is presented below in tabular form.

Table No. 2.3.2

Year-wise Data of the Number of the Reviewed Literature Outside India

Sl. No.	Title of the Study	Name of the Investigator	Year
1	A study of Commercial Education in Bangladesh.	Miyan	1986
2	A Study of Creative Thinking Ability of Students of Higher Secondary Schools of Bangkok in the Context of Some Psycho-Social Factors.	Piyavadee	1988
3	An Investigation into ESL Students' Academic Writing Needs: the Case of Agriculture Students in Egerton University, Kenya'.	Kurgatt	1995
4	Yemeni Learners' Oral Communicative Competence in English.	Al .Shamiry	2000
5	Teaching and Learning Communication Skills in Social Work Education.	Pamela.& Sally	2004
6	Exploring Issues in the Teaching of Expository Writing at the Undergraduate Level at ADDIS ABABA UNI,ETHIOPIA	Tedla, A.Z.	2007
7	The Teaching of the English Listening Skill: A case Study.	Qaid	2007
8	A Deep Look into Learning Strategy Use by Successful and Unsuccessful Students in the Chinese EFL Learning Context	Ni Monta, Adisa Teo	2008
9	Designing Supplementary Writing Materials : With Specific Reference to Undergraduates Majoring in English in Naresuan University, Phayao Campus, Thailand	Singkham Rakpa	2008
10	A Comparative Analysis of the Student Experience of International Business Programmes at the Undergraduate Level in Three Countries: Taiwan, Germany and the United Kingdom.	Chang	2011
11	A Cognitive Meta-linguistic Approach to Teaching English Information Structure for the Development of Communicative Language Ability among Learners of Eng. as a Second Language.	Huynh	2011

A year-wise presentation of the reviewed literature within and outside India also inspired the researcher to view these studies in decade wise form as mentioned in table number 2.3.3.

Table No. 2.3.3

Decade-wise Data of the Number of the Reviewed Literature

Sl. No.	Decade	Within India	Outside India	Total
1	60s (1960-1969)	02	00	**02**
2	70s(1970-1979)	06	00	**06**
3	80s (1980-1989)	27	02	**29**
4	90s (1990-1999)	08	01	**09**
5	20s (2000 onwards)	10	08	**18**
	Total	**53**	**11**	**64**

It is evident from the table number 2.3.3 that out of 64 studies, if it is considered to see as decade wise review, the researcher could review two Indian studies in the decade of 60s, six Indian studies in the decade of 70s, 27 studies within India and two studies outside India in the decade of 80s, eight Indian studies and one foreign study in the decade of 90s, and ten Indian studies and eight foreign studies in the decade of 20s.

After the year-wise and the decade-wise classification of the reviewed literature, the researcher made an analysis on the basis of the classification of the reviewed studies that is presented below.

2.4   Analysis of the Reviewed Literature

In order to gain thorough knowledge regarding the researches that had been done in the area relevant to the present study, the researcher also tried to review those studies from various aspects by taking into consideration the objectives, findings as well as suggestions, types, samples, tools and different levels of the reviewed studies. For that, the researcher made an analytical presentation of the reviewed studies. The analytical presentation is shown in a tabular form mentioned below. Table number 2.4.1 presents the analytical presentation of the reviewed studies within India and Table number 2.4.2 presents the analytical presentation of the reviewed studies outside India.

Table No. 2.4.1

Analytical Presentation of the Reviewed Studies Within India

Sr. No.	Investigator's Name/ Year	Research Title	Major Objectives	Research Type & Tools	Research Level & Sample	Findings	Suggestions
1	Sinha (1967)	**Remedial Work in English for Pre-University and First Year Degree Studies in Hindi Speaking Areas.**	(i) to locate difficulties of the students in expressing themselves in written Eng. with accuracy, (ii) to find out the reasons for difficulties and effective measures which would help them in acquiring writing skill.	**Project.** Composition papers and scripts	**Under-Graduate Students**	1.Difficulties were due to failure to differentiate between particularized & non-particularized contexts between countable -uncountable nouns, insertion of unwanted elements and wrong replacement of the tenses along with wrong word-order.	Not Available
2	Trivedi (1969)	**Study on the Assessment of Interest of the Undergraduate Students in Relation to Environment.**	(i) to evolve methods of studying the interest of undergraduates, (ii) to study the relationship between the interest patterns and environmental factors, viz; areas of residence, father's occupation, course of studies etc.	**Survey** Questionnaire, Inventory, Information Test, Situational Test, Projective Test.	**Under-Graduate** Students	1.Interest was identifiable at the under-graduate level and range means and standard deviations of the interest scores were found to vary from group to group, from interest to interest. 2. The main effect of the environ-mental factors was significant with an existence of an important interaction between the numbers of environmental variables.	Not Available
3	Dave (1974)	**Improving Language Skills in the Mother Tongue among the Pre-University Students.**	(i) to develop and experimentally test the effectiveness of a Bridge Course of 100 hours with respect to five language skills of vernacular college entrants.(ii) to study the relationship between the language skills and some other variables as parental education, occupation, sex and income.	**Project** Pre-test Post-test	**Pre-Uni.** Students	1.The college entrants in the pre-university courses who were given intensive training through the Bridge Course showed greater improvement in their language skills than those who were not given the intensive training. 2. Differences existed between the language skills of the students coming from families having differential parental education, occupation and income.	Not Available
4	Dewal (1974)	**Difficulties in Teaching English and Effectiveness of Programmed Teaching.**	(i) to study teachers' perceptions of difficulties which hampered effective teaching and learning of English and, (ii) to study the effectiveness of Programmed teaching.	**Developmental** Questionnaire Pre-test Post-test	**Secondary School** Teachers & Students	1.Teaching-learning of Eng. difficulties were due to the shortage of trained teachers, lack of subject competence in teachers, dearth of good teaching-learning material, lack of individual attention and poor socio-economic background. 2.Programmed teaching proved useful to overcome those difficulties.	Not Available

5	Desai (1975)	**The Teaching of English as a 'Library Language' in the Commerce and Science Faculties of Universities in Gujarat.**	(i) to evaluate the prescribed syllabi in the context of teaching English as a 'library language'. (ii) to evolve a minimum useful vocabulary on an experimental basis for one of the levels up to graduation in Commerce and Science.	**Experimental** Questionnaire Interview Tests	**Pre-Uni.** Teachers, Educationists Elite group of the society	1.In the faculties of Commerce in the universities of Gujarat, the useful vocabulary items introduced ranged between 31 % to 41% the total vocabulary. 2.An introduction of library language oriented syllabi at different levels of degree courses for Commerce and Science students by preparing readable text books on the basis of useful vocabulary could be made possible.	Not Available
6	Vamdatta (1976)	**English for Students of Economics.**	(i) to carry out a student-oriented need-based operational research.	**Project** Subject Books	**Uni.** Students	1. It dealt with the solution of a practical problem namely the students' inability to get access to knowledge in Economics treasured in specialized books in English and consequently their failure to use English for library purposes. The study thus explored the field of developing English as a library language.	It recommends the need for production of teaching materials in English for university students of Economics.
7	Pal (1978)	**Developing a Reading Oriental ELT Strategy: Psycholinguistic Study.**	(i) to study the relationship between reading ability in English and intelligence, motivation and selected environmental variables of school and college students in ELT classroom, (ii) to study the possibility to synthesize a reading-oriented ELT strategy for those students, and the essential features of the strategy.	**Survey** _ _ _	**School & College** Students	1.The Reading-Oriented ELT strategy for these students was generally dependent on their verbal intelligence & lang. proficiency. 2.The Reading instruction strategy combining the perceptual and the conceptual skills could lead to the significant improvement in reading comprehension levels of the school students, irrespective of their verbal intelligence and initial reading ability. 3. The strategy was found to be equally favourable to the students with different intelligence and initial reading abilities.	Not Available

8	Usha Kumar (1978)	**English for Business: An Analysis Designing Special Purpose Course for Students of Communication.**	(i) to ensure to move from the exercise level of language in the classroom to its experience level in the real world, and (ii) to help the learner learn the techniques of appropriate writing by inculcating the right attitudes required for the business writing.	**Analytical** Questionnaire Interview	**Pre-Uni.** Lecturers	1.Business English was treated like a discrete variety at fixed responses specified situations. 2.Teachers were uncertain about the demands Business English made on language and on the of English and misconception led that a student who knew English, did not need to sit in the class.	Learning tasks to be distributed and spaced to get constantly integrated and reinforced to acquire a new perspective and to sustain students' interest.
9	Lalitha (1981)	**Effectiveness of a Strategy of training for Integrating Teaching Skills on Teaching Competence of Student Teachers.**	(i) to compare the effectiveness of the experimental strategy (experimental treatment) with no specific strategy (control-treatment) for training in integration of teaching skills in terms of teaching competence of the student-teachers.	**Experimental** Pre-Test, Post-Test , General Teaching Competence Scale, Indoor Teaching Competence Scale	**Pre-Uni.** Student-Teachers	1.After having undergone training for integration of teaching skills in simulated conditions, the experimental group made greater mean gains (significant at 0.05 level) than the other group on teaching competence measured on GTCS adjusted for initial difference in terms of teaching competence measured on ITCS.	Not Available
10	Saraswathi (1982)	**Towards a Communi-cative Course Design in EOP: A Study Applied Linguistics & Phonetics.**	(i)to find out undergraduates' communi-cative competence competence in English for official purpose, (ii) to find out the level of potential learner's competence in EOP and, (iii) to study the expectations of the official community in Tamil Nadu regarding EOP.	**Exploratory** Questionnaire Diagnostic Test	**Pre-Uni.** Students & Business People	1.The undergraduates did not have adequate communicative competence in EOP due to unawareness of certain Conventions of EOP even in spite of doing business corres-pondence, they were only slightly better. 2.There was a requirement for communicative competence for these undergraduates as expected by the official community regarding EOP.	Need-based course in EOP based on Sociolinguistic survey to be introduced in colleges so that after entering in services, the employees could have an extra orientation course more narrowly geared to their needs i.e. banking, insurance etc.
11	S.Veena (1982)	**'An Investigation into the Roles of English in Higher And Professional Education in Karnataka.'**	(i) to identify the English language needs of the personnel belonging to different professional categories in the state and, (ii) to investigate the English language require-ments of students preparing for these professions.	**Survey** Questionnaire Interview Observation	**Post-Secondary & Under-graduate** Lecturers & Professionals	1. English was exclusively used for all types of written communication by doctors, engineers, lawyers, bank employees, high school teachers and the clerks. 2. All were required to speak English. 3. They felt that English had a very important role to play while only 25% of the teachers felt so. 4. It was found that the use of English by the personnel belonging to various categories of jobs was largely determined by	Not Available

						the nature of their particular jobs and they had adequate English language proficiency. 5. Some of the causes were attributed to large classes, exclusive dependence on the lecture method, emphasis on examination and frequent experimentation with syllabi. 6. Greater orientation towards English literature than towards Eng. Skills	
12	Shivapuri (1982)	**An Investigation into Pupil's Comprehension of English.**	(i) to find out how the background factors of intelligence, personality traits,socio-economic status, level of aspiration and affected reading comprehension and , (ii) to find out sex differences in reading comprehension.	**Comparative** Personality Test, Comprehension Test by S. Chatterjee & M. Mukerjee.	**Higher Secondary** Girls & Boys (Students)	1.Socio-economic status affected the comprehension scores only in case of girls, the upper girls scoring higher than the lower class group. 2.The relationship with the personality factors was significant only in case of girls. 3. Both in the case of boys and girls, the maximum contribution to comprehension score was that of intelligence. 4. In case of girls, the level of aspiration was the next most important factor accounting for comprehension scores. 5. The effect of personality factors varied for the two sexes. 6.There was no difference in comprehension scores for the two sexes.	Not Available
13	Pandian (1983)	**Learning Styles and Teaching Strategies in Higher Education**.	(i) to identify leaning styles of college students and their preference for teaching strategies, and (ii) to find out the association between learning styles and redictive variables like types of college, subject of study, sex, personality traits, locus of control and English language ability.	**Pedagogical** 16 Pf Cattel's Questionnaire, Grasha Rich-Man Student Learning Style,and Locus of Control Scale, Eng. Proficiency Test, Teaching Method Ranking List.	**Under-Graduate** Students	1.College students differed in their learning styles and in their preference f or teaching strategies. 2. Except their 'subject of study', all the other variable were related to their learning styles. 3. Learner characteristics and cognitive styles were found to influence directly and also through learning style, their references for teaching strategies.	Not Available

| 14 | Joseph,K. (1983) | **Evolving a Strategy for Teaching English Grammar at High School Level.** | (i) to evolve and find out the comparative effectiveness of the three forms of PLM namely linear, deviated linear and branching, (ii) to find out the relationship between pupils' attitude towards the multimedia strategy and their achievement in the comprehensive test and, (iii) to find out the relationship between pupils' intelligence and their performance in the comprehensive test. | **Experimental Cum Developmental** Questionnaire Tests named Nine Criterion Comprehensive, Raven's Standard P Progressive Matrices | **Secondary & Higher Secondary** Students & Experts | 1.Branching PLM was found to be most effective in terms of achievement and ranking by the students. 2.Deviated Linear PLM was found to have a comparatively inferior stand in terms of ranking by the students. 3. Linear PLM was found to be least effective in terms of achievement and rating by the students. 4.The students expressed a stable favourable attitude towards the strategy. 5. There was no significant relationship between students' attitude and achievement. 6.There was a significantly positive relationship between intelligence of the students and their achievement through strategy. | Educational implication of the study is that a duly validated and reproducible instructional strategy with PLM as its major compo-nent can be used in high schools for efficient grammar teaching. |
| 15 | Joshi,A.N (1984) | **Factors Influencing English Language Abilities.** | (i) to ascertain the growth level of comprehension, vocabulary, translation, grammar, language usage and spelling abilities of English language among eighth graders belonging to the scheduled castes and non-scheduled castes varying in intelligence level, socio-economic status, sex, locality and schools administered by private agencies, missionaries and the state government and, (ii) to find out the factors influencing the growth of English language abilities. | **Survey** 16 PF Inventory (Cattell's) Raven's Progressive Matriced, SES Scale, English Language Ability Test | **Secondary School** Students | 1.The growth status of language ability was a function of structural factors operating within (intelligence, sex etc.) and outside (socio-economic status, locality and type of school) the individual. 2. The scheduled caste students were found to attain average growth level in each one of the six English Language abilities whereas the students of the non-scheduled castes were found to be slightly higher than average in those abilities. 3. The growth of English language ability was found to be influenced by factors such as caste, intelligence, socio-economic status, locality, administrative control of an institution and personality. | Not Available |

| 16 | Keskar (1984) | **A Survey of the Implications of The Three Formula Enunciated by the Govt. of India with Special reference to Its Impact on Maharashtra State.** | (i) to study the position of language instruction in India and the place of Hindi in school curriculum of the Southern states. (ii) to study the place of the first and the third language in the tribal areas and,(iii) to study the implications for the Three Language Formula in Maharashtra and compare it with other states. | **Survey** Questionnaire Observation Documentary-Analysis and Visits | **School** Parents | 1. The majority of the students spoke in Marathi or Hindi or English mixed Marathi. 2..Hindi speaking states neglected the study of modern Indian Language. 3. The southern states neglected the study of Hindi. 4.Instead of the three language formula, the two language formula (mother tongue and English) was being implemented. 5. In states like Manipur, Meghalaya and Nagaland, more importance was given to English as the official language. 6. Union territories neglected the study of Hindi in secondary schools. 7. Equal importance was given to all the three languages in secondary schools. The 'Three Language Formula' was followed in its real sense in Maharashtra and Gujarat. | Not Available |
| 17 | Menon (1984) | **Evolving a Multimedia Approach to Teaching at Post-graduate Level** | (i) to develop a multimedia strategy in organizing a course in educational technology for post graduate and research students, (ii) to validate the strategy in terms of the students' performance in criterion tests and discussion sessions, and their attitude towards the strategy and, (iii) to study the relationship between achievement and intelligence, between achievement achievement and English reading comprehension. | **Experimental** Criterion Test, Observation Schedule, Attitude Scale, Govinda's English Reading Comprehension, Raven's Progressive Matrices. | **University** Students | 1. At different stages of strategy implementation, the students' attitude towards the multimedia approach increased in a favourable direction. 2.During the period of try- out of the strategy, the relationship between intelligence and academic achievement was not found significant. 3. The relationship between English comprehension and academic achievement was found significant at 0.01 levels. | An implication of the study is that the validated multimedia strategy, with suitable software material can be used to provide instruction in 'educational technology' to post graduate students in education and related disciplines. |

18	Natraj (1984)	**An Investigation into the Efficiency of Group Method Techniques for Eng. Lang. Instruction at the Intermediate Level in Gujarat.**	(i) to determine whether the use of strategies really had a systematic effect in the experimental setting, (ii) to investigate into the efficiency of Group Method Techniques for English Language Instruction.	**Experimental** Interview, Observation, Pre-test, Post-test,	**Higher Secondary** Student & Teachers	1.The communicative nature of the material had helped the learners use a lot of English some of which were beyond their prescribed course. 2.Group Method Techniques were found effective in promoting the real use of language and improving learner-participation in the classroom teaching.	Types of groups and preparation of materials & their effect on language learning, at various levels and evaluation of effectiveness, and attitude of the learners should be considered.
19	Patted (1984)	**Lecture Pattern of College Teaching: A Study in College Teaching**	(i) to find out the average duration of time out of one hour lecturing period used by college teachers for the seven major components of the lecturing process-information processing, soliciting, responding, reacting, giving directions, pausing, and providing scope for the students participation.(ii) to compute certain indices with a view to understanding the nature and quality of college teaching in general.	**Analytical** Observation	**Pre-Uni.** College-Teachers	1.Out of a lecturing period of one hour's duration, college teachers used 56 minutes and three seconds in information processing,30 seconds in soliciting, 25 seconds in responding student queries, nine seconds in reacting to students' answers or ideas, 51 seconds in giving directions to students, one minute and eleven seconds in the use of pause and 51 seconds giving scope to student participation. 2.College teachers preference for restricted and factual types of information processing, questioning and responding to student queries, routine ways of reacting to student ideas or answers and giving directions to students.	College teachers need orientation training in respect of the lecturing skills of expanded and evaluative information processing and questioning, reacting to student's ideas at the rationalized level, giving directions and encouraging student participation.
20	Pillai (1984)	**A Study of English Needs of Polytechnic Students.**	(i) to identify the various uses of English language by technicians on-the-job industry, (ii) to analyze the engineering textbooks representing the several subjects taught in each of the three conventional branches of Civil, Electrical and Mechanical Engineering in terms of 13 Communication categories and, (iii) to list the needs of polytechnic students in their use of English for their studies and future career.	**Pedagogical** Questionnaire Interview Textbooks	**Polytechnic** Students, Lecturers Technicians	1.The use of English for speaking and reading was very limited compared to that for writing and listening. 2. The language skills depended on the situations in which the user put the language to actual use in achieving his/her objectives. 3.Vocabulary acquisition and writing mechanism provided the base for the receptive and the productive skills respectively. 4. The ranking of the priority of the four needs was Language Skills, Communication Skills, Communication Categories and Language Elements.	It implied that the teaching method should be reorganized with ref. to identified needs. Extra-learning materials and self-study packages should be geared to cater for expressed needs.

21	Sheth, D. (1984)	Evolving a Strategy of Developing Teaching Skills in Skills in Secondary School Teachers	(i) to evolve and validate a strategy in the form of a self-instructional multimedia package synchronized with microteaching technique for developing the teaching skills, (ii) to explore its feasibility to study the effect of experimentation in the improvement of scores of Behaviour Coding System of secondary school teachers and, (iii) to study the perception of teachers about the strategy.	**Experimental** Interview, Observation, Evaluation, Information Sheet, Attitude Inventory Scale I & II, Teachers' Perception Scale and Behaviour Coding System	**Secondary School** Teachers	1.The group included in the study showed significant gains at 0.01 levels in the mean scores on self-evaluatory observation schedules for teaching skills and on Behaviour Coding System after its training through self-instructional strategy. 2.Participants found the package course very interesting so far as its educative importance was concerned. 3.Teachers were quite satisfied with the package course and found it quite well-planned and self- explanatory.	Teacher effectiveness if viewed in terms of certain teaching skills can be developed measured. Self-instructional skill-based material should be be used in developing various teaching s skills.
22	Soumini (1984)	A Course Design Based on Communicative Approach for ELT in Regional Medium High Schools.	(i) to design a course, based on communicative approach for the teaching of English for regional regional medium class IX and X students using science as the Contents, (ii)o try out the prepared sample material to find out their workability in class room situations and, (iii) to evaluate the materials in terms of the performance of students in rhetorical acts in biology.	**Experimental** Questionnaire Achievement Test, Proficiency Test I & II, Pre-test, Post-test	**Secondary & Higher-Secondary** Students & Teachers	1.The majority of the students found that the course design was useful to improve both science and English. 2.Students found that the figures, illustrations, charts and exercise given in the instructional material were satisfactory and interesting. 3. Teachers felt that they needed special training to teach English through communicative approach.	ELT through communicative approach can enable students' receptive and productive knowledge. Activity oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communicative skills.
23	Sundara (1984)	The Academic Needs in English of the Commerce Students of Madurai Kamraj University.	(i) to identify the academic needs in English for the Commerce students of Madurai-Kamraj University.	**Pedagogical** Questionnaire, Discussion, Textbooks.	**Under-Graduate** Students & Teachers	1.Commerce specific course in English should be provided rather than a general English course so as to make learning the language more meaningful and purposeful for the students of commerce.	Not Available
24	Jacob (1985)	Planning & Integrative English Curriculum for Undergraduate Science Students : A Community Based Approach.	(i) to describe and relate learner's needs to worthwhile curricular aims and recommend concrete steps for curriculum development and implementation.	**Pedagogical** Questionnaire, Semi-Structured Interviews, and Observation	**Under-Graduate** Students & Teachers	1.As for the students' self-perceptions of worthwhile learning opportunities, it was found that they had a general awareness of the drawbacks of their curricular experience and were able to perceive better learning opportunities in the form of independent study project and extra-curricular activities of academic significance. 2.Their attitudes towards English education were significantly positive and that they valued general communicative ability in English in view of pursuing their vocational interest.	An integrative Eng . curricula, enriching the learner's existing experience by providing active and subjective involvement within an effective domain of knowledge & experience, can be developed through systematic planning & collaborative undertaking in specific academic communities.

25	Jalalludin (1985)	**A Study of the Course Book, 'Communication Skills in English', Introduced by Osmania University.**	(i) to assess the 'communi-cativeness' of Osmania University's text book "Communication Skills in English" which aimed at developing communication skills of the students , (ii) to review briefly some of the existing syllabuses in communication skills at the the undergraduate levels elsewhere in the country and, (iii) to find out how far such courses catered to the needs of the students and the usability of such courses.	**Pedagogical** Syllabus	**Under-Graduate** Teachers' Responses	1.Students were exam conscious. 2. A good syllabus with all necessary constituents was not made available and the text book achieved its objectives only to some extent and the change in course design necessitated change in methodology for teaching the text. 3. The text lacked good prose piece, had an inadequate graded exercises.	Not Available
26	Kumar Karuna (1985)	**Opportunities for Language Learning: A Comparative Study of Classroom Interaction in English Content Subject & Activity Classes.**	(i)to characterize and compare different classes in the school curriculum in terms of the extent to which they provide opportunities for language learning in modes of teaching, style of classroom organization, subject matter content and teacher-student behaviour leading to different kinds of classroom interaction.	**Comparative** Semi-Structured Interviews and Observation	**Primary & Secondary** Teachers & Pupils	1. The conditions for language learning available in the activity classes were more conducive to language learning than those available in the English and content subject classes. 2. The activity classes could have adequate language exposure, opportunities for participation and a learning environment which could be considered suitable for language learning in the English classes.	Not Available
27	Khare (1986)	**A Comparative Study of Traditional and Structural Approaches to Teaching of Eng. with reference to Their Learning Outcomes.**	(i) to make a comprehensive study of the average performance p of students taught through the structural approach and the traditional approach and, (ii) to study the effect of cultural and economic background and intelligence on the performance of students in the above aspectsin English.	**Comparative** Questinnaire 7Achievement Tests R.K.Tandon's Samuhik Maksik Yogyata Parikshan	**Primary Level** Students	1. Students' achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, compositions, applied grammar and vocabulary. 2. In pronunciation, students' achievement under the traditional approach was found to be better than that under the structural approach. 3. Cultural and economic background was found to play a significant role in the areas of composition, comprehension and pronunciation.	Not Available

28	Vimala Devi (1986)	**Strategies for Developing Critical Reading Abilities in Higher Secondary Students in English.**	(i) to find out the critical reading ability level of the students of standard XI and,(ii) to develop a strategy which would help the students to perform the tasks involved in critical reading.	**Survey-cum-Experimental** Cattell's Non-verbal Intelligence& Five Criical Reading Tests Dutt's Personality Inventory, Kuppuswamy's SES scale		1.The students of the target group were able to improve their critical reading ability through strategy implemented. 2. The critical reading skill of the students was highly related to four main abilities namely, interpretative, inferential, evaluative and creative.	Not Available
29	Ekbote (1987)	**Development of a Strategy for Integration of Skills in Teacher Training.**	(i) to develop a strategy for integrating the teaching skills acquired through micro teaching practice, (ii) to study the effectiveness of the integration strategy in relation to variables pertaining to the student - teachers' qualification , teaching experience, academic achievement, skill comprehension availability of study time, attitude towards teaching and micro teaching.	**Experimental-Cum-Development** Pre-test, Post-test, 'A'Rating Scale Skill Interaction Analysis Category Skill Comprehension Paper Pencil Test, Teaching Attitude Inventory.	**B.Ed.** Student-Teachers	1. The integrated strategy was found effective in terms of the improvement it made in the student-teacher's performance in classroom teaching. 2.All the seven variables influenced the improvement in the classroom teaching performance through the strategy.	Not Available
30	Peter Daniel (1987)	**Developing Supplementary Activities in English for Disadvantaged Learners: A Study in Rural College.**	(i) to investigate the special needs of the rural learners by identifying the traits peculiar to the disadvantaged learners in language learning and then to find out if better learning and general language proficiency could be promoted through supplementary activities in English.	**Descriptive** Questinnaire Interview Proficiency Test and Discussion	**Pre-Uni.** Students & Teachers	1. Lack of exposure to the target language at home created a gap resulting in "NIL motivation or aptitude for the study of English. 2.There was a need for a special coaching class arrangement and the average age of the rural college learners was found to be more than that in the city. 3.Co-curricular activities like a bridge course' at the beginning of the academic sessions needed to be done.	Not Available

31	Skanthakumari (1987)	**Development of Strategies for Improvement of Reading Skill in English at Middle School Level.**	(i) to identify the tasks involved in reading and comprehension and, (ii) to develop the skill of reading and comprehension through these strategies which would help students perform those tasks.	**Survey-cum-Experimental** Achievement Test, Mental Ability Test I, (NCERT) Kupuswamy's SES Scale, Reading and Comprehension Test.	**Secondary School** Students	1.As the intervention strategy used for the development of reading skill was 'easification', others being schematic presentation, intermittent comprehension, use of short form and motivating through puppet show and dramatization, it helped to improve the reading ability of the students of both the high and low groups.	Not Available
32	Jadeja (1988)	**The Techniques for the Teaching and Testing of Language Use with Specific Focus on Oral Communication with a View to Promoting Lang. Use in the Classroom at Secondary Level.**	(i) to collect information about the existing ELT scene, (ii) to arrive at a set of techniques for the teaching and testing of the oral communication and,(iii) to conduct an experiment to measure an effectiveness of the techniques of teaching and testing oral communication.	**Survey-cum-Experimental** Questinnaire Interview Pre-test, Post-test Observation	**Secondary School** Students	1.The new techniques of teaching oral communication were found to be effective in all the experimental groups, both in urban and rural areas. 2.The analysis of classroom interaction established that new techniques facilitated greater use of language within the classroom. 3. Teachers needed to be trained in the new way of working to use the new techniques effectively and promote interaction in the class.	Not Available
33	Arulkrishna-Murthy (1989)	**Spoken English of the First Year Degree Students: A Comparative Study with Reference to the Medium of Instruction at Pre-Degree Level.**	(i) to make a comparative study of the phonetic characteristics of the English at the segmental and non-segmental level of the First Year degree students with reference to the medium of instruction given at the pre-degree level.	**Descriptive & Comparative** Questionnaire Text & Chart Dialogue	**Under - Graduate & Graduate** Students Teachers & Public	1.English medium students were more stable in the use of vowels and consonants than the vernacular medium students. 2. The difference in spoken English between English medium students and Tamil medium was marginal at the Segmental level; it was marked only in the supra-segmental level. 3. There was a need for a bridge course between the pre-degree and degree stages of teaching-learning programme.	Not Available
34	Buch Amita (1989)	**Developing the Ability to Use Communication Strategies in Adult ESL Learners.**	(i) to enable the adult learners to bridge the gaps in their target language and repertoire and carry on with their communication in target language and, (ii) to take the adult-learners beyond the use of L1 based a (regional) strategy that was the use of L2 based strategies by removing their mental block.	**Pedagogical** Discussion Techniques	**Pre – Uni.** Adults	1. Learners felt that in task-based teaching, no language would be learnt at the end of the course and no control over the language items. 2. Initially, the learners felt a bit different about the type of teaching but their anxiety did not continue for long.	Not Available

35	Singh, G (1989)	**A Logical Approach to the Teaching of Writing in English to Indian Undergraduate Students.**	(i) to emphasize the integration of logical aspects of discourse production to the pedagogy of composition writing, (ii) to impart to the students those skills which can guide the process of their topic exploration and, (iii) provide them with both the major as well as minor arguments.	**Explorative** Teaching Components with contents	**Under – Graduate** Students	1. The undergraduates' skill of writing required a considerable training and improvement both at invention as well as at development level. 2. They improved their language by and by when they received the specific training in college.	Approach for teaching writing should shift from prooduct to process. Our graduates need a pedagogic plan that basically constitutes the teaching of sources of invention, coherence & arguments.
36	Pendyala (1990)	**Towards Developing Proficiency in English by Using Communi-cative Language Learning Materials and Computer-Assisted Communicative Lang. Learning Materials.**	(i) to investigate the extent to which the learners were motivated by the medium (print/computer) in which CLL (Communicative Language Learning) and CACLL (Computer Assisted Communicative Language Learning) materials were presented.	**Experimental** Pre-test, Post-test	**General** Learners	1.The CACLL group's overall performance was slightly better than the CLL group in their proficiency in English CACLL group was found to be highly motivated as compared to CLL group. 2. It indicated the computer medium was found to be a better stimulating and motivating medium than the print medium. CLL and CACLL materials encouraged the learners to communicate fluently with their peers and the materials were found to be suitable to Indian setting.	There is a need of a large-scale survey of the institution using CLL materials.
37	J., Anantha (1993)	**Aetiology of Spelling Disability in Students Learning English as a Second Language.**	(i) to find out not only the factors cause misspelling but also those promoting correct spelling. Its methodological objective was to approximate as closely as possible to the issue upon the idea that 'If English spelling is so inconsistent, how a learner is able to acquire and use it?'	**Experimental** Tests	**Primary and Secondary** Deaf-Dumb Students	1.Spelling was a very complex and many factors like linguistic, neurological and psychological ones affected one's spelling performance and problem with any of these factors might result in spelling disability. 2. On the other hand, proper spelling seemed to be the result of co-ordination of all these factors.	Not Available
38	Rao and P. Sunanda (1993)	**To Design a Need Based English Course for the Undergraduate Students of an Open University through Distance Mode.**	(i) to design a need based English Course for the undergraduate students of an Open University through distance mode.	**Survey** Questionnaire Interviews Discussion	**Under-Graduate** Students	1.Most students felt that knowing English was very important for getting a job and some even felt that it affected their social status and marital prospects. 2.Most learners found that the directions, guidance and the language used were easy to follow.	Not Available

39	Barot, Urbashi (1995)	**To Study the Attitude of Undergraduate College-going Students Towards English Language Teachers & Teaching**.	(i) to study the attitude of undergraduate college-going students towards English language teachers and teaching.	**Survey** Questionnaire, Interviews	**Under-Graduate** Students	1.Science Students had more positive attitudes towards English language teaching. 2. It was clear that students of all faculties and both media of instruction were neither happy with their teachers nor with the way they were taught.	Not Available
40	Parthasarathy (1995)	**Towards Designing a Need- Based, Process-Oriented Course in Writing : A Case Study.**	(i) to design writing course with topics relevant to the students' academic and professional needs, (ii) to try out a process- oriented class room approach to the teaching of writing, and, (iii) to establish the teachers' role in the class room as that of a facilitator rather than of a dictator.	**Case-Study** Questionnaire Pre-test Post-test	**Under-Graduate** Students	1. The process – approach to writing helped the teacher to be a facilitator in the ongoing process of writing in the class room.	Not Available
41	Dave, J.D. (1996)	**The Effectiveness of Three Different Approaches of Eng. Language Teaching Namely, Communicative, Structural & Conventional Approaches.**	(i) to reveal the effectiveness of three different approaches of English language teaching namely, communicative, structural and conventional approaches.	**Experimental** Opinionnaire Nine – Achievement Tests	**Secondary School** Students	1.The conventional approach was most effective. 2. Communicative approach and Conventional approach were favourable.	Not Available
42	Roy, Ronita (1998)	**Designing Video-Based Instructional Materials for Teaching English as a Second Language**	(i) to explain how the video-based instructional material could be designed and used in the classroom by producing a short-video film and (ii) to establish that the curriculum in the formal system being totally textbook based, it had to be supplemented with self-instructional materials aided by interactive video.	**Survey** Video-based Self - Instructional Material	**Higher-Secondary** Students	1.Video-based instructional material and learning can keep students relatively contented learners.	It implies that a video can keep students relatively contented learners but all aids can be overused or misused.

43	Mathew, G. (2001)	**Enhancing the Listening Skill of Regional Medium Learners to Improve Reading Skill.**	(i) to enhance the listening skill, examining the link between listening and reading comprehension and other skills like writing and communication significantly depend on listening skill, (ii) to find out how listening skill improves reading skill and consequently speaking and writing skills, and (iii) to provide enough exposure to learners through listening tasks to help them with reading and other related skills.	**Experimental** Interview Observation	**Secondary School** Students	1.In the beginning the learners were weak in LSRW skills but at the progressive stage they were able to recognize words in contexts because of their exposure to Listening tasks. 2. Listening tasks improved the language skills of the learners and they were able to recognize unfamiliar words.	Not Available
44	Singh,Neetu (2001)	**Use of Some Learner –centered Techniques for Teaching English at the Undergraduate Level.**	(i) to judge the learner-centered techniques, their effectiveness in bringing proficiency in the language by exposing the students to the various innovative techniques that give language exposure and language use in the classroom of life like situations.	**Experimental** Interview Learner- Centered Techniques Strip story, Role Play, Dialogue Writing, Quiz-Competition.	**Under-Graduate** Students	1. Innovative techniques were so effective that the experimental group (towards the end of the experiment) wanted some more interactive activities to do in the class. 2.Such techniques made them aware of the presentation through effective manner.	Not Available
45	Justina,M. (2002)	**Activating L2 Speaking Skill in Regional Medium Learners at the College Level.**	(i) to identify suitable strategies that could help the learners overcome the problems they face in speaking in the target language, and (ii) to enable the learners to use the target language orally with confidence by diverting the focus from the forms of the target language to its functions.	**Experimental** Semi- Structured Interview, Learning Style Inventory, Infomal Coversations, Comprehension Passages, Non-English TV Programs.	**Under-Graduate** Students	1. The learners perceived loss in efficiency as a result of a sudden inability to express themselves with the clarity, confidence or authority to which one was accustomed.	A lot of individual attention and enormous practice need to be given to the target learners in order to move them towards accuracy along with fluency.
46	Viswanathan (2003)	**The Use of Communication Strategies in the L2 Classroom : Implication for Strategy Training.**	(i) to identify the pattern and frequency of communication strategy used by second language learners, keeping in mind the multilingual perspective in a formal context such as the language classroom and based on the data obtained; examine the possibility of training learners in the use of strategies and (ii) to compare two environments such as English medium school and regional medium school and the kind of strategies that the students used.	**Comparative** Questionnaire, Interviews, Classroom Observation, Informal-Discussion	**Secondary School** Students	1. Learners used a variety of means to get their message across their classmate without any adequate command on the target language 2. Teacher's role as a facilitator was indeed pivotal in shaping the learners' skills and the teachers used to be appreciative of the learners' attempt at speaking. 3. The classroom environment of the English medium school was far more 'learner friendly' than vernacular medium school.	Researches can be done to investigate the effects of strategy training on developing Communicatives skills in the Second language classroom.

47	Casanova (2004)	**An Analysis of Computer- Mediated Communication Technologies' Tools to Enhance Learning.**	(i) to determine the extent to which CMC technologies promoted the achievement of stated goals and the objectives for course taught in higher education.	**Analytical** Web-designed Courses.	**General** Faculty-Teachers	1.Faculty's primary intention to integrate CMC technology was to create different avenues to communicate with students and to offer them a learning environment supporting the students outside the classroom. CMC promoted the achievement of goals and objectives with different degree of success mainly in two different areas: 'content delivery' and 'course management' and less regarding tele-collaborative activity structure.	Not Available
48	Gurpreet (2004)	**Development of a Strategy for Enhancing the Skills of Effective Presentation.**	(i) to develop a strategy for enhancing the skills of effective presentation, (ii) to study the effectiveness of the developed strategy in terms of :a) students' performance through the strategy b) their opinion regarding the effectiveness of the strategy, c) the opinion of teachers regarding the effectiveness of the strategy.	**Developmental Cum Experimental** Pre-test, Post-test, Opinionnaire.	**Under-Graduate** Students	1.Students felt that the strategy helped them a lot in understanding the importance of enhancing their presentation skills. 2.Not only 'lectures' but the Combination of demonstration and explanation was useful. 3.Practice enabled them to maintain eye-contact with the audience and it also made them speak confidently	Not Available
49	Gade,I. (2005)	**Developing Writing Skill through Process Approach at the Tertiary Level : Empirical Study.**	(i) to investigate problems in students' writing at the tertiary level by collecting the samples of writing of L2 learners and analyzing them, (ii) to get an idea of the opportunities given to the learners in terms of writing, and (iii) to adopt a methodology which was more learner-friendly.	**Project**	**Under-Graduate** Students	1. Teaching at the tertiary level seemed to be much product oriented. 2. It was an awareness raising activity which helped the learners to be conscious of their abilities in acquiring language skills especially in writing. 3. The various steps followed in the present methodology enabled the learners to generate ideas, to identify the topic sentences as the supporting sentences and organize them correctly.	Not Available

50	Raja (2005)	**Communicative Strategy in Learning Communicative Skills at the College Level.**	(i) to develop a communicative strategy in learning communicative skills in English and, (ii) to try out the developed strategy.	**Experimental** Achievement Test	**Under-Graduate** Students	1.The communicative skills could be very well taught to the students at college level by using video programmes. 2. Different techniques like role play, group discussion were found to be more effective to improve communicative skills.	Syllabus with ommuni-cative approach should be offered to all faculties with an orientation programme to assess the teachers'attitude towards communicative aspects of teaching-learning English at collegiate level.
51	Ruth Heuzal (2006)	**Enabling Writing through Reading in Second Language Classrooms: A Case Study.**	(i) to look at how best can one utilize students' creativity in their writing by giving them the necessary reading input and allowing them to write on their own.	**Case Study** Questionnaire, Classroom-Observation, Writing Tasks	**Secondary School** General	1. Students did not hesitate to write in English when given a task. 2. Teachers used to dictate so students just reproduced from memories these notes for examination and due to dictation practice, they rarely used creativity. 3. Topics for writing classes were uninteresting and unrealistic to students where creativity seemed to have no space. 4. There existed a strong bond between the reading and writing.	Teaching writing should not merely be the dictation but it should have brain-storming inputs.
52	Sajida, Sultana	**English Language Training Needs of the Corporate Sector : An Analytical Study.**	(i) to identify English language training needs of middle class management employees in the corporate sector and determine the aspects of language use that should be included in corporate training.	**Analytical** Questionnaire, Interview, Observation	**Corporate** Employees	1.The corporate sector was more oriented to performance of skills at high level of accuracy, discipline and immediate results. 2.Language training has assumed a great importance in today's corporate sector. 3.The top executives in the corporate sector wanted their employees to develop excellent communication skills they were not able to identify the employees' lack.	Corporate industry depends on language skills as well as technical skills of its employees.
53	Kirti (2008)	**'An Activity Package to Enhance the Fluency of Students at Higher Secondary Level.**	(i) to find out the effectiveness of enhancing fluency through activities, and (ii) to apply those activities with a view to improving the students' fluency.	**Experimental** Observation	**Higher-Secondary** Students	1.The sample performed well in the second speech in the sense of time of speaking. 2. Students were able to remove their stage fright and could develop their linguistic competence after the treatment of activity package which left positive effect on the selected sample.	Not Available

Table Nu. : 2.4.2
Analytical Presentation of the Reviewed Literature Outside India

Sl. No.	Investigator's Name/Year	Research Title	Objectives	Research Type & Tools	Research Level& Sample	Findings	Suggestions
1	Miyan (1986)	**A study of Commercial Education in Bangladesh**	To study: (i) the development of commercial education in Bangladesh, (ii) the relevance of the curriculum of the diploma course in the context of the objectives of Commercial education, (iii) the training status, qualification and work load of Commerce teachers, (iv) the problems of Commercial institutes relating to physical facilities, teaching aids, libraries etc., (v) the perceptions of students of Commercial institutes with respect to the courses of Commercial education, and (vi) to study the employers opinions regarding the performance of Commerce Diploma holders.	**Survey** Information Schedules, Questionnaires, Opinionnaire, Unstructured interviews	**Institutional** Principals, Instructors, Commerce - Teachers & Students, Experts, Employees	1. From 1965 to 1985, the number of commercial institutes remained 16 in East Pakistan (now Bangladesh). 2. Students' enrolment in commercial institutes increased by 78.13 % from 1971-72 to 1982-83. 3. The prevailing curriculum of the diploma course needed modification to suit the job requirements of the commercial education graduates. 4. The position of teaching equipments physical facilities was not satisfactory. Teaching method was traditional and a large number of teachers did not have a business and commercial education background and training. 8. According to the employers, the performance of the commercial diploma holders was better than that of non-diploma holders.	Not Available
2	Piyavadee (1988)	**A Study of Creative Thinking Ability of Students of Higher Secondary Schools of Bangkok in the Context of Some Psycho-Social Factors.**	(i) to study creative thinking ability (CTA) in relation to students' adjustments, anxiety, neuroticism, radicalism and students' self done activities, and (ii) to study the main effects of sex, grade and socio-economic status on the students.	**Comparative** Creative Thinking Ability Test, The Adjustment Problem Inventory by J.C.Parekh	**School** Students	1.The students with high adjustment level were superior to students with low adjustment level on CTA. 2. The interaction effect of grade and anxiety was significant.3. Students having a low neuroticism level were more creative than the students with a high neuroticism level. 4. The students of high Radicalism group and low radicalism group were almost the same as far as the creative thinking ability was concerned. 5. Students having high self done activity level had more creative thinking ability than students having low self done activity level. 6. No significant difference in creative thinking ability between girls and boys coming from high SES and low SES. 7. Students of grade XI had higher creative thinking ability than those of grade X. 8.	Not Available

						Certain characteristics of creative children were that they were imaginative, courageous in convictions, curious, independent in judgment and thinking, preoccupied with tasks, strongly intuitive and ready to take risks.	
3	Kurgatt (1995)	' **An Investigation into ESL Students' Academic Writing Needs: the Case of Agriculture Students in Egerton University, Kenya.**	(i) to establish the undergraduates' needs of academic writing in English as a second language context.or the audience addressed.	**Survey** Questionnaire, Documents	**Undergraduate** Students	1.Students did not study only one discipline called 'Agriculture'. Instead, they used to study a wide range of courses half of which consisted of basic courses in the sciences from which specific disciplinary requirements could be distinguished. 2. Students did not always appreciate the nature of the tasks they were asked to undertake	Not Available
4	Al Shamiry (2000)	**Yemeni Learners' Oral Communicative Competence in English.**	(i) to identify the nature of problems faced by Yemeni students in communicating with competent native speakers of English, and (ii) to gather information about the Yemeni territory level students' low proficiency of oral communicative competence.	**Developmental** Questionnaire, Interview	**University** Students	1. Traditional teaching method was the major reason for Yemeni students' failure to communicate with competent speakers of English because the students were inhibited as result of their teachers' over-correction in the classroom. 2. They were used to avoid communicating in target language in order not to commit any mistake.	Linguistic competence should be taught implicitly whereas the functional competence should be taught explicitly during Spoken English Classes.
5	Pamela, Trevithik (2004)	**Teaching and Learning Communication Skills in Social Work Education.**	(i) to identify key good practice messages to assist social work educators in developing framework for teaching communication skills on social work education qualifying courses.	**Review** Literature Review	**Institutional** Students, Academic Practice Teachers, Service Users	1.Students were taught in a 'hands on' way without the theory to back it up. 2. It was unclear whether the skills students were learning in the class room were transferable to the work place and whether they could be used in different or difficult situations. 3. More work needed to be done on how some of the theories about teaching and learning communications should be used in practice. The core requirement of service user involvement in the design and delivery of the degree made in essential that educators developed partnership in the areas.	Need for training in written communication skills or how to communicate with people of different cultures.

6	Tedla (2007)	**Exploring Issues in the Teaching of Expository Writing at the Undergraduate Level at ADDIS ABABA UNI., ETHIOPIA**	(i) to investigate, analyze and understand the issues involved in following the ELT approach with specific reference to the teaching of expository writing using CLT at the undergraduate level students in the department of English language education in Ethiopia.	**Descriptive** Questionnaire, Interviews, Classroom-Observation.	**Under-Graduates** Students and Writing-Instructors	1. The students were poor in L2 knowledge. 2. Designed syllabus for writing was inappropriate. 3. Unsuitable writing tasks for learners, and 4. Ill-conceived teaching methodology ignored principles and procedures of CLT in the teaching of expository writing.	Learner-Centered tasks with communicative material having integration of language skills should be included in the course.
7	Abdulkarim, Qaid (2007)	**The Teaching of the English Listening Skill : A Case Study.**	(i) to investigate the needs of the English learners for the listening skill especially the needs of the First Year students at the Education College, Saber University of Aden, (ii) to improve the best classroom techniques for teaching the English listening skill, and (iii) to support the students with enough time for practising the skills, the strategies and the activities for the listening skill.	**Case-Study** Questionnaire,	**University** Students and Teachers	1.Due to poor background of the language, the Yemeni learners faced the major problem in the intonation and the stress patterns; stressed and unstressed syllables. 2. Speed of speech, the technical use of the language by the native speakers and the unfamiliar vocabularies and sentences of political and business texts caused incomprehensible listening for the beginner students.3. During the teaching period of the model course, a large number of the students in the classroom lacked the listening comprehension due to lack of proper practice.	A language labo-ratory and enough time for practising can improve the students' abilities in listening.
8	Ni Qingquan (2008)	**A Deep Look into Learning Strategy Use by Successful and Unsuccessful Students in the Chinese EFL Learning Context.**	(i) to report on the differences in frequency of strategy use for EFL learning by the successful and unsuccessful First Year students of Southwest University of Political Science and Law (SWUPL) in China by looking at the variation in the frequency of strategy use at four levels-overall strategy use, strategy class use, strategy group use and individual strategy use.	**Comparative** Questionnaire	**Under-Graduate** Students	1. In terms of the frequency of strategy class use, both student groups deployed the direct strategy class more frequently than the indirect strategy class. 2. Successful students used memory, Cognitive and Meta cognitive strategies more frequently whereas the unsuccessful students used compensation strategies more frequently. 3. Use of deep strategies such as improving English through reading and writing, summarization and looking for patterns in English entailed more effort and time but contributed more to learning, while the use of surface strategies such as improving English through remembering words by repeating them and word-for-word translation did not need much time and effort but contributed less to learning.	Not Available

9	Singkham Rakpa (2008)	**Designing Supplementary Writing Materials : With Specific Reference to Undergraduates Majoring in English in Naresuan Uni., Phayao Campus, Thailand**	(i) to design the supplementary process writing materials to assist the writing classes mainly for undergraduates majoring in English, (ii) to provide effective samples of writing processes and lesson plans for writing classes, and (iii) to use the designed materials with the writing classes where the learner-centered approach is applied.	**Quasi-Experimental** Questionnaire	**Under-Graduate** Students	1.Lesson plans with supplementary process writing material assisted the students to study writing with effective writing activities. 2. Students understood and realized that the process-writing helped them in assisting friends and doing class activities in pairs with their important role.	Not Available
10	Chang, Houheng (2011)	**A Comparative Analysis Of the Student Experience of International Business Programmes at the Under-graduate Level in Three Countries : Taiwan, Germany and the United Kingdom.**	(i) to investigate how the students' identity was constituted in the multicultural business classroom and on the multi-cultural campus, the role of cultural components of the curriculum in international business programmes, the ways in which the student's experience got operated in such multi-cultural settings and the implication of each of these facets for teachers and institutional managers.	**Comparative** Interview Diary Entries	**Under-Graduate** Students	1.International students experienced high levels of isolation and marginalization, which affected their academic confidence and social involvement.	Not Available
11	Huynh,Tuan Anh (2011)	**A Cognitive Meta-linguistic Approach to Teaching English Information Structure for the Development of Communicative Language Ability Among Learners of English as a Second Language**	(i) to improve the teaching of academic reading and writing skills of the undergraduates for their communicative development and at the same time contributing the clarity of theories of language transfer and the role of cognitive approaches in communicative language teaching.	**Project** Questionnaire, Interview and Test	**Under-Graduate** S Students	1.There was a causal relationship between a Meta-linguistic approach to teaching information structure to L2 learners and their communicative ability development.	Not Available

On the basis of the analytical presentation of the reviewed literature, the researcher studied each and every aspect and presented them independently according to the 'Type', 'Level', 'Sample' and 'Tools'. The below-mentioned presentation focuses on the researcher's reviewed literature with an emphasis on the '**Type**' of the studies within India and outside India.

Table No. 2.4.3

Research-Type wise Classification of the Reviewed Literature

Sl. No.	Type of the Study	No. of Studies Within India	No. of Studies Outside India	Total
1	Experimental	14	00	**14**
2	Survey	08	02	**10**
3	Pedagogical	06	01	**07**
4	Comparative	04	03	**07**
5	Project	04	01	**05**
6	Analytical	04	00	**04**
7	Developmental-cum-Experimental	03	00	**03**
8	Survey-cum-Experimental	03	00	**03**
9	Case Study	02	01	**03**
10	Exploratory	02	00	**02**
11	Developmental	01	01	**02**
12	Descriptive	01	01	**02**
13	Descriptive-cum-Comparative	01	00	**01**
14	Quasi-Experimental	00	01	**01**
	Total	**53**	**11**	**64**

While classifying the reviewed literature according to the 'type' of the study, the researcher categorized it in fourteen types (Table nu.2.4.3). It is clear that out of 53 Indian studies which the researcher reviewed, 14 studies were Experimental type, eight Surveys, six Pedagogical, four Comparative, four Projects and four Analytical types of studies. Three studies were Developmental-cum-Experimental type and three studies were Survey-cum-Experimental type of studies. Two studies were Case studies and two studies were Exploratory type. There was one Developmental study, one Descriptive study and one Descriptive-cum-Developmental study.

Out of 11 studies, the researcher reviewed outside India (table number 2.4.3), there were two Survey type of studies, three Comparative type of studies, and one Quasi-Experimental, one Developmental, one Descriptive, one Pedagogical, one Case study and one Project.

Through the 64 studies, reviewed by the researcher for the present study, particularly focusing on the 'Type' of the study, the researcher found that during the period of reviewed literature within India, maximum studies were the Experimental type but during that particular period, outside India, the researcher could find a single Quasi-Experimental type of study by Rakpa (2008). It was found that outside India, the other 'types' of studies selected for the research purpose, were Comparative type of studies by Piyavadee(1988), Ni (2008) and Chang (2011), Surveys by Miyan(1986) and Kurgatt (1995), a Project by Huynh(2011),a Developmental type of study by Al-Shamiry(2000), a Descriptive type of study by Tedla (2007), a Case study by Qaid(2007) and a pedagogical aspect in the form of review by Pamela(2004). Of course, three Developmental-cum-Experimental type of studies by Joseph (1983), Ekbote(1987) and Gurpreet (2004), three Survey-cum-Experimental type of studies by Vimala Devi (1986), Skanthakumari(1987) and Jadeja(1988) were conducted within India but outside India, it seemed that during that period , no study could be found focusing on the Experimental type of study except one Quasi-Experimental study by Rakpa(2008).

After classifying the reviewed literature according to its 'type', the researcher classified the reviewed literature according to the 'level' of the review of the related literature such as reviews which were done at the school level, at the college level, at the university level as well as at the general level. Here, the 'School Level' includes the studies which were conducted at the primary school, the secondary school and the higher secondary school. 'College Level' includes the studies which were conducted at the undergraduate level as well as at the graduate level. Further, the general level means the level which does not belong only to the educational institutes which award bachelor's degrees or Master's degrees, but it also belongs to the other sectors such as the corporate sector that provides extra platform for more learning or training which could be found limited in degree providing institutions. The below-mentioned presentation focuses on the researcher's reviewed literature with an emphasis on the 'Level' of the studies within India and outside India.

Table No. 2.4.4

Research-Level wise Classification of the Reviewed Literature

Sl. No.	Level of the Study	No. of Studies Within India	No. of Studies Outside India	Total
1	School	20	01	**21**
2	School and College	02	00	**02**
3	College	26	06	**32**
4	University	02	03	**05**
5	General	03	01	**04**
	Total	**53**	**11**	**64**

While categorizing the reviewed literature according to the 'Level' of the study, the researcher made five categories as mentioned in table nu.2.4.4. Out of 64 studies as reviewed by the researcher, twenty studies within India and one study outside India were carried out at the school level. '**School Level**' includes : a) the '**Primary School Level**' study by Khare(1986), b) the '**Primary and Secondary School Level**' studies by Kumar Karuna(1985) and Jyothi (1993) c) the '**Secondary School Level**' by Dewal(1974), Joseph(1983), Joshi, Keskar and Sheth (1984), Skanthakumari (1987), Jadeja(1988), Dave(1996), George(2001), Vishwanathan(2003) and Ruth(2006), d) '**Secondary and Higher Secondary School Level**' studies by Soumini(1984) and one international study by Piyavadee(1988) and e) the '**Higher Secondary School Level**' studies by Shivapuri(1982), Natraj(1984), VimalaDevi(1986), Ronita(1998) and Kirti(2008). Two Indian studies by Shanteshwar (1982) and Pal(1978) carried out their studies at the '**School and College Level**'. At the college level 26 studies within India and six studies outside India were carried out. '**College Level**' includes: a) the undergraduate level, b) the undergraduate and graduate level and c) the graduate level. Out of 26 studies at the college level within India ,14 investigators named Trivedi(1969),Pandian(1983), Sundara(1984), Jacob and Jalaluddin(1985), Singh,G.,(1989), Sunanda(1993), Barot and Parthsarathy(1995), Singh,N.(2001), Justina (2002), Gurpreet(2004) Gade(2005) and Raja(2005) and six investigators outside India named

Kurgatt(1995), Tedla(2007), Rakpa(2008), Ni(2008), Chang and Huynh (2011) carried out their research work at '**the undergraduate level**', b) Arulkrishnamurthy (1989) carried out his research at '**the undergraduate and at the graduate level**' and c) five Indian studies by Sinha(1967), Dave(1974), Desai(1975), Usha(1978), Lalitha(1981), Saraswathi (1982), Patted and Pillai(1984), Ekbote(1987), Peter Daniel(1987) and Buch(1989) were conducted at '**the graduate level**'. At '**the university level**', the researcher could find two studies of Vamdatta(1976) and Menon(1984) within India and three studies of Al Shamiry (2000), Pamela(2004) and Qaid(2007)outside India related to the present study. At '**the general level'** of the reviews, the researcher reviewed three studies within India that were the studies of Kiranmai(1990), Casanova(2004) and Sajida(2006) and one study outside India was by Miyan (1986). Thus, the review of related literature by the researcher signified that the maximum number of the studies, undertaken at the college level was given the priority by her to relate to the present study which also focused at the college level.

Then the researcher classified the reviewed literature according to the 'Sample' selection of the studies through which the researcher had undergone for the review point of view. The researcher categorized the sample in seven categories as mentioned in the table number 2.4.5.

Table 2.4.5

Research-Sample wise Classification of the Reviewed Literature

Sr. No.	Sample of the Study	No. of Studies Within India	No. of Studies Outside India	Total
1	Students	32	06	**38**
2	Student-teachers	02	00	**02**
3	Teachers/Lecturers	05	00	**05**
4	Students and Teachers	07	02	**09**
5	Students and Others	03	03	**06**
6	Teachers and Others	02	00	**02**
7	General (other than students and teachers)	02	00	**02**
	Total	**53**	**11**	**64**

The range of sample size which was selected in the reviewed studies is shown below. The sample size under the title 'Students' ranged from six by the investigator named Justina (2002) to 1200 by Pandian (1983). The sample size under the title 'Student-teachers' ranged from 13 by Ekbote (1989) to 16 by Lalitha (1981). The sample size under the title 'School teachers' or 'College teachers' ranged from 32 by Sheth (1984) to 348 by Patted (1984). The sample size under the title 'Students and Teachers' ranged from six teachers and 50 undergraduates by Jacob(1985) to 260 teachers and 50 students by Al Shamiry(2000). The sample size under the title 'Students and Others' ranged from 10 students and 30 homogeneous graduate listeners by the study of Arulkrishnamurthy(1989) to 90 students and 175 others (Commerce teachers 120, Experts 21, Employers 34) by Miyan (1986). The sample size under the title 'Teachers and Others' ranged from 82 teachers by Shanteshwar (1982) to 60 subjects belonging to six major professions by Shanteshwar(1982).The sample size under the title 'General' (others than students and teachers) ranged from 10 Corporate Language Trainers and 52 Corporate employees in the study by Sajida Sultana (2006) to 520 parents by Keskar (1984). The researcher could not mention the sample-size of very few studies which focused on general or the studies which were reviewed from the secondary resources.

The data presented in table nu.2.4.5 indicates that the majority of the researchers had selected only 'students' as the sample for their studies. The number of reviewed literature, selecting 'Students' as sample was 32 within India and six outside India. Out of 32 studies within India 14 studies by Trivedi(1969),Pandian(1983), Sundara(1984), Jacob and Jalaluddin(1985), Singh (1989), Sunanda(1993), Barot and Parthsarathy(1995), Singh, N. (2001), Justina (2002), Gurpreet (2004) Gade(2005) and Raja(2005) selected the undergraduate students as their sample whereas six studies outside India by Kurgatt(1995), Tedla(2007), Rakpa(2008), Ni(2008), Chang and Huynh (2011) selected the undergraduate students as their sample. Two Indian studies by Lalitha(1981) and Ekbote(1987) selected 'Student-teachers' as the sample whereas the sample of 'School teachers' or 'College teachers' was selected by the five Indian studies of Usha(1978), Patted and

Sheth(1984), Jalaluddin(1985) and Casanova(2004).Seven Indian studies by Dewal(1974), Natraj, Soumini and Sundara(1984), Jacob and Kumar(1985), Peter (1987) and two foreign studies by Al Shamiry(2000) and Qaid(2007) selected '**Students and Teachers**' as the sample for their studies whereas three Indian studies by Pillai(1984), Saraswathi(1982) and Arulkrishnamurthy (1989) and three foreign studies by Miyan(1988), Pamela(2004) and Tedla(2007) selected '**Students and Others**' as the sample whereas only two Indian studies of Desai(1975) and Shanteshwar(1982) selected '**Teachers and Others**' as the sample for their studies. Only two Indian studies by Keskar(1984) and Sultana(2006) selected '**Others**' such as 'parents' and corporate employees as the sample for their studies.

After doing 'sample-wise classification of the reviews, the researcher focused on the '**Tool-wise**' classification of the reviewed studies. That is presented in table number 2.4.6.

Table 2.4.6

Research-Tool wise Classification of the Reviewed Literature

Sl. No.	Tools of the Study	No. of Studies Within India	No. of Studies Outside India	Total
1	Questionnaire	24	08	32
2	Interview	18	04	22
3	Various Tests	15	00	15
4	Documents	12	03	15
5	Observation	13	00	13
6	Scales	06	01	07
7	Inventory	06	01	07
8	Raven's Progressive Metrices	03	00	03
9	Opinionnaire	02	00	02
10	Information Sheet	01	01	02
11	Others	03	00	03
	Total	**103**	**18**	**121**

Throughout the review, the researcher found that some tools were used in more than one study as well as many tools were used by single study also. So the classification of the tools used in the studies was done considering the total use of tool. From table number 2.4.6, it was clear that out of 64 reviewed studies, 24 Indian studies and eight foreign studies employed 'questionnaire' as a tool. It means a majority of the reviewed literature for the present study employed 'questionnaire' as a tool. 'Interview' as a tool, was employed by eighteen Indian studies and four foreign studies. 'Various tests' such as 'Achievement Test' 'Information Test', 'Situational Test', 'Projective Test', 'Comprehensive Test', 'PersonalityTest', 'Proficiency Test I&II', 'Nine Criterion Tests', 'Language Ability Test', 'Non-verbal Intelligence Test','Paper-pencil Test','Mental Ability Test', 'Reading and Comprehension Test', 'Five Critical Reading Test' and R.K. Tandon's Samoohik Mansik Yogyata Parikshan' by Khare(1986) were employed by the fifteen Indian studies which were reviewed by the researcher. Twelve Indian studies and three foreign studies employed 'Documents' or 'Texts' as the tool for their research. 'Document' was another tool used in various studies which included 'scripts' by Sinha (1967) , 'subject books' by Vamdatta(1976) and Sundara(1984), 'syllabus' by Jalaluddin(1985) 'documentary' by Kesker(1984), 'text books' by Pillai(1984), 'text and charts' by Arulkrishnamurthy(1989), 'different writing' such as 'summary writing', 'argument writing' by Singh, G. (1989), 'video-based self-instructional materials' by Ronita(1998), 'strip story' by Singh,N.(2001), 'comprehension passages' and 'non-English TV programmes' by Justin (2002), 'web-designed courses' by Casanova (2004), 'writing tasks' by Ruth (2006), 'Information sheet' by Miyan(1988), 'institutional document's by Kurgatt(1995) and 'entry diaries' by Chang (2011). Thirteen Indian studies used 'Observation' as a tool for their research. Different 'Scales' were employed as tool by six Indian studies and one foreign study. The scales such as 'Grasha Reichmann Student Learning Style Scale', Jame's Locus of Control Scale' by Pandian(1983), 'Attitude Scale' by Menon(1984), 'Attitude Inventory Scale I & II' and 'Teacher's Perception Scale' by Sheth(1984),, 'Kuppuswamy's Socio-Economic Status Scale' by Vimala Devi(1986) and Joshi(1984), Skanthakumari(1987),'Baroda General

Competence Scale' and 'A' rating scale by Ekbote(1987), 'Socio Economic Scale', 'Test Anxiety Scale', 'Radicalism V/s Coventional Scale', 'Self-Done Activity Scale' and 'Neurotism Scale' by Piyavadee(1988). '**Inventory**' as a tool was employed by six Indian studies by Trivedi(1969), 16 Personality Factor Inventory by Pandian(1983), Joshi(1984), Dutt's Personality Inventory by Vimala Devi(1986), 'Teaching Attitude Inventory' by Ekbote(1988), 'Learning Style Inventory' by Justina(2002) and one international study by Piyavadee(1988) employed 'Adjustment Problem Inventory'. Three Indian studies by Joseph(1983), Joshi(1984) and Menon (1984) employed '**Raven's Progressive Matrices**' as one of the tools for their studies. Two Indian studies of Dave(1996) and Gurpreet (2004) employed '**Opinionnaire**' as one of the tools. One Indian study of Sheth (1984) and one foreign study of Miyan(1986)employed 'Information Sheet' as a tool for their research. '**Other**' tools were also found to be employed in the reviewed studies for the present research, the tools such as 'Teaching Method Ranking List' by Pandian(1983), 'Behaviour Coding System by Sheth(1984), 'Discussion' and 'Techniques' by Peter(1987) and Amita Buch (1989).

The analysis of the reviewed studies inspired the researcher to classify the reviewed studies in 'Decade-wise' mode to understand the reviews in depth.

Table No. 2.4.7

Decade wise Classification as the Type of the study

Within India (WI) + Outside India (OI)

Sl. No.	Types of the Study	60s (WI+OI)	70s (WI+OI)	80s (WI+OI)	90s (WI+OI)	20s (WI+OI)	Total (WI+OI)
1	Experimental	00+00	01+00	05+00	03+00	05+00	14+00
2	Survey	01+00	01+00	03+01	03+01	00+00	08+02
3	Pedagogical	00+00	00+00	06+00	00+00	00+01	06+01
4	Comparative	00+00	00+00	03+01	00+00	01+02	04+03
5	Project	01+00	02+00	00+00	00+00	01+01	04+01
6	Analytical	00+00	01+00	01+00	00+00	02+00	04+00
7	Developmental-cum-Experimental	00+00	00+00	02+00	00+00	01+00	03+00
8	Survey-cum-Experimental	00+00	00+00	03+00	00+00	00+00	03+00
9	Case Study	00+00	00+00	00+00	01+00	01+01	02+01
10	Exploratory	00+00	00+00	02+00	00+00	00+00	02+00
11	Developmental	00+00	01+00	00+00	00+00	00+01	01+01
12	Descriptive	00+00	00+00	01+00	00+00	00+01	01+01
13	Descriptive-cum-Comparative	00+00	00+00	01+00	00+00	00+00	01+00
14	Quasi-Experimental	00+00	00+00	00+00	00+00	00+01	00+01
	Total	**02+00**	**06+00**	**27+02**	**07+01**	**11+08**	**53+11**

Looking at the table number 2.4.7, it is evident that in the decade of **60s**, maximum two studies were reviewed that were 'Survey' by Trivedi (1969) and 'Project' by Sinha (1967). The researcher reviewed six Indian studies in the decade of **70s** which included one 'Experimental study' by Lalitha(1981), one 'Survey' by Pal (1978), two 'Projects' by Dave(1974) and Vamdatta(1976), one 'Analytical study' by Usha(1978) and one 'Developmental study' by Dewal(1974). During the decade of **80s**, the researcher could review 27 studies. Out of those 27 reviewed studies, six studies by Pandian(1983), Pillai and Sundara(1984), Jacob and Jalaluddin (1985) and Amita Buch(1989) adopted 'Pedagogical' design, five studies by Joseph (1983), Menon, Natraj, Sheth.

Soumini(1984), focused on 'Experimental' design, three studies of Shanteshwar(1982) Joshi and Keskar(1984) and one foreign study by Miyan(1986) focused on 'Survey' and three studies of Shivapuri(1982), Kumar(1985) and Khare(1986) and an international study by Piyavadee (1988) focused on 'Comparative' type, three studies of Vimala Devi(1986), Skanthakumari(1987) and Jadeja(1988) were 'Survey-cum-Experimental' type, two studies of Joseph(1983) and Ekbote(1987) were 'Developmental-cum-Developmental' type, two studies of Saraswathi (1982) and Singh, G.(1989) were 'Exploratory' type and remaining were 'Analytical' type by Patted (1984), 'Descriptive' by Peter Daniel(1987) and 'Descriptive-cum-Comparative'type of study by Arulkrishnamurthy(1989). The researcher could review seven Indian studies and one foreign study during the decade of **90s**. Out of those seven studies, three studies by Kiranmai(1990), Jyothi(1993) and Dave, J.(1995) adopted 'Experimental' design; other four studies by Sunanda(1993), Barot(1995), Ronita(1998), including one foreign study by Kurgatt(1995) conducted 'Survey' and one was a 'Case study' type of research by Parthsarathy(1995). In the decade of **20s**, the researcher could review 11 studies within India and eight studies outside India. Out of those 11 studies, five studies Indian studies by George Mathew(2001), Singh, N.(2001), Justina(2002), Raja(2005) and Kirti(2008) were 'Experimental' type, two studies by Casanova(2004) and Sultana(2006) were analytical type of studies. A study by Vishwanathan (2003) was 'Comparative' type, and a project by Gade(2005). A study by Gurpreet (2004) was 'Developmental-cum-Experimental'. A study by Ruth (2006) was a 'Case-study'. Out of 11 international studies reviewed by the researcher, maximum studies which the researcher could review, belonged to that decade of 20s with the number of eight. Out of eight, one study by Pamela(2004) was 'Pedagogical' type. Al Shamiry (2000) conducted a 'Developmental' study, Tedla(2007) carried out Descriptive' study. Qaid (2007) focused on 'Case study'. Rakpa(2008) carried out a 'Quasi-Experimental' study. Ni(2008) and Chang(2011) attempted at 'Comparative' study. A 'Project' was carried out by Huynh (2011).

After making an analysis of the decade wise 'types' of the reviewed literature, the researcher also prepared 'Level' wise classification of the reviewed studies as mentioned in table number 2.4.8.

Table No. 2.4.8

Decade wise Classification as the Level of the study

Within India (WI) + Outside India(OI)

Sl. No.	Level of the Study	60s (WI+OI)	70s (WI+OI)	80s (WI+OI)	90s (WI+OI)	20s (WI+OI)	Total (WI+OI)
1	School Level	00+00	01+00	12+01	03+00	04+00	20+01
2	School and College Level	00+00	01+00	00+00	00+00	00+00	01+00
3	College Level	02+00	03+00	14+00	03+01	05+05	27+06
4	University Level	00+00	01+00	01+00	00+00	00+03	02+03
5	Other Level	00+00	00+00	00+01	01+00	02+00	03+01
	Total	**02+00**	**06+00**	**27+02**	**07+01**	**11+08**	**53+11**

Looking at the table number 2.4.8, it is evident that in the decade of **60s**, maximum two studies within India were carried out by Sinha(1967) and Trivedi(1969) at the undergraduate level. In **70s**, total six Indian studies reviewed by the researcher indicated that out of six three studies of Dave(1974),Desai(1975) and Usha(1978) were carried out at the pre-university level. A study by Dewal (1974) was carried out at the school level. A study by Pal(1978) was carried out at the school and college level. A study by Vamdatta(1976) was conducted at the university level. In **80s**, out of 27 Indian studies reviewed by the researcher, twelve studies were conducted at 'school level' and 14 were conducted at 'college level' and one at the 'university level'. In **90s**, three studies by Jyothi(1993), Dave, J.D.(1996) and Ronita(1998) were conducted at school level and three studies by Sunanda(1993), Barot and Parthsarathy(1995) were conducted at 'college level'. Vamdatta(1976) carried out study at the university level whereas Kiranmai(1990) conducted study at the 'general' level. In the decade of **20s**, the researcher could review 11 Indian studies and eight 'foreign' studies. Out of those 11 Indian studies, by George(2001), Vishwanathan(2003), Ruth(2006) and Kirti(2008) focused at the 'school level'. Five Indian studies by Singh,N.(2001), Justina(2002), Gurpreet(2004), Gade(2005) and Raja(2005) were carried out at the 'undergraduate level' and five foreign studies by Tedla(2007), Rakpa(2008),

Ni(2008),Chang(2011) and Huynh(2011) were carried out at the 'college level'. Three foreign studies by Al Shamiry (2000), Pamela(2004) and Qaid(2007) were conducted at the 'university level'. Two Indian studies by Casanova(2004) and by Sultana(2006) were conducted at the other level.

The researcher also classified the collected data as per the selected sample of the review of the related literature that is mentioned in the table number 2.4.9.

Table No. 2.4.9

Decade wise Classification as the Sample of the study

Within India (WI) + Outside India(OI)

Sl. No.	Sample of the Study	60s (WI+OI)	70s (WI+OI)	80s (WI+OI)	90s (WI+OI)	20s (WI+OI)	Total (WI+OI)
1	Students	02+00	03+00	10+01	07+01	09+04	31+06
2	Student-teachers	00+00	00+00	02+00	00+00	00+00	02+00
3	Teachers/Lecturers	00+00	01+00	03+00	00+00	01+00	05+00
4	Students and Teachers	00+00	01+00	06+00	00+00	00+02	07+02
5	Students and Others	00+00	00+00	04+01	00+00	00+02	04+03
6	Teachers and Others	00+00	01+00	01+00	00+00	00+00	02+00
7	General (other than students and teachers)	00+00	00+00	01+00	00+00	01+00	02+00
	Total	**02+00**	**06+00**	**27+02**	**07+01**	**11+08**	**53+11**

From table nu.2.4.9, it is clear that in the decade of **60s**, two researches by Sinha (1967) and Trivedi (1969) selected only 'undergraduate students' as the sample of their works. In **70s**, three Indian studies by Dave (1974) selected the 'graduate students', Vamdatta(1976) selected the 'university level students' and Pal(1978) selected 'school and college level students' as the sample. Usha (1978) selected 'college teachers' as the sample of her study. Dewal (1974) selected the 'teachers and students' as the sample for her work whereas Desai (1975) selected the 'teachers and others' such as the teachers and the educationists and the elite group of the society. In **80s,** ten studies within India selected the only 'Students' as the sample for their

work. Among them the only studies by Pandian(1983) and Singh,G.(1989) selected the sample of the undergraduate students where as the other studies by Shivapuri(1982), Joshi and Menon(1984),Khare(1986), Vimala Devi (1986), Skanthakumari(1987),Jadeja(1988) and Amita Buch(1989) selected the students at other levels except the undergraduates sample for their research whereas at international level Piyavadee(1988) selected school level students for the research work. Studies of Lalitha(1981) and Ekbote (1987) opted for 'student-teachers' as the sample for their studies. Studies of Patted and Sheth(1984) and Jalaluddin(1985) chose 'teachers' as the sample for their work. Six Indian Studies by Natraj, Soumini and Sundara(1984), Jacob and Kumar(1985), Peter Daniel(1987) selected 'teachers and students as the sample for their studies. Sample of 'students and others' was selected by four Indian studies of Saraswathi(1982),Joseph(1983), Pillai(1984)and Arulkrishnamurthy(1989) and an international level study by Miyan(1986) selected 'students and principals, instructors, employees etc. as the sample of their studies. In **90s**, seven Indian studies by Kiranmai(1990), Jyothy and Sunanda (1993) Barot(1995), Parthsarathy(1995), Dave,J. (1996), Ronita(1998) and at international level Kurgatt(1995) focused on 'Students' as the sample for their studies. Among them Barot, Sunanda, Parthsarathy and Kurgatt selected the sample of undergraduates of general level faculties and not specifically from the Commerce faculty. This was the decade where the researcher found no other studies focusing on the 'other sample except the 'Students' sample. In **20s,** maximum studies, especially at the international level, the reviewed literature seemed to have focused on the 'students' only as the sample of their studies. Nine Indian studies by George(2001), Singh(2001), Justina(2002), Vishwanathan(2003), Gurpreet (2004), Gade(2005), Raja(2005), Ruth (2006) and Kirti(2008) selected 'students' as the sample for their studies whereas four reviewed studies of Rakpa and Ni (2008) and Chang and Huynh(2011) outside India selected only students as the sample for their research. Among them the studies by Justina, Gade, Raja, Pamela, Rakpa, Ni, Chang and Huynh selected the undergraduates as the sample for their studies but only two studies of Singh,N. and Gurpreet selected the Commerce undergraduates as the sample for their study and Gade selected undergraduates from the Arts, Science and Commerce. Of course, Sundara(1984) also focused on the Commerce undergraduates.

After doing 'sample-wise' classification of the reviews, the researcher focused on the 'Tool-wise' classification of the reviewed studies as mentioned below.

Table No. 2.4.10
Decade wise Classification as the Tools of the study
Within India (WI) + Outside India(OI)

Sl. No.	Tools of the Study	60s (WI+OI)	70s (WI+OI)	80s (WI+OI)	90s (WI+OI)	20s (WI+OI)	Total (WI+OI)
1	Questionnaire	01+00	03+00	13+01	03+01	04+06	24+08
2	Interview	00+00	02+00	08+01	02+00	06+03	18+04
3	Various Tests	01+00	01+00	11+00	02+00	01+00	16+00
4	Documents	01+00	00+00	07+01	03+01	01+01	12+03
5	Observation	00+00	00+00	09+00	00+00	04+00	13+00
6	Scales	00+00	00+00	06+01	00+00	00+00	06+01
7	Inventory	01+00	00+00	04+01	00+00	01+00	06+01
8	Raven's Progressive Metrices	00+00	00+00	03+00	00+00	00+00	03+00
9	Information Sheet	00+00	02+00	01+01	00+01	00+00	03+02
10	Opinionnaire	00+00	00+00	00+00	01+00	01+00	02+00
11	Others	00+00	00+00	03+00	00+00	00+00	03+00

Table number 2.4.10 makes it evident that the researchers of the **60s** employed 'questionnaire', 'various tests', 'documents' and 'inventory' as the tools. In the decade of **70s**, the researchers employed 'questionnaire', 'interview', 'various tests' and 'information sheet' as the tools. In **80s**, most of the tools seemed to be employed by all the researchers except the 'opinionnaire'. In **90s**, the reviewed studies seemed to have emphasized on 'questionnaire', 'interview', 'various tests', 'documents' and an 'opinionnaire'. In **20s,** the researchers employed the tools such as 'interview', 'questionnaire', 'observation', 'tests', 'documents', 'inventory' and an 'opinionnaire'.

After discussing about the 'tool' of the studies, the researcher also tried to understand the objectives of the review of the related literature which seemed to be inter-related therefore the researcher tried to present those in a following way.

- To locate the students' difficulties in expressing themselves in English and finding out the effective measures like a 'Bridge Course' to help them in acquiring minimum skill.

- To evolve methods of studying interest of the learners.

- To study the essential features of the strategy.

- To find out how the background factors of intelligence, socio-economic status, and personality factors affected the learning.

- To study the position and importance of English language as the medium of communication and to identify the academic needs in English for the Commerce students.

- To describe and relate learner needs to worthwhile curricular aims.

- To characterize and compare different classes in the school curriculum in terms of the extent to which they provide opportunities for language learning.

- To study the students' performance in English language.

- To investigate the kind of communication which CLL (Communicative Language Learning) and CACLL(Computer Assisted Communicative Language Learning) materials encouraged the learners.

- To study the effectiveness of different approaches of English Language Teaching.

- To enhance the listening skill.

- To study the English Language Training Needs of the learners.

- To study the growth and development of Commercial education.

- To identify key good practice messages for teaching communication skills.

The researcher also studied the major findings of the reviewed literature. Major findings pointed out in various reviewed studies by the researcher helped her to be aware of the output of various studies with respect to their proposed objectives and indirectly pointed out the importance of enhancement of the communication skills through proper development and implementation of a strategy. The most reflecting findings drawn out from the reviewed literature were as under:

- Students' English grammar comprehension difficulties were due to the wrong replacement of the tense by other forms and lack of knowledge about correct vocabulary.

- Interest of learning was found to vary from group to group, from interest to interest.

- The students who were given intensive training through the 'Bridge Course' showed greater improvement in their language skills and academic performance than those who were not given the intensive training.

- Difficulties hampering teaching and learning of English were due to the shortage of trained teachers, lack of subject competence in teachers, dearth of good teaching-learning material, lack of individual attention and poor socio-economic background.

- Need to prepare readable textbooks on the basis of useful vocabulary.

- Contextual presentation of vocabulary and the structural items was found to be an effective one and practicable in reading oriented ELT strategy.

- English was exclusively used for all types of written communication by 60% of the doctors, 30% of the lawyers, 80% of the bank employees, 37% of the high school teachers and 28% of the clerks.

- College students differed in their learning styles and in their preference for teaching strategies.

- The growth status of language ability was a function of structural factors operating within (intelligence, sex etc.) and outside (socio-economic status, locality and type of school).

- Equal importance was given to all the three languages in secondary schools.

- Group Method Techniques were found effective in promoting the real use of language and learner-participation in the classroom teaching.

- Vocabulary acquisition and writing mechanism provided the base for the receptive and the productive skills respectively.

- Commerce specific course in English should be provided rather than a general English course as to make learning the language more meaningful.

- Lecture method could not be found suitable for teaching the text.

- The conditions for language learning available in the activity classes were more conducive than those available in the English and content subject classes.

- Lack of exposure to the target language at home created a gap resulting in 'NIL' motivation or aptitude for the study of English.

- The undergraduates' skill of writing required a considerable training and improvement both at invention as well as at development level.

- CLL and CACLL materials encouraged the learners to communicate fluently with their peers and the materials were found to be suitable to Indian setting.

- Communicative approach was found more favourable than the other approaches.

- In the beginning, the learners were weak in LSRW skills but at the progressive stage, they were able to improve because of their exposure to the skill based tasks.

- Learners perceived loss as a result of their inability to express themselves immediately with clarity and confidence.

- Teacher's role as a facilitator was pivotal in shaping the learners' skills.

- Demonstration and presentation helped the students to improve their body language.

- Awareness raising activities could help the learners to be conscious of their abilities in acquiring language skills especially in writing.

- Communicative skills could be very well taught by using video programmes.

- There existed a strong bond between the reading and writing.

- Certain characteristics of the creative children were that they were imaginative, courageous in convictions, curious, independent in judgment and thinking, pre-occupied with tasks, strongly intuitive and ready to take risks.

- Traditional teaching method was the major reason for Yemeni students' failure to communicate with the competent speakers of English because they were inhibited as result of their teachers' overcorrection in the classroom.

- Speed of speech, the technical use of the language by the native speakers and the unfamiliar vocabularies and the sentences of political and business texts caused incomprehensible listening for the beginner students.

- The use of deep strategies such as improving English through reading and writing, summarization and looking for patterns in English entailed more efforts and time but contributed more to learning, while the use of surface strategies such as improving English through remembering words by repeating them word for word translation did not need much time and effort but contributed less to learning.

- International students experienced high levels of isolation and marginalization, which affected their academic confidence and social involvement.

Some of the suggestions of the reviewed literature are mentioned below.

- Need for the learning tasks to be distributed and spaced to get constantly integrated and reinforced to acquire a new perspective and to sustain the students' interest.

- Need for designing a need-based course in EOP based on sociolinguistic survey.

- Software material can be used to provide instruction in 'educational technology' to the post graduate students in education and related disciplines.

- Positive effects of the Group Method Techniques and Personality Changes in the teacher and the learner.

- Need for an orientation and training for the college teachers in respect of the lecturing skills.

- Teaching method should be reorganized with reference to the identified needs.

- Self-instructional skill-based material should be used in developing various teaching skills in a relatively short duration.

- The exercises in the handbooks should be based on the needs of the students and local resources of the school and the environment.

- A language laboratory can be an ideal end of great help to non-English medium background learners to improve their pronunciation.

- Researches can be conducted to investigate the effects of strategy training on developing interaction or communicative skills in the second language classroom.

- Linguistic competence should be taught implicitly whereas the functional competence should be taught explicitly during Spoken English Classes.

After focusing on the objectives, findings and suggestions of the reviewed literature, the researcher presented her views through a discussion based on the review of the related literature in order to locate the research gaps and present the implications for the present study.

2.5 Discussion Based on the Analytical Study of the Reviewed Literature to Locate the Research Gap and Its Implications for the Present Study

As mentioned previously and looking at the classification of the reviewed literature by the researcher, it is evident that she has reviewed 64 studies. Among those 64 reviewed studies, the researcher could refer 53 Indian studies and 11 foreign studies. Out of those 64 studies, 39 studies were Ph.D. theses and out of them, 29 studies were reviewed from the studies which had been conducted within India and ten studies were reviewed from the studies which were conducted outside India. Four studies as reviewed by the researcher were 'project type' whereas six studies within India were of the M.Litt. level and seven studies were of the M.Phil level which were reviewed by the researcher for the present study whereas two studies were of M.Ed. level. Four studies were reviewed from the secondary sources such as the surveys of educational researches and other two reviews were reviewed from the articles.

Considering from the percentage perspective of the decade-wise review of the related literature, it can be said that in the decade of 60s, the researcher could review 3.12% studies which were carried out within India. In 70s, she reviewed 9.37% studies which were also done within India only. In 80s, she reviewed 45.32% studies, out of which 3.12% studies were the foreign studies. In 90s, she could review 14.06% studies, out of which 1.56% was foreign study. In 20s, she reviewed 28.56% studies; out of which12.5% were the foreign studies.

The review of related literature enabled the researcher with an insight regarding the kinds of researches already conducted in the area related to the present study. The overall perception of the review emphasized that English as a medium and a subject, at different levels of education, continues to be a point of importance. Moreover, the study of skills such as speaking, reading comprehension, writing and the role of English in higher education and professional education carries significant value in learning English as a language.

The review of related literature made it clear that various efforts have been undertaken to cover up the area of school and colleges and attempts have been made by various studies to enrich linguistic skills and language aspect in the area of teaching and learning English language, when various computer mediated technologies, programmes and strategies have been developed and implemented. From the reviewed literature it was found that there had been no dearth of studies in the area of English language. Thus, the studies related to importance of English language were concerned with the improvement in English comprehension and English usage.

During the review phase, she focused on the strategy aspects, skill aspect, English language aspect, level of the research, sample, methodology, tools, objectives, findings and suggestions of the past studies in order to carry out the present research work in a systematic way. Moreover it was also found that those reviews also aimed at investigating, analyzing and understanding the issues involved in following the ELT approach with specific reference to the teaching of skills.

Studies which dealt with the **'Importance of English'** as a language in the field of communication were mainly concerned with the issues such as 'Difficulties in Teaching English' by Dewal(1974), Desai(1975), 'Teaching of English as a Library Language' by Desai (1975) 'English for Business and Studies' by Vamdatta (1976) , Usha Kumar(1978), Saraswathi(1982), Sundara (1984), 'Factors Affecting Comprehension in English' by Shivpuri (1982) and Jyothi Anantha (1993), 'Need based Improvement Course and Remedial Measures for Language Learning' by Soumini (1984) , Rao and P.Sunanda (1993), 'Roles of English' by S.Veena(1982), 'Implications of Three Language Formula' by Keskar(1984), 'Opportunities for Language Learning' by Kumar Karuna (1985), 'Developing Proficiency in English by Using Communicative Language Learning Materials' and 'Computer-Assisted Communicative Language Learning Materials'(Pendyala 1990), 'Learners' Attitude towards Language and Teachers' by Barot Urbashi(1995), 'Effectiveness of Three Different Approaches of English Language Teaching' (Dave,1996). Other studies also focused on 'English Language' such as the studies by Jacob (1985), Khare(1986), Singh,N.(2001).

The studies related to the '**Communication Skills'** aimed at finding out the difficulties faced by the students in learning skills and evolving some remedial material to enhance the communication skills of theses learners. Such studies focused on the 'Remedial Work in English for Hindi Speaking Areas' by Sinha (1967), 'Improving Language Skills' by Dave (1974), Mathew (2001), 'Teaching and Testing of Skills and Techniques for Teaching' Jadeja (1988) and Tedla (2007) 'Need for Programmes to Improve Communication Skills Pillai (1988), 'Development of the Skills through Variety Approaches' Al.Shamiry Rafik (2000),Gade (2005), and Raja (2005).

The studies related to the strategy aspects signified the matters relevant to the development of strategy and its effectiveness to improve the learning abilities. The review of related literature focusing on the areas of **'Strategy'** development by implementing different approaches, methods and

techniques, laid stress on the 'Development of Strategy and its Effectiveness' by Pal (1978), Lalitha(1981), Joseph (1983), Menon and Natraj(1984), Sheth(1984) Vimala Devi (1986), Ekbote (1987), Skanthakumari(1987), Jadeja (1988), 'Developing the Ability to Use Communication Strategies in Adult ESL Learners' by Amita (1989), Dave (1996), Vishwanathan(2003), Gurpreet (2004) and Raja (2005).

The review of the related literature emphasizing on the **'Pedagogical Aspects'** signified the points of the studies such as 'Learning Styles and Teaching Strategies in Higher Education' by Pandian(1983), 'A Study Of English Needs of Polytechnic Students' by Pillai(1984), 'Academic Needs in English for the Commerce Students' by Sundra (1984), 'A Study of the Course book, Communication Skills in English' by Jalaluddin(1985), 'Plannning and Integrative English Curriculum for Undergraduates:A Community Based Approach' by Jacob(1985), 'A study of Commercial Education' Miyan (1986) and 'A Study of Creative Thinking Ability of Students' Piyavadee (1988), 'Lecture Pattern of College Teaching' by Patted(1984).

Thus, from the previous researches, it was found that the use of English programme can help the learners improve their English language if they are made to do so. Even the Gujarat government has also taken an initiative in favour of English by the way of introducing the project like SCOPE for the youth with an aim to facilitate the youngsters in improving their communication skills in English. This also hints that these undergraduates need to be treated more carefully in this matter of enhancing their communication skills in English. Their personal interests should be banked upon and channelized in a way that helps in improving and developing their language skills. These learners at the college level need to be encouraged to talk about things that interest them namely, their favourite topics or programmes that can help them use the target language without apprehension, if an anxiety-free learning environment is provided as one learns to communicate in the target language through one's exposure to it. Highlighting the linguistic correlates of communicative function help the

learners acquire required knowledge for communication in the target language. To achieve authentic communication, the learners need appropriate stimuli or the task inputs which hinge on different language functions instead of isolated grammar points. They should enable the learners to get engaged in real life communication.

Of course, the reviewed studies helped the researcher to gain thorough understanding about the need to evolve an instructional material according to the needs of the learners and to get an insight into the aspects related to the development of a strategy. They also helped her to know about the innovation in classroom instruction and the learners' positive impact in learning. Some studies have focused on different abilities, skills and attitude of the undergraduates required to be strengthened. But a very few studies have been carried out that were related to the area of Communication therefore it seemed that more sound researches are necessary to focus upon the area of under graduation. There was a necessity in developing and implementing a strategy for enhancing the communication skills in English for the First Year Degree Students, especially for the Commerce students.

The researcher could present the studies she had come across so far, in order to emphasize the point that she could not come across any study which could have helped her understand the area of development and implementation of a strategy to enhance the Communication Skills in English for the First Year B.Com. Students in Kachchh District of Gujarat, the less attended to so far.

Thus, by locating this research gap from the discussion held above and keeping in mind its importance, it seemed that there was a great need to conduct a research for the development of a strategy that could be implemented to enhance the communication skills possessed by the First Year B.Com students in English that will also be helpful to them for their personal and professional development, required in the discipline of Commerce which, in turn, has great impact on national progress.

In this way, the review of the related literature was an important step in understanding research. It helped in clarifying and defining the problem, stating the objectives, formulating hypothesis, selecting appropriate design and methodology of research as well as interpreting the results in the light of the research work already undertaken. In this chapter, an endeavour was made to provide an overview of various aspects of the present study through the review of existing literature. In the light of the analytical review of the related studies, the researcher tried to show the significance of the present study and its implications for the research. An analytical review of related literature within and outside India on the basis of which the existing research gap could be found out which helped her to develop a rationale for the present study with a suitable conceptual framework which is presented in the next chapter. In the third chapter, the researcher has highlighted the methodology adopted for the present study.

CHAPTER - III
RESEARCH DESIGN

3.0   Introduction

The third chapter entitled **'**Research Design*'* discusses the design of the present study. It highlights the methodology of the entire study. This research design is a plan of investigation which includes an outline of what the researcher has done, from writing the objectives, hypothesis and their implications to the final analysis of data. It includes the subjects called 'sample'*,* tools needed for the collection of data, procedure followed for collection of data and its analysis. It focuses on the functions as mentioned below. It conveys the facts about the nature and type of data required along with where such data is found. The design of the study answers many questions like: what, where, when, how much and by what, concerning the study. The chapter also answers to the questions such as, 'How has the sample been drawn'? 'What was the sample size'? 'How were the tools designed'? 'How have valid and reliable tools been constructed'? Thus, the present chapter encompasses the research design adopted by the researcher. It also contains the rationale of the study, statement of the problem, explanation of the terms, type of the study and the delimitation of the study.

3.1   Rationale of the Present Study

Being able to communicate in English is an absolute prerequisite in today's world of the cut-throat competition. Many times it is found that people lose the prospective jobs due to their inability to communicate properly. English is the only language that can help in communicating even internationally. There are still many graduates all over India, who find it difficult to draft a simple official letter in English appropriately. This lack of command over the language adversely affects their career and it becomes the main cause for missing valuable opportunities for them.

Moreover, with the rise in career options including overseas, education is now available and affordable to Gujarati students. English is looked upon as a visa to a stable and lucrative professional future. The State Government has taken initiatives in favour of the English which is seen as the window to the world. In order to level Gujarat state with the globe, the Gujarat Government supports the projects like Society for Creation of Opportunity through Proficiency in English (SCOPE) for improving the Communication Skills of the youth in English. It indicates that there is a great need to enhance the Communication Skills in English especially of the youth. SCOPE offers English learning opportunities to civic society and also that of language labs in colleges. The State Education department has also made English a compulsory subject right from the Std. I to the higher secondary school level now. But the concrete results are yet to show. Students belonging to the Gujarati middle class continue to have minimal exposure to the English language. They hardly get to interact in English or familiarize themselves with the English language. At the most the English textbook is all they have encountered during their school years. Students aspiring for fluency in spoken English still complain that their peers laugh at them when they attempt to conduct all conversations in English. Nevertheless, as a corollary of the promise of lucrative opportunities, the craze for 'English Medium' education is on the rise at the school level and college level as well. The clear result is the increasing number of 'English Medium' classes in educational institutes being sanctioned by the universities in Gujarat in the recent years.

The researcher of the present study felt it to be necessary at this juncture to know the English teaching situation in the Commerce faculty in the Kachchh University level set-up as she carried out the present research work in a college, affiliated to the Kachchh University of Gujarat. Previously, it was affiliated to the Gujarat University. At the undergraduate level, there used to be English medium, 'A' stream as well as 'B' stream. Higher Secondary School Education (H.S.S.E) students of Gujarati medium (with English Lower Level) used to study 'A' stream course in English. H.S.S.E students of Gujarati medium (without English) used to study 'B'

stream course in English. Not all Commerce colleges had 'B' stream. This means that there were two different texts and grammar topics to be taught to students of these two streams. This arrangement was only for the First Year B.Com. There was no separate stream for the students of the Second Year B.Com. and the Third Year B.Com. The students of the Second Year and Third Year B.Com. were tested through only theoretical questions, based on the text prescribed for study. It had been than six years that 'A' stream was further bifurcated into 'English Medium' and 'other than English medium'. While two different texts were prescribed, the grammar syllabus, however, for the two branches of 'A' stream was the same. In all, there were three different texts, one each for 'A' stream (English medium); 'A' stream (other than English medium but having English as one subject in higher secondary) and 'B' stream (No subject like English at the higher secondary level). Then with English made compulsory in higher secondary education, the 'B' stream has ceased to exist from the academic year 2008-09.

As mentioned earlier, in Kachchh region, especially at the undergraduation level of Commerce faculty, English is offered as compulsory subject. Its objectives are such as, learning comprehensive and expressive skills but in Commerce faculty 'English' is taught as a compulsory subject only in the First Year Degree course with more emphasis on comprehensive skills and in the remaining years of Commerce graduation 'English' serves the purpose of a tool to learn 'Commercial Communication' which is one of the compulsory subjects in all the three years of B.Com. Degree. The objectives of teaching 'Commercial Communication' are different from the teaching of general English i.e. business letter writing, correspondence with different organizations, report writing etc. so it is obvious that only 'written communication skills' are emphasized in the F.Y.B.Com. Spoken and Presentation Skills are almost ignored. Therefore many vernacular medium students generally remain passive listeners and try to memorize the subject contents in order to succeed in university examinations.

Moreover, Gujarat state is known for its 'Business' qualities. Here, most students prefer to go for Commerce education in order to be the successful professionals. But sometimes these students lag behind in communication skills in English. Not only this but the researcher, as a lecturer, observed that "there is a direct link between language and communication skills. Some of the F.Y.B.Com. Students are best in obtaining excellent results in both these subjects but the majority of these Commerce undergraduates get just above average marks in the same subjects due to various reasons like 'lack of prior foundation in English, lack of their knowledge of English, poor personal motivation, deficiencies in interpersonal communication skills in English, no practical exercise, lack of extensive and intensive reading in English' etc. Due to their lack of communication skills in English their self-concept, self-confidence and self-esteem remain low and a kind of 'inferiority complex' develops. Such students make use of readymade books and lectures to understand 'Communication Skills', but the skills cannot be strengthened without systematic practice which is necessary for making them competent communicators in English. Now the question arises, 'what would be the depth of Communication Skills possessed by these Commerce undergraduates if they are unable to convey their ideas to the world?' Their inability to cope-up with the present scenario of Privatization, Liberalization and Globalization (PLG) might affect their personal and professional development at many levels if they do not have properly enhanced communication skills in English."

Furthermore, during the phase of the review of related literature, it was found that many studies had been undertaken that are related to the area of developing different skills and strategies for teaching various aspects of English and other disciplines. There was hardly any study concerning the strategy for enhancing four communication skills, particularly LSRW skills in English for the Commerce undergraduates. Even the review of related literature by the researcher for the present study indicated that various efforts have been undertaken to cover up the area of school and colleges and attempts have been made by various studies to enrich linguistic skills and language aspect in the area of teaching and learning English language as

well as various computer mediated technologies, programmes and strategies were developed and implemented. Many studies were carried out related to various aspects of English language for different levels of students.

Considering the reviews as presented in the second chapter of the present study, it seems that the studies related to the importance of English language were concerned with the improvement in English comprehension and English usage. Studies which dealt with the 'importance of English' as a language in the field of communication were mainly concerned with the issues such as 'Teaching and Learning English' by Dewal (1974), Desai (1975), Vamdatta (1976), Usha Kumar(1978), Saraswathi (1982), Sundara (1984), Shivpuri (1982), Jyothi (1993), Soumini (1984), Rao and P.Sunanda (1993), S.Veena(1982), Keskar(1984), Kumar Karuna (1985), (Pendyala 1990), Barot (1995), Jacob (1985), Khare(1986), and Singh,N.(2001). The studies related to the 'communication skills' by Sinha (1967), Dave (1974), Mathew (2001), Jadeja (1988), Tedla (2007), Pillai (1988), Gade (2005) Raja (2005) and Al.Shamiry Rafik (2000) and the review of related literature focusing on the areas of 'strategy' development by implementing different approaches, methods and techniques, laid stress on the 'Development of Strategy and its Effectiveness' by Pal (1978), Lalitha(1981), Joseph (1983), Menon and Natraj(1984), Sheth(1984) Vimala Devi (1986), Ekbote (1987), Skanthakumari(1987), Jadeja (1988), Amita (1989), Dave (1996), Vishwanathan(2003), Raja (2005) andGurpreet (2004) and some studies emphasizing on the 'pedagogical aspects' by Pandian(1983), Patted(1984), Pillai(1984), Sundra (1984), Jalaluddin(1985), Jacob(1985), Miyan (1986) and Piyavadee (1988) have provided the researcher the idea ,awareness and the timely perception for initiating the present study. The reviewed studies focused on either English language or communication skills or a strategy for developing one or two skills. Those studies had focused on either school level or college level or university level or the general level students. Some had selected undergraduates as the sample of their study but did not have the aspect like developing all the LSRW skills or those studies did not have the sample of the undergraduate students or if the studies had a sample of the undergraduates, those undergraduates belonged to any other faculty except Commerce.

Thus, throughout the review phase, the researcher could not locate any study related to developing a strategy to enhance the LSRW skills in English for the Commerce Undergraduates. Therefore she felt that if a sincere attempt is made to utilize the period of graduation in teaching of language and enhancement of communication skills of these undergraduates along with the other studies, it would do a world of good, both personally and professionally. And as India seeks to bridge the gap between the first and second economies, the intensifying efforts of growing the first economy, these graduates' skills will be most advantageous for the national development too.

As far as the present study is concerned, the researcher believes that under graduation is the stage, where these undergraduates try to promote their academic achievements, where they seriously think and plan about their future to be moulded, where they begin to evaluate their strengths. Therefore, at this juncture, it is very much essential for these Commerce undergraduates to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full potential to become productive and contributing members of the world community.

So far as Commerce education is directly linked with the economy and since English is having its global importance, the researcher felt that in the present global culture, it was a need of the hour to enhance the Communication Skills of these F.Y.B.Com. students in English by developing and implementing a comprehensive and standard-based strategy that can be effective and efficient for them for their entry in the job market, leading to their personal and professional growth.

Considering all the aspects as mentioned above, the researcher proposed the present study in the area of developing and implementing a strategy to enhance the First Year Commerce students' Communication Skills in English in its right perspective.

3.2   Statement of the Problem

Development and Implementation of a Strategy to Enhance Communication Skills in English for the Commerce Undergraduates.

3.3   Objectives of the Present Study

1.   To study the initial level of Communication Skills in English possessed by the First Year B.Com. students.

2.   To develop the strategy to enhance Communication Skills in English possessed by the First Year B.Com. students.

3.   To implement the developed strategy for the First Year B.Com. students.

4.   To study the effectiveness of the strategy developed.

a)   In terms of the achievement of the Communication Skills of the F.Y.B. Com.students.

b)   In terms of the students' reflections about the strategy.

3.4   Explanation of the Terms

3.4.1   Communication Skills

For the present study, the term '**Communication**' was considered as defined by Leagans (1960), 'Communication is the process by which two or more people exchange their ideas, facts, feelings or impressions in ways that each gains a common understanding of the meaning, intent and use of message'.

The Oxford Dictionary defines the word 'skill' as an ability, mastery and competence. It can be considered as a learned power of doing something competently that is developed.

'**Communication Skill**', for the present study, was considered as the learned power of doing something competently in the area of communication.

For the present study, 'Communication Skills' were learned by the students and used effectively to deliver their message in context of the given situation with the help of the implementation of a developed strategy by the researcher. The skills practised by the students were identified with four general areas of communication.

1. Receivers' Skills (such as the study skills, information, retrieval and note taking).

2. Oral and Written Presentation Skills.

3. Skills in Communicating with Person to Person by interviewing and being interviewed.

4. Skills while working in groups i.e. participation of every individual in group, group leading and running meetings.

3.4.2 Strategy

The Oxford dictionary defines the term 'strategy' as a 'plan of action' , 'a master plan' and 'long term plan'.

The term 'strategy' generally refers to such designs, worked out for solving a specific situation. The strategy of the present study was a suitable combination of different components such as methods, media, approaches and techniques, utilized for enhancing the communication skills of the First Year B.Com. students in the context of teaching contents of 'English' and 'Commercial Communication' subjects and certain situational requirements. The strategy of the present study encompassed different situations as per the requirement felt for the development of Communication Skills for the F.Y.B.Com. undergraduates

3.4.3 Effectiveness

An increase in the grades/scores, from pre-test to post-test and the positive reactions given in the questionnaire by the First Year B.Com. students, have been considered as the effectiveness of the developed strategy for the present study.

3.5   Hypothesis

'There will be no significant difference in the results between the pre-test and the post- test, conducted for the First Year B.Com. students.'

3.6   Type of the Present Study

The present study is the 'Developmental-cum-Experimental' study by nature. Hence, at this point of time, it is imperative to give details about what do the words 'developmental study' indicate?

3.6.1   Developmental Study

The developmental type of investigation provides facility to bring instructions process under scientific scrutiny. It shows great possibility of understanding the complex interplay of the process in real instructional situations.

Highlighting the importance of the developmental type of study, Wiles (1972) suggested the use of the developmental study in educational research in order to increase the applicability of fairly stable models, inputs, materials, procedures etc. developed in controlled conditions. In these experimentations, which are carried out in real settings, the researcher may manipulate certain variables of his or her interest but does not control all unwanted variables, both organic and environmental. Although the presence of large number of variables makes the replication of the study difficult, but the field experimentation becomes more realistic and life like.

While discussing the necessity to evolve a new methodology to carry out the developmental studies which was called a-experimentation, Guba (1971) came out with various ways of designing studies. He described a technique of continuous time analysis of data that might enable the field of investigator to identify the crucial events in the processes he or she is studying. What runs through such views of Guba(1971) and Wiles(1972) is the significance in conducting research in real conditions where all related variables function in a natural fashion. A complex interaction operating among these variable provide new patterns of relationships possibly different from those which arrive from research in controlled conditions.

Considering the views of the developmental research signified by Guba (1971), the researcher applied the developed strategy in a natural situation without controlling the extraneous variables. With the purpose of sustaining the interest of the students and to develop their communicative skills, the researcher made the use of interesting and need centered instructional process and materials. She used different teaching methods with various components. The researcher also made the use of multi media package including audio-aids, visual aids and audio-video aids. The strategy components also comprised of various methods, media, techniques, approaches and human-non-human resources that were useful to enable the students to enhance their communication skills in English. The present study also fulfilled the criteria of continuous time analysis of the obtained data as were considered crucial for the developmental study. It can also be seen from the various views discussed above that it has been the need of an hour to conduct experimentations in real conditions for the effective applications of generalizations.

3.7   Delimitation of the Present Study

The present study was delimited to the First Year B.Com students (who had studied in Guajarati medium schools at the higher secondary level) of Tolani Commerce College, Adipur (Kachchh) ,affiliated to the Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj –Kachchh (Gujarat, India).

3.8   Population of the Present Study

The First Year B.Com. Students (who had studied in Guajarati medium schools at the higher secondary level) constituted the population for the present study.

3.9   Sample of the Present Study

The purposive sample was selected for the present study from the First Year.B.Com. class. The sample constituted of 54 students out of which 27 students were randomly assigned to the Experimental group and 27 students were assigned to the Control group.

3.10   Design of the Present Study

The present study is a Developmental-cum-Experimental study, using Pre-test - Post-test design. The study was conducted in four phases as mentioned below.

PHASE - I

- The Information Sheets were given to the F.Y.B.Com. students (of Gujarati medium having English as one subject at their Higher Secondary School level) to get some basic information about the students' academic and family background and the adequate basic knowledge regarding communication skills possessed by the First Year B.Com.students.

- An Achievement Test was administered by the researcher to collect relevant data regarding the initial level of the Communication Skills in English other than oral possessed by the First Year B.Com students.

- A structured interview, followed by the group discussion, was conducted by the researcher to assess the oral Communication Skills in English possessed by the F.Y.B.Com. Students. Every interview was tape-recorded.

- A group discussion was arranged by the researcher to assess the Communication Skills possessed by the First Year B.Com. Students. The video-recording of the group discussion was done.

- This combination of an achievement test, the structured interview and the group discussion was considered as the pre-test of the present study.

PHASE - II

- After the administration of the Pre-test, the analysis of the Pre-test was done by the researcher.

- The instructional inputs were developed using different methods, techniques, media, resources (Human/Non-Human) and approaches in context of the initial level of the Communication Skills possessed by the First Year B.Com. students and the required desirable changes related to their Skills and certain situational requirements such as group presentation, interview etc.

- On the basis of the analysis of the result of the Pre-test over the selected sample of the students the strategy was finalized and it was implemented on the Experimental group. Thus, the implemented strategy for the intervention program was considered as the Developed strategy for the present study.

- The developed strategy was implemented on the Experimental Group of the students during one academic year where 45 sessions were allotted for enhancing the Communication Skills in English of these Commerce undergraduates. Each session was of 1 hour to 2.30 Hours per day. The Experimental group was given the special treatment whereas the Control group was not given any special treatment. Thus, the evaluation of the Experimental Group of the students helped the researcher understand the suitability and effectiveness of different components utilized in the strategy implementation.

PHASE - III

- In this phase, the researcher administered the Post-test over the Experimental Group and the Control Group of the F.Y.B.Com. Students.

- This Post-test was parallel to the Pre-test.

- After the administration of the post-test, the Evaluation of the post-test was done by the researcher.

- After the evaluation of the post-test, the researcher gave Feedback to the selected sample of the Commerce undergraduates, utilizing the results of the pre-test and the post-test in context of the students' initial level and the progressive development of their Communication Skills after the implementation of the developed strategy during the treatment.

- These pre-test and post-test were meant to assess all the communication skills in English possessed by the F.Y.B.Com. Students, before and after the implementation of a developed strategy.

- These tests were constructed on the selected contents which took care of the evaluation of LSRW skills (Listening, Speaking, Reading and Writing) of the students by arranging possible tests (such as the written test as well as the oral test) related to various skills utilizing suitable activities.

- The pre-test and the post-test were of parallel type, where the content items considering the LSRW skills were similar but not identical, bearing the same weight age and the time duration for administration.

- These LSRW skills encompassed all those skills such as Receivers' skills, Presentation skills, Skills in communicating with person to person and group, Skills while working in groups.

PHASE - IV

- In this phase, the researcher arranged a session for the students of the Experimental Group in order to get their reflections regarding the developed strategy.

- Then the researcher also studied the effectiveness of the developed strategy, keeping in mind the following measures.

i)   Comparison of the results of the Pre-test and the Post-test.

ii)   Analysis of the responses received through the Reflection Session.

In order to achieve the objective 4 b), a questionnaire was designed by the researcher to get the reflections of the First Year B.Com. students regarding the developed strategy. The questionnaire was consisted of various items to know the reflections related to different components of the developed strategy. These reflections were received from the Experimental Group of the Students. The questionnaire included the open-ended and the close-ended items. It was also referred to the experts in the field of education for finalization.

3.11   Tools for the Present Study

To achieve the objectives of the present study, the following tools were prepared by the researcher for collecting the required data. These tools were finalized by the experts having specialization in the field of communication skills in English.

3.11.1   Information Sheet

The Information Sheets were designed and given to the F.Y.B.Com. students to collect the information   regarding their academic and family background. The items of the Information Sheet were framed to know whether those students had 'English' as one of the subjects at the higher secondary school level, whether those students could feel free to communicate in English, whether their parents were 'Working Parents'. Some of the items of the Information Sheet were framed to know the

academic qualifications of the parents of the F.Y.B.Com. students and their socio-economic background. Thus, the information regarding the students was helpful to the researcher to decide the level of the content of the English text to be selected, a set of vocabulary to be utilized for designing the content part of the strategy. The tool 'Information Sheet' is attached in Appendix D.

3.11.2   Pre-Test and Post-Test

The researcher organized the pre-test and post-test for the realization of the objectives 1 and 4 a) of the present study. The pre-test was consisted of three components such as an achievement test, structured interview and group discussion. The post-test was parallel to the pre-test. Those pre-test and post-test meant to assess all the communication skills possessed by the F.Y.B.Com. students, before and after the implementation of a developed strategy. Those tests were constructed on the selected contents which took care of the evaluation of LSRW skills (Learning, Speaking, Reading and Writing) of the students by arranging possible tests (such as the written test as well as the oral test) related to various skills utilizing suitable activities. The pre-test and the post-test were of parallel type, where the content items considering the LSRW skills were similar but not identical, bearing the same weight age and the time duration for administration. These LSRW skills encompassed all those skills such as Receivers' skills, Presentation skills, Skills in communicating with person to person or group, Skills while working in groups. Those tests were finalized by the experts having specialization in the field of Communication Skills.

A.   Achievement Test

An Achievement test was administered by the researcher to collect the relevant data regarding the Communication Skills other than the Oral Communication Skills possessed by the F.Y.B.Com. Students. It included the questions related to the Communication Skills possessed by the First Year B.Com. Students. The test contained open-ended and the close-ended items. It was referred to the experts in the area of the Communication Skills.

"An achievement test for the present study was a collection of test items selected to represent much wider body of information in each separate subject matter area, the exact extent and nature of which was determined by the curriculum makers and textbook guidance testing." It was an instrument designed to measure relative accomplishment of the students in a specified area. It helped the researcher rank the students with respect to their individual differences in their achievements in a test. Its evaluation helped her recognize the students' level of writing skill. The tool 'Achievement Test' is attached in Appendix number E1 for the Pre-test and F1 for the Post-test.

B.   Structured Interview

A structured interview was designed by the researcher to assess the oral Communication Skills possessed by the First Year Undergraduates. It was finalized with the help of the experts. In the structured interview, the questions were framed in advance, seeking the help of the experts, to judge the Oral Communication Skills of those students. Each student of the sample was interviewed by the researcher. Every interview was also tape-recorded. The tool 'structured interview' is attached in Appendix number E2 for the Pre Test and F2 for the Post test.

C.   Group Discussion

For the present study, a group discussion was arranged by the researcher to assess the Communication Skills possessed by the First Year B.Com. Students. It enabled the researcher to know whether those students were able to present their views on particular topic, whether they were able to discuss the particular topic by sharing their views with the others in group, whether they could debate on any issue and so on. She also assessed the students' ability and patience to listen to others. The researcher also did the video-recording of the group discussion. The tool 'group discussion' is attached in Appendix number E3 for the Pre test and F3 for the Post test.

3.11.3   Questionnaire

A questionnaire is 'a systematic compilation of questions that are submitted to a sampling of population from which information is desired'.

In order to achieve the objective 4-b) (in terms of the students' opinion about the strategy), a questionnaire was designed by the researcher to get the opinion of the First Year B.Com. students regarding the developed strategy. For the present study, the questionnaire was consisted of various components related to the strategy, group discussion, approaches, methods, media, tests, items taught etc. It included open-ended and the close-ended items. It was very carefully constructed keeping in mind the main aspects of questionnaires viz., the general form, question sequence question formulation and working. The questionnaire was referred to the experts in the field of education for finalization. The tool 'questionnaire' is attached in Appendix number G.

3.12   Data Collection

For the present study, the data collected were in the form of achievement scores/grades obtained from the students of the Experimental group and the Control group as well as the responses received from the questionnaire given to the students of the Experimental group. Achievement scores/grades were obtained from the pre-test and the post-test administered to both the groups while the responses received through the questionnaire were in terms of the reflection given by the students to the different items of the questionnaire.

3.13   Data Analysis

In this research, the data collected as mentioned above were analyzed qualitatively and quantitatively. The data obtained through the pre-test and the post-test were analyzed using mean, median, mode and the significant difference between the pre-test and the post-test results while the data obtained through the questionnaire were analyzed qualitatively (i.e. Content analysis).

CHAPTER IV

THE STRATEGY

4.0   Introduction

Indeed, the term 'strategy' has become a catchword in the field of education since 1960. It was an outcome of developments in cognitive educational psychology. It marked a shift from teacher and teaching to learner and learning: from instructivism to constructivism: from teacher-centered to learner-centered approach in learning. While this shift has been gaining its popularity, more so with the advent of multimedia in education, the other developments have prompted a need for taking a more balanced view of learning.

In general terms, 'strategy' is defined as a planned approach to any task. It hints at the consciously initiated mental activities like inferring, grouping, elaboration etc. that trigger off the processes of learning. When applied to language, they are known as the 'language learning strategies which : a) are either teacher or learner generated aimed at learning, b) enhance language learning as manifested in increased understanding, speaking, reading and writing skills, c) are embedded in learner-centered teaching methodologies and materials, d) are either the learning processes or refer to the characteristic features of successful language learners, e) may overt in form of certain behaviours or convert in form of mental processes and, f) entail linguistic processing of information. The present chapter focuses on 'In what way the strategy was developed'. Strategy development is a process that consists of two major steps: i) analysis and ii) design. A strategy is a set of activities which needs to be developed before it is implemented. The following paragraphs discuss the steps involved in the development of the strategy and its components.

4.1   Pre–Requisites for the Development of the Strategy

For the present study, the researcher developed a strategy as a suitable combination of different components such as methods, media, approaches and techniques, utilized for enhancing the communication skills of the First Year B.Com. students in the context of teaching contents of 'English' and 'Commercial Communication' subjects and certain situational requirements. The strategy of the present study encompassed different situations as per the requirement felt for the development of Communication Skills for the F.Y.B.Com. undergraduates. As the Commerce undergraduates were at the center of the study, the procedure of the development of the strategy could not go in the absence of considering the various aspects related to these students such as their knowledge of English language and its importance, the level of their communicative abilities in general and their level of communication skills in English in particular. So, the researcher felt a great need to locate the following three pre-requisites for the development of the strategy.

i)   The first pre-requisite as identified by the researcher was to study the initial level of Communication Skills in English possessed by the First Year B.Com. students.

ii)   The second pre-requisite was to set the objectives in the context of the students' level of communication skills' development in English.

iii)   The third pre-requisite was to select the strategy components for developing the strategy in the context of the level of the students and the set objectives. The details of the above mentioned pre-requisites are as under.

4.1.1   Identification of the Entry Behaviour of the Students

To accomplish the instructions effectively throughout the implementation of the developed strategy, it was necessary for the researcher to know about the entry behaviour of the sample selected for the purpose of the present study. Before planning for developing the communication skills, the researcher considered the factors related to the students such as their social background, language background, their needs of learning the new language, standard of linguistic achievement expected of these students and the quantum of language desirable for the learners to meet the future needs. Knowledge about the selected sample's background was the first step to be undertaken by the researcher before providing any language experience or any treatment for enhancing the sample's communication skills in English. With a view to knowing the general background of the sample, the researcher prepared an information sheet to get the information about the students' educational as well as family background and to assess their awareness level in context of the importance of communication skills in English.

The analysis of the data obtained from the information sheets given to the first Year B.Com. students revealed that these students obtained the scores in English subject in their H.S.C. examination ranged from the average to the excellent results. The majority of the students responded to the information sheets that informed that they were having good command over Gujarati and Hindi but in case of their knowledge about English, the data showed that they were poor in communication skills in English. They could understand and write in English but it was difficult for them to speak in English. The analysis of the collected data also indicated that the students assessed their own communication skills in English as poor or good but not very well but 'good' in case of writing. All the students who had filled up the information sheets showed their willingness to be the part of the programme which could enable them to comprehend the English language and the programme that could enhance their communication skills in English. The above-obtained information enabled the researcher to formulate the objectives.

4.1.2 Formulation of the Objectives

In order to locate the second pre-requisite for the development of the present strategy, the researcher set the area of communication skills in English. The researcher, being a lecturer had experienced that the vernacular medium students were unable to communicate in English. It was mainly due to the lack of these students' exposure to English language. This lack of their exposure to the target language hinders these students' enhancement of communication skills in English. At this juncture, the researcher felt to develop a strategy with a view to enhance the students' communication skills (LSRW) in English. Therefore the researcher formulated certain objectives as mentioned below.

Of course, the main objective of the present strategy was to enable the First Year B.Com. students to enhance their Listening skill, Speaking skill, Reading skill and the Writing skill. Under this main objective, the researcher formulated the following sub-objectives.

a)   To equip the students with necessary dictionary skills and grammar.

b)   To help the students expand their knowledge of the target language

and their confidence in using English.

c)   To enable the students to try their level best to communicate in English only.

Thus, the formulation of the sub-objectives was followed by the selection of and preparation of inputs, the size of the groups, their existing understanding of the target language availability of the resources and the feasibility aspects.

4.1.3 Selection of the Strategy Components

Before preparing any instructional material for the strategy development and its effective implementation, it was imperative to analyze the needs of the learners as 'only such need-based materials prove to be fruitful and useful in helping the learners cope with the difficulties they face in learning.' Thus, the formulation of the sub-objectives was followed by the selection and preparation of inputs, the size of the group, their existing understanding of the target language, availability of resources and the feasibility aspects were taken into consideration. Taking into consideration the instructional objectives, the main thrust was towards the learner-centered and activity based materials to provide students an adequate exposure to use the target language and thereby to realize their enhanced communication skills in English.

Research was the next phase in which the researcher as a facilitator was expected to explore the content and get in depth knowledge. The researcher, through her experience as a lecturer, gained some insight into the kinds of problems that these students were facing while communicating in English. It was found that one of the major problems that they were facing was with regard to the English language comprehension. The students, who were to be selected as a sample for the present study, belonged to the regional background and did not have much exposure to English. The difficulty they were facing was in terms of understanding the basics about the communication, especially in terms of communicating in English especially due to lack of their exposure to the target language. Having analyzed the needs of the learners, the researcher found that there was a need for the instructional material which could create and sustain and increase the learners' interest in enhancing their communication skills. She prepared the required material through the compulsory subjects like English and Commercial Communication. Here the review of related literature was also found useful and the internet search was used as a technological tool. Such research activity gave the ability to retain facts, opportunity to think logically and critically and make connection with the real world.

While selecting the contents, the researcher kept in mind a number of parameters which included the students' abilities, interests and psychological sequences while deciding a particular style of treating the content. These were : i) familiar to unfamiliar in which the researcher organized the content in such a way that the examples, illustrations etc. that were to be explained, were started with the familiar situations of the learner and then they were led to the unfamiliar experiences in form of communication skills' development, ii) simple to complex which was the second way wherein the researcher organized the simple concepts' presentation first to be followed by the complex one, iii) the third way of organizing the content was the principle of ensuring confidence in developing communication skills of the students. The researcher prepared an assignment for the students where they could come out of the inferiority complex regarding the target language use and they could confidently communicate in a positive way. At the time of organizing the content matter, some useful techniques were also considered necessary for the conduction of an experiment. Thus, the strategy was developed.

With the purpose of sustaining the interest of the students and developing their communicative skills, the researcher made the use of interesting and need centered instructional process and materials. She used different strategy components applying different techniques, media and approaches and teaching methods namely 'lecture method', 'reading method', 'audio-lingual method', 'phonetic method', 'grammar translation method', 'sentence method', 'dialogue method', 'discussion method', 'assignment method' etc. The researcher also made the use of techniques namely 'listen and say' technique, 'listen and follow' technique, 'see and follow' technique, 'role-play' technique, 'descriptive' and 'narrative' techniques. She used different media such as 'audio-aids', 'visual aids' and 'audio-visual aids'. She also applied various approaches such as the 'structural approach', 'communicative approach' and 'cognitive approach' etc. The strategy components were also comprised of various interesting activities to enhance the students' communicative skills.

Development was the another phase in which required ideas were put together, formatted systematically to be used in teaching-learning process. Knowledge gained through above two phases was put together and formatted in proper sequence. Then it was developed in form of session plans, data of the reference material was also updated regularly. But while preparing them, the various characteristics of learners, the various instructional inputs, viz. lecture, self-learning materials, discussion, audio-visual presentations, etc., were the methods and media through which the subject matter was presented. The subject matter was differed according to the discipline the students belonged. The sequence of the sessions as well as the situations which were of interest of the students was also kept in mind while developing the strategy. Thus, the researcher prepared the strategy components which are presented in table no. 4.1.3.1.

Table No. 4.1.3.1

Strategy Components for Enhancing the Communication Skills in English for the Commerce Undergraduates

Each session was of 1.30 – 2.30 hours)

Day & Date Time	CONTENT	SKILL/s	METHOD & TECHNIQUE	RESOURCE Human/Non Human & APPROACH	EVALUATION	HOME WORK
1st 18/7 2.20 Hrs.	**I Introduction** i.About Program ii. What & How **II** Pronunciation (Vowel Sounds)	Listening & Speaking Skill	I Lecture - cum – Discussion as well as Phonetic Method II Listen & Follow Technique	**I Human Resource** Facilitator **II Audio-Visual Aids** (Tape-recorder, Chart) & Communicative Approach	I. In order to assess these students' Pronunciation, an evaluation was done on the basis of their Clarity of Speech, Correctness, Clarification, Pause & Confidence. II. Written Test	Oral Practice of more Vowel Sounds at home
2nd 19/7 2.00Hrs.	❖ Warm Up **I Pronunciation** (Consonant Sounds)	Listening & Speaking Skill	I Lecture - cum – Discussion as well as Imitation Method II Listen & Follow Technique	**I Human Resource** Facilitator **II Audio-Visual Aids** (Tape-recorder, Laptop- Chart) & Communicative Approach	I. In order to assess these students' Pronunciation, an evaluation was done on the basis of their Clarity of Speech, Pause, and Correctness Clarification & Confidence. II. Written Test	Oral Practice of more Consonant Sounds at home

3rd 20/7 1.30Hrs.	❖ Warm Up **I Listening to Sentences** (Everyday communication -related sentences)	Listening & Speaking Skill	I.Audio-Lingual Method II Listen & Follow Technique.	Audio-Visual Aids Laptop(C.D.)& Chart & Eclectic Approach (Cognitive/Communi	Students were asked to pronounce the same type of sentences which they have listened to C.D.	Listen to dialogues in English Serials and to English News.
4th 21/7 2 Hrs.	❖ Warm Up I VERB **Types of Verbs :** ➢ Regular ➢ Irregular	Writing Skill	I Team-Teaching and Lecture-cum-Discussion Method II See and Follow Technique	**I Human Resource** (Facilitator) **II Visual Aids** (Black Board & Ref. Books and sheets) & Structural Approach	Students were asked 'to fill in the blanks with the Proper forms of verbs in order to assess their basic knowledge of Grammar. (Written)	Make the list of Regular and Irregular Verbs and write their Past forms, Past Participle and Present Participle
5th 21/7 2Hrs.	❖ Warm Up **I VERB** **Principal Verbs** ➢ To Be ➢ To Do	Writing Skill	I Team-Teaching and Lecture-cum-Discussion Method II See and Follow Technique	**I Human Resource** (Facilitator & teacher Assistant Ms.Nairuti) **II Visual Aids** (Black Board, Reference Books, sheets) & Structural Approach	Students were asked 'to fill in the blanks with the Proper forms of verbs in order to assess their basic knowledge of Grammar: Written Test	Write minimum Two sentences with the use of each form of Principal Verb.
6th 23/7 2.10 Hrs	❖ Warm Up ➢ To Have(Verb) I Grammar **Present Tense** : ➢ Simple ➢ Continuous	Writing Skill	I Grammar Translation Method II See and Follow Technique	**I Human Resource** (Facilitator) **II Visual Aids** (Grammar Reference books, Board & Sheets) & Structural Approach	Students were asked to see the given Chart & convert the sentences into Negative and Interrogative: Written Test	Remember and Write the Formula and the form of verb to be used with the Singular and Plural Person(1st,2nd,3rd)

7th **24/7** **1.50 Hrs.**	❖ Warm Up I Grammar **Present Tense**: ➢ Perfect ➢ Perfect-Continuous	Writing Skill	I Grammar Translation Method II See and Follow Technique	**I Human Resource** (Facilitator) **II Visual Aids** (Grammar Reference Books and Board, sheets) & Structural Approach	Students were asked to read the given sentences and mention the type of the present tense used in the sentence.	Remember and Write the Formula and three examples of each type of Present Tense.
8th **25/7** **2.10 Hrs.**	❖ Warm Up I Grammar **The Past Tense** ➢ Simple ➢ Continuous	Writing Skill	I Grammar Translation Method II See and Follow Technique	**I Human Resource** (Facilitator) **II Visual Aids** (Grammar Reference Books and Board, sheets) & Structural Approach	Students were asked to 'Fill in the blanks with past forms of the verbs and convert the given sentences into Negative and Interrogative past forms.	Write an autobiography of your childhood .
9th **26/7** **2.00 Hrs.**	❖ Warm Up I Grammar **The Past Tense** ➢ Perfect ➢ Perfect-Continuous	Writing Skill	I Grammar Translation Method II See and Follow Technique	**I Human Resource** (Facilitator) **II Visual Aids** (Grammar Reference Books and Board, sheets) & Structural Approach	Students were asked to read the given sentences and mention the type of the Past tense used in the sentence.	Remember and Write the Formula and three examples of each type of Past Tense.
10th **27/7** **2 Hrs**	❖ Warm Up I Grammar **The Future Tense**: ➢ Simple ➢ Continuous II (A)Vocabulary	Writing Skill	I Grammar Translation Method II See and Follow Technique	**I Human Resource** (Facilitator) **II Visual Aids** (Grammar Reference Books ,Board, sheets) & Structural Approach	Students were asked to fill in the blanks with the Future forms of the verbs as well as convert the sentences into Negative & Interrogative Future forms.	Prepare and speak in English before your friends about your future plans.

11th 28/7 2.30 Hrs	❖ Warm Up I Grammar The Future Tense: ➢ Perfect ➢ Perfect-Continuous II (B)Vocabulary	Writing Skill	I Grammar Translation Method II See and Follow Technique	**I Human Resource** (Facilitator) **II Visual Aids** (Grammar Reference Books Board, sheets) & Structural Approach	Students were asked to read the given sentences and mention the type of the Future tense used in the sentence	Remember and Write the Formula and three examples of each type of Present Tense.
12th 29/7 2 Hrs	❖ Warm Up I. **Types of Sentences** ➢ Affirmative ➢ Negative ➢ Interrogative ➢ Imperative ➢ Exclamatory	Writing Skill	I Grammar Translation Method II Read and Follow Technique	**I Human Resource** (Facilitator) **II Visual Aids** Grammar Reference Books, Board& Sheets & Structural Approach	Students were asked to read the given sentences and group them according to the type of sentence in the given table.	Make group of Five each one will speak any one type of sentence which the others have not converted into that.
13th 30/7 2 Hrs	❖ Warm Up **I. Sentence Reading** (All types of sentences **II (C) Vocabulary**	Reading Skill	I Reading Method II Read & Follow Technique	**I Human Resource** (Facilitator) **II Visual Aids** (Books and Board, sheets) & Structural Approach	Students were asked to read the sentences written on the board.	Understand and remember the 10 words and their meanings.
14th 31/7 2.20 Hrs	❖ Warm Up **I. Rearrangement** of Words & Sentences **II Framing & Reading the Sentences**.	Writing & Reading Skills	I Direct Method II See & Follow Technique	**II Visual Aids** (Books, Board, sheets) & Eclectic Approach (Structural/Cognitive/Communicative Approach)	Students were asked to rearrange the given sentences into logical sequence.	Frame and remember more than 20 sentences and speak before mirror.
15th 1/8 2.20 Hrs	❖ Warm Up **I. E–mail** **II Paragraph Reading** (General)	Writing & Reading Skills	I Team Teaching Method II Read & Follow Technique	**I Human Resource** (Computer Assistant- Vidja Sir) **II Visual Aids** (Computer, Books, sheets) & Communicative Approach	Students were asked to prepare their own E-mail ID & send E-mail to your classmate.	Collect your friends E-mail IDs and send through E-mails five good thoughts to them.

16th 2/8 2.20Hrs	❖ Warm Up **I. Paragraph Writing** (Memorable Events) **II (D)Vocabulary**	Writing Skill	I Descriptive Method II See and Follow technique	**II Visual Aids** (Grammar and Commercial communication 1's reference books) & Cognitive Approach	Students were asked to write a paragraph of about 10-15 sentences on the given topic.	Find out and write the opposite of the 20 given words.
17th 3/8 2.30Hrs.	❖ Warm Up **I. Types of Communication** # Verbal #Non-Verbal	Listening and Speaking Skills	I Lecture-cum-Discussion Method II Listen/see & Follow Technique	**I Human Resource** (Facilitator & Students) **II Visual Aids** (Board) & Cognitive Approach	Students were asked to differentiate between the verbal and Non-Verbal communication with illustrations.	Form their own group of five and test one-another's gestures and answer.
18th 4/8 2.20Hrs.	❖ Warm Up **I. Basics of Communication** (General) **II (E) Vocabulary**	Writing and Speaking Skills	I Lecture-cum-Discussion Method II Listen & Follow Technique	**I Human Resource** (Facilitator & Students) **II Visual Aids** (Newspapers & Magazines) & Eclectic Approach	Students were asked to answer the questions.	Collect more information for G.K. and also use the given 10 words into sentences of your own.
19th 5/8 2.20 Hrs.	❖ Warm Up **I. Introduction** ➢ Self ➢ Family ➢ Guest ➢ Friend	Speaking Skill	I Direct Method II Role Play Technique	**I Human Resource** (Students) **II Visual Aids** (camera) & Cognitive Approach	Students 'introduction was evaluated with criteria _ Clarity of Speech, Correctness Clarification, Pause and Confidence.	Listen to english News channels (BBC/CNBC/ SPORTSNEWS/STARNEWS/NDTV & others)
20th 6/8 1.50Hrs	❖ Warm Up **I News Reading** **II (F) Vocabulary**	Listening & Reading Skills	I Reading Method II Listen & Follow Technique	**I Human Resource** (Students) **II Visual Aids** (Television, News papers) & Communicative Approach	Students were asked to prepare the news headlines and read them.	Prepare 10 words with their synonyms.

21st 7/8 2.20 Hrs.	❖ Warm Up I Announcement and Instructions (Railway station, college, school)	Listening & Speaking Skills	I Audio-Lingual Method II Listen & Follow Tech.	I Human Resource (College Announcer) I Audio Visual Aids (mike, tape recorder) & Communicative Approach	Students were asked to announce and instruct for the same event.	Pay visit to Railway/bus station or market place school and Assembly Hall and Listen to the Announcement.
22nd 8/8 2.20 Hrs.	❖ Warm Up I. Letter Writing Techniques	Writing Skill	I Lecture-cum-Discussion method II See and Follow Technique	I Visual aids Board, Reference Book of Commercial Communication – I & Structural Approach	Written test for different parts of letter such as Letterhead, inside address, date, salutation etc.	Prepare Layout of the formal business letter in both the Indented and Block Form as well as in Close and Open Punctuation.
23rd 9/8 2.30 Hrs.	❖ Warm Up ➢ Letter Writing I Formal Letter (Business Letters) II Informal Letters	Writing Skill	I Lecture-cum-Discussion method II See and Follow Technique	I Visual aids (Board, Reference Book of Commercial Communication– I & Structural Approach	Written test: draft a letter for getting Sole agency in Kachchh District.	Write a reply , offering an agency.
24th 10/8 2.15 Hrs.	❖ Warm Up I Job Application	Writing Skill	I Lecture-cum-Discussion method II See and Follow Technique	I Visual aids (Board, Reference Book of Business Communication & Structural Approach	Written test: Appl for the post of Chartered Accountant in a reputed firm.	Prepare C.V. for different jobs like Clerk, accountant, officer, teacher lecturer, Manager, social worker etc.
25th 11/8 2Hrs	❖ Warm Up I Conversation ➢ Basics (Meeting/Parting Etiquettes)	Speaking Skill	I Dialogue Method II Role play technique	I Human Resource (Students) II Visual Aids (Laptop-C.D.) & Communicative Approach	Students' exercise was evaluated with 5 criteria _ Clarity of Speech, Correctness Clarification, Pause and Confidence.	Practice at home for conversation at different places with different people.

26th 12/8 2Hrs	❖ Warm Up **I Response** (Day-to-Day Events)	Listening and Speaking Skills	I Audio lingual Method II Role Play Technique.	**I Human Resource** (Students) **II Visual Aids** (CD, Handouts) & Cognitive Approach.	Students were asked to respond to the questions of the given situation	Imagine different situations and respond to them among the group.
27th 13/8 1.30 Hrs.	❖ Warm Up **I General Knowledge** (Environmental Science)	Listening and Speaking Skills	I Lecture-cum-Discussion Method II See & Follow Technique	**I Human Resource** (Ms. Lata-Teacher) **II Visual Aids** (Handouts) & Cognitive Approach.	Students were asked to answer the G.K. questions related to environmental Science.	Collect more information about G.K. from different magazines.
28th 16/8 2 Hrs	❖ Warm Up **I Story-telling** (Stories about business icons)	Listening and Speaking Skills	I Audio Lingual Method II Narrative technique.	**I Human Resource** (Facilitator) **II Visual Aids** (Storybook of Business Maharajas) & Cognitive Approach	Students were asked to re-tell any of the stories they have heard just now.	Read the stories narrating the biographies of the business Icons- Mr. Tata, Mr.Mittal Mr.Ambani,Ms. Indra Nuyi,or any well-known business icon.
29th 17/8 2.30Hrs	❖ Warm Up **I General Knowledge** (about future plans, media esp. News, magazines etc.	Listening and Speaking Skills	I Audio Lingual Method II Narrative technique.	**I Human Resource** (students) **II Visual Aids** (sheets, Newspapers) & Cognitive Approach	Students were asked to express their views on Future plans, importance and procedures to be adopted in case of complexities.	Read the Headlines and Leads of the Newspapers in English news.

30th **18/8** **1.30Hrs**	❖ Warm Up **I Prayers/Poems** (students expressed their desire to learn these also**)**	Listening and Speaking Skills	I Audio Lingual Method II Role Play Technique	**I Human Resource** Facilitator & Students **II Visual Aids** (Rhyme book and tape recorder) & Communicative	Students were asked tossing any poem and say its theme.	Listen and exercise more dialogues in English from Serials and books.
31st **19/8** **2.00Hrs**	❖ Warm Up **I Dialogue** (Business related and general also)	Listening and Speaking Skills	I Audio Lingual Method II Role Play Technique	**I Human Resource** (students) **II Visual Aids** (Laptop, Reference books, Television) & Communicative	Students were asked to present a dialogue between a vegetable vendor and a housewife.	Listen and exercise more dialogues in English from Serials and books.
32nd **20/8** **2.30 Hrs.**	❖ Warm Up **I (A) Interview** (Admission and job related and general knowledge)	Listening and Speaking skills	I Discussion Method II Role Play Technique.	**I Human Resource** (students) **II Visual Aids** (sheets, News papers and magazines) & Communicative Approach	Students were asked some interview related questions & their exercise were evaluated with 5 criteria _ Clarity of Speech, Correctness Clarification, Pause and Confidence.	Play and prepare yourself for facing any type of interview.
33rd **21/8** **2.30 Hrs**	❖ Warm Up **I (B) Interview** **I Comprehension**	Reading and Writing Skills	I Reading Method II Read and Follow Technique	**I Visual Aids** (Reference books, Handouts) & Cognitive Approach.	Written Test : Students were asked to read the given comprehension and answer the questions that follow.	Read more comprehensions from F.Y.B.Com's text books of English and C.C.I)

34th 22/8 2.30 Hrs.	❖ Warm Up **I E-mail** **II Debate** (Students participation as audience a well as participants in college's Debate Competition)	Writing & Listening and Speaking Skills	I Discussion Method II Role play technique	**I Human Resource** i. Computer Assistant ii College students involving Experimental Group) **II Visual Aids** (Media) & Cognitive Approach.	Students were asked to prepare the topics related to Debatable issues.	Come prepared for Debate competition among the students of Experimental group only.
35th 23/8 1.45Hrs	❖ Warm Up **I Debate**	Listening and Speaking skills	I Discussion Method II Role Play Technique.	**I Human Resource** (students) **II Visual Aids** (Board, Media and camera) & Communicative Approach	Students' presentation was evaluated on the basis of Clarity of Speech, Correctness Clarification, Pause and Confidence.	Come prepared for Elocution session.
36th 25/8 2Hrs	❖ Warm Up **I (G) Vocabulary**	Reading and Writing Skills	I Reading Method II Read & Follow Technique	**I Visual Aids** (Text and Reference Books of F.Y.B.Com.) & Cognitive Approach	Students were asked to use the words in the sentences of your own.	Prepare 20 words with their synonyms and use them in sentences.
37th 26/8 2.20Hrs	❖ Warm Up **I Elocution**	Listening and Speaking skills	I Discussion Method II Role Play Technique.	**I Human Resource** (students) **II Visual Aids** (Board, Media and camera) & Communicative Approach	Students' presentation was evaluated on the basis of Clarity of Speech, Correctness Clarification, Pause and Confidence.	Prepare more points for various types of issues and read more magazines.

38th 27/8 2.10 Hrs	❖ Warm Up **I Elocution**	Listenin g and Speakin g skills	I Discussion Method II Role Play Technique.	**I Human Resource** (students) **II Visual Aids** (Board, Media and camera) & Communicative Approach	Students' presentation was evaluated on the basis of Clarity of Speech, Correctness Clarification, Pause and Confidence.	Prepare more points for various types of issues and read more magazines.
39th 31/8 2.10 Hrs	❖ Warm Up **I (G) Vocabulary**	Reading & Writing Skills	I Reading Method II Read & Follow Technique	**I Visual Aids** (Text and Reference Books of F.Y.B.Com.) & Cognitive Approach	Students were asked to use the words in the sentences of your own.	Prepare 20 words with their synonyms and use them in sentences.
40th 1/9 2.00 Hrs	❖ Warm Up **I Group Discussion** (Students' participation in College's Eco. Association's G.D. Rehearsals & Competition)	Listenin g and Speakin g skills	I Discussion Method II Role Play Technique.	**I Human Resource** (students) **II Visual Aids** (Board, Media and camera) & Communicative Approach	Students were asked to present something what difference they find in Debate/Elocution/ G.D etc.	Prepare more points for various types of issues and read more magazines.
41 2/9 2.30Hrs.	❖ Warm Up **I Group Discussion**	Listenin g and Speakin g skills	I Discussion Method II Role Play Technique.	**I Human Resource** (students) **II Visual Aids** (Board, Media and camera) & Communicative Approach	Students' presentation was evaluated on the basis of Clarity of Speech, Correctness Clarification, Pause and Confidence.	Prepare more points for various types of issues and read more magazines.

42 3/9 2.30Hrs	❖ Warm Up **I Group Discussion**	Listening and Speaking skills	I Discussion Method II Role Play Technique.	**I Human Resource** (students) **II Visual Aids** (Board, Media and camera) & Communicative Approach	Students' presentation was evaluated on the basis of Clarity of Speech, Correctness Clarification, Pause and Confidence.	Prepare more points for various types of issues and read more magazines.
43 4/9 2Hrs	❖ Warm Up **I General Discussion**	Listening and Speaking skills	I Discussion Method II See & Follow Technique	**I Human Resource** Facilitator & Students & Communicative Approach	Queries and Responses/Solution for the difficulties of the students.	Always be fully confident in any situations.

Day & Date Time	CONTENT	SKILL/s	METHOD & TECHNIQUE	RESOURCE Human/Non Human & APPROACH	PERIOD
44&45 18-19/9 2Hrs.	❖ Warm Up **FEED BACK** (Researcher's Feedback to the students' overall Performance in the Programme)	LSRW Skills	I. Human Resource (Facilitator) Feedback Method & Communicative Approach	I Human Resource (Facilitator) II Visual Aids (Video Recorder, Tape Recorder, Sheets)	Two Hours
Final 28/9	**REFLECTIONS** (Students' Feedback on the implementation of the Developed strategy)	Writing Skill	I Direct Method Descriptive Technique	I Human Resource (Students- Experiment Group II Visual Aids (Sheet) Communicative Approach	One Hour

4.2   Steps towards the Finalization of the Strategy

Based on the data collected from the students through the information schedule, the strategy components, including the instructional inputs were selected. For the effective development of the strategy, the researcher felt it even more necessary to study the initial level of the communication skills possessed by the selected sample of the students. Hence, the researcher conducted the pre-test. The conduction of the pre-test also enabled the researcher to know the students' real communication skills in English. On the basis of the analysis of the results obtained through the pre-test, the researcher could judge the appropriateness of every component selected for the strategy in the light of the actual communication skills of these students. It further facilitated the researcher to modify or change the selected strategy components wherever required. Thus, the strategy was finalized wherein the necessary alterations were made to enrich the strategy which was designed.

4.3   Implementation of the Developed Strategy

During the academic year 2008-09, the developed strategy was implemented by the researcher on the group of 27 students of the First Year B.Com of Tolani Commerce College, Affiliated to K.S.K.V. Kachchh University, Bhuj.

First of all the researcher arranged an introductory session in order to let the students understand the importance and the purpose of the intervention programme regarding the enhancement of the communication skills of the Commerce undergraduates. The entire procedure of the implementation of the strategy considered a particular mechanism pursuing the following aspects of the strategy namely strategy components, objectives to be achieved, techniques, methods, media, approaches selected, content within the text and outside the text. Details regarding the strategy components along with the administration schedule of the strategy are given in the table number 4.1.3.1

4.4 Conclusion

The effectiveness of the developed strategy was judged using the post-test as well as the responses received through the questionnaire, the details of which are given in next chapters. Thus, the implemented strategy for the intervention programme was considered as the developed strategy for the present study.

CHAPTER - V

DATA ANALYSIS AND ITS INTERPRETATION

5.0   Introduction

Data analysis means the critical examination of the collected data and the data interpretation means explaining it. The phase of analysis and   interpretation of data is the most crucial phase in social science research. But the challenge faced by the social researcher is to make sense of a massive amount of data, reduce the volume of information, identify significant patterns and construct a framework for communicating the essence of what the data reveal. After the collection of the data, with the help of relevant tools and techniques, the next logical step, the researcher follows is to analyze and interpret the data with a view to arriving at empirical solution to the problem.

The data collected for the present study were in the terms of the information collected through the information sheets, in terms of the results of pre-test, post-test and the responses received through the questionnaire. Results of the pre-test and the post-test were in terms of the achievements scores/grades secured by the students in these tests. While the responses received from the questionnaire were in terms of the reflection given by the students to the different items of the questionnaire. The data collected as mentioned above were analyzed qualitatively and quantitatively. The data obtained through the pre-test and the post-test were analyzed using appropriate statistics to find out whether there was any significant difference between the pre-test and the post-test results. While the data obtained through the questionnaire were analyzed qualitatively (i.e. Content analysis).

5.1 Analysis and Interpretation of the Data Collected from the Information Sheet

In the realization of the objectives number one of the present study, i.e. objective 1. To study the initial level of the communication skills in English possessed by the First Year B.Com. students , the data were collected from the information sheet.

In order to collect the data regarding these students' known languages, they were asked to write the names of the languages and an extent to which they were familiar to those particular languages. These responses are presented in the tabular form as mentioned in table number 5.1.1.

Table No. 5.1.1

Percentage-wise Presentation of the Languages Known by the Respondents

Language	Understand		Speak		Read		Write	
	f	%	f	%	f	%	f	%
Gujarati	54	100%	54	100%	54	100%	54	100%
Hindi	54	100%	54	100%	54	100%	54	100%
English	43	79.63%	02	03.70%	40	74.07%	37	68.52%

Figure No. 5.1.1

Figure Showing the Languages Known by the Respondents
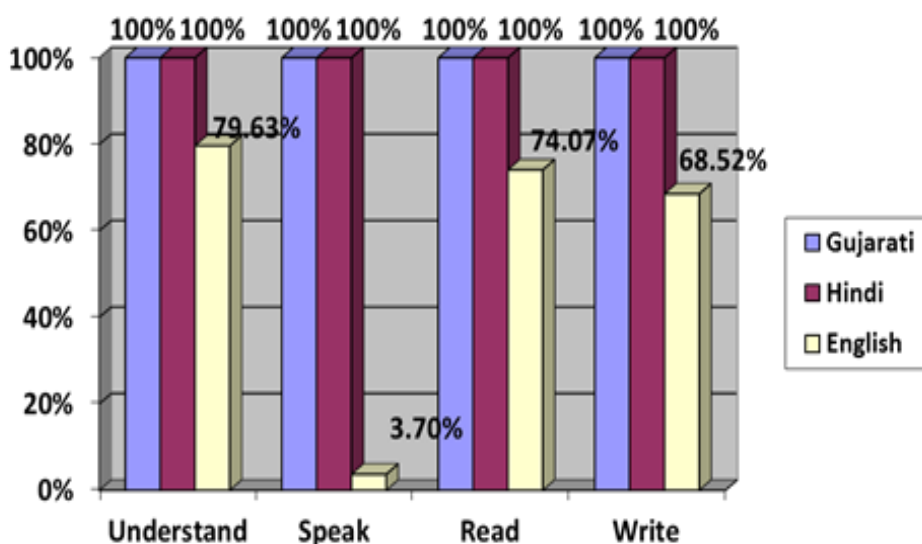
From the table no. 5.1.1, it was found that all (100%) the students could understand, speak, read and write Gujarati (the vernacular language) and Hindi (the national language). But in case of their English language knowledge, they opined differently. 79.63% students could understand it, 03.70% could speak English, and 74.07% students could read in English whereas 68.52% students could write in English

➢ In order to know the students' overall result in the H.S.C. examination, they were asked to answer to the question related to their overall result in H.S.C. Examination. The students who obtained below 40% out of 100% were considered as the 'poor performers', the students who obtained their overall results between the 40% to 49% were considered as the 'average performers', the students who obtained their overall results between the 50% to 59% were considered as the 'good performers', the students who obtained their overall results between the 60% to 69% were considered as the 'very good performers' and the students who obtained more than 69% were considered as the 'excellent performers'.

Table No. 5.1.2

Percentage-wise Presentation of the Respondents' Overall Result in

H.S.C. Examination

Level	f	Percentage
Average	02	03.70%
Good	13	24.07%
Very Good	39	72.23%
Total	**54**	**100%**

Figure No. 5.1.2

Figure Showing the Respondents' Overall Result in H.S.C. Examination
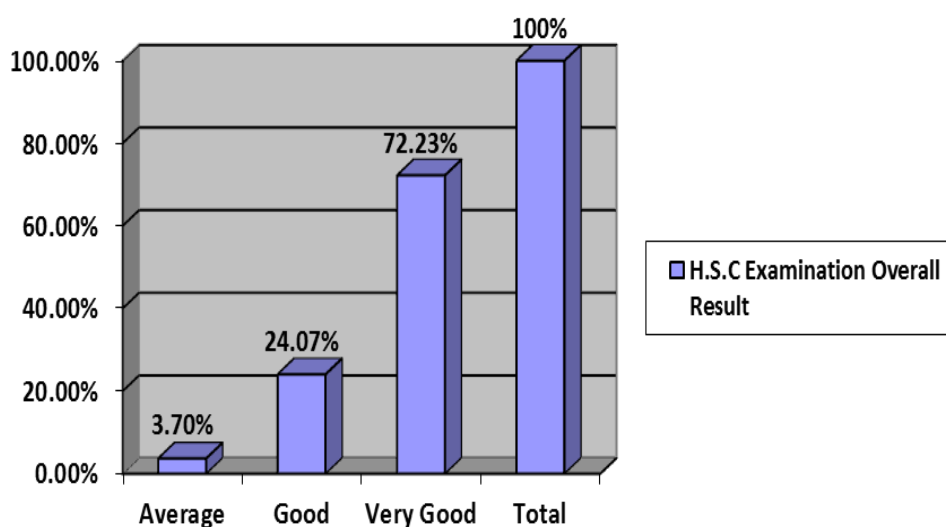
Looking at the students' overall results at the H.S.C.Examination, it was found that the majority of the students that is 72.23% students were very good performers, whereas 24.07% students were good performers and 03.70% students were average level performers.

➢ Then, in order to know these students' marks in English as one of their subjects in their H.S.C. examination, they were asked to fill in the blank regarding their obtained marks in English. Below-mentioned table no. 5.1.3 presents the analysis of their marks. The percentagewise presentation of these data are presented in table number 5.1.3.

Table No. 5.1.3

Percentage-wise Presentation of the Respondents' Marks in

English in H.S.C. Examination

Marks in English	f	Percentage
Poor	02	03.70%
Average	10	18.52%
Good	26	48.15%
Very Good	12	22.22%
Excellent	04	07.41%
Total	**54**	**100%**

Figure No. 5.1.3

Figure Showing the Respondents' Marks in English in H.S.C. Examination
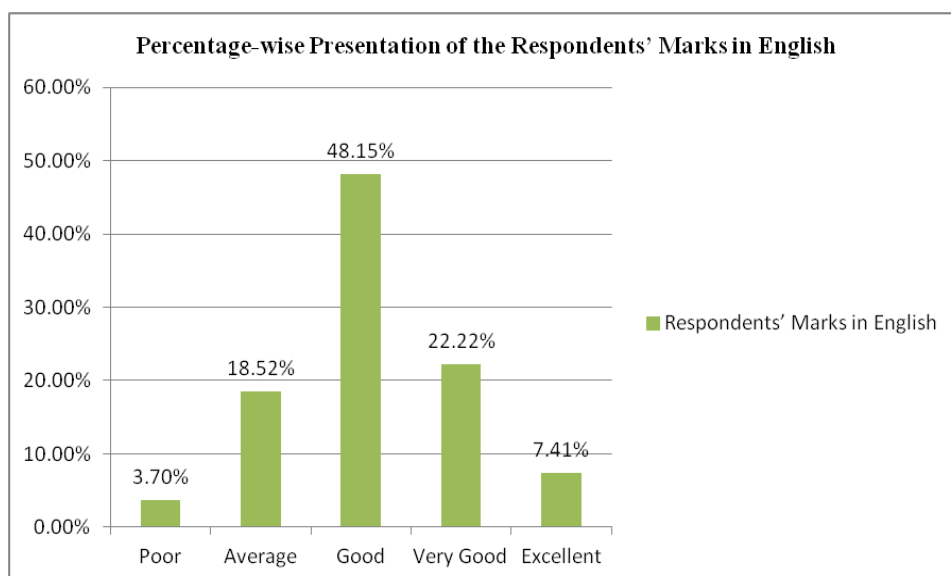
Looking at the respondents' marks in English in their the H.S.C. Examination, it was found (Table No.5.1.3) that majority of the students' that is 48.15% students were good performers, 3.70% students were the poor performers, 18.52% students were average performers, 22.22% students were very good performers and 7.41% students were the excellent performers.

In order to collect the data regarding the family background of the respondents, they were asked to fill in the table the information about their family members and their age, the members' educational qualification and the profession

with which the members were associated. The data regarding the respondents' family background are presented in table nos.5.1.4 to 5.1.9.

Table No. 5.1.4

Percentage-wise Presentation of the Respondents' Fathers' Education

Educational Qualification	f	Percentage
No Schooling	07	12.96%
Upto School Level	39	72.22%
Upto College Level	08	14.82%
Total	**54**	**100%**

Figure No. 5.1.4

Figure Showing the Respondents' Fathers' Education
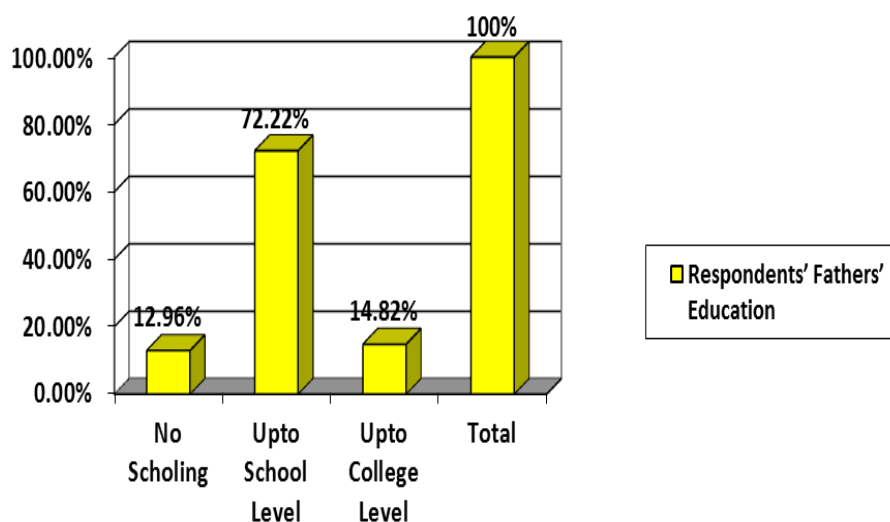
From table number 5.1.4, it was found that 12.96% students' fathers had no schooling education, 72.22% students' fathers had only school level education whereas 14.82% students' fathers were graduates.

Table No. 5.1.5

Percentage-wise Presentation of the Respondents' Mothers' Education

Educational Qualification	f	Percentage
No Schooling	08	14.82%
Upto School Level	41	75.93%
Upto College Level	05	09.25%
Total	**54**	**100%**

Figure No. 5.1.5

Figure Showing the Respondents' Mothers' Education
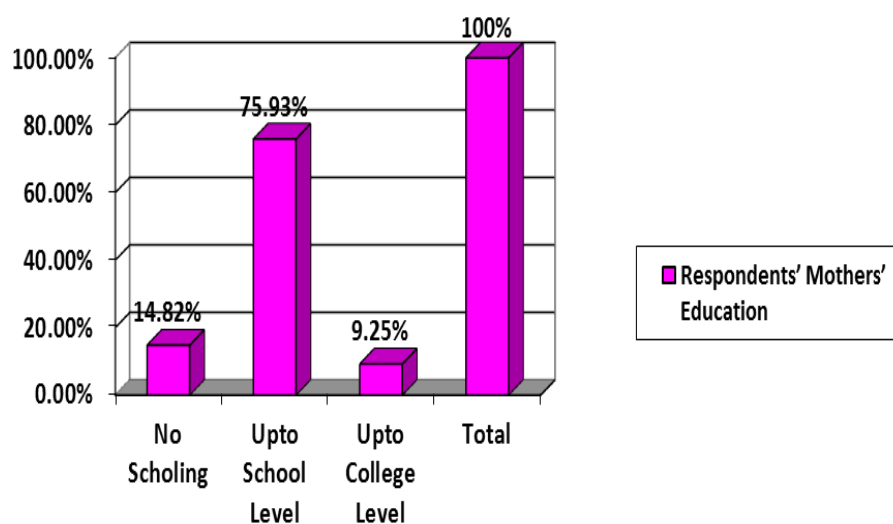
From table number 5.1.5, it was found that 14.82% students' mothers had no schooling education, 75.83% students' mothers had only school level education whereas 09.25% students' mothers were graduates.

Table No. 5.1.6

Percentage-wise Presentation of the Respondents' Brothers' Education

Educational Qualification	*f*	Percentage
Not Applicable	13	24.07%
Upto School Level	28	51.86%
Upto College Level	13	24.07%
Total	54	100%

Figure No. 5.1.6

Figure Showing the Respondents' Brothers' Education
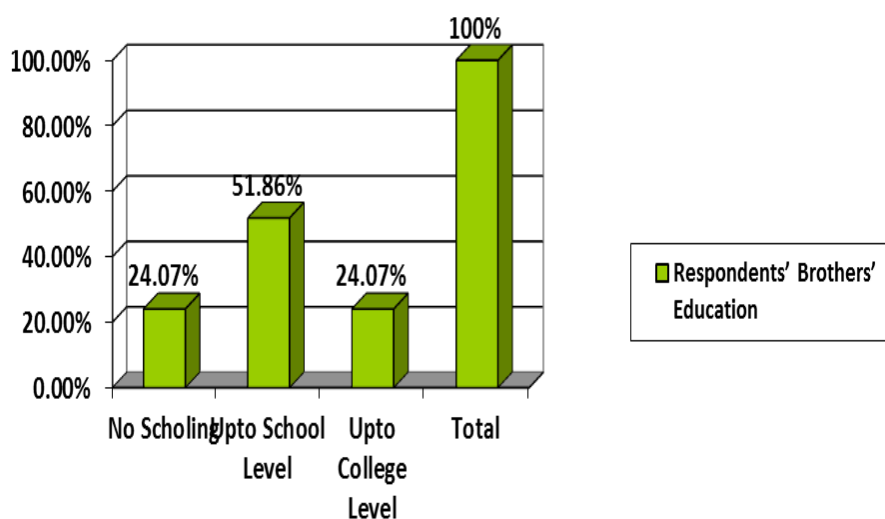
From table number 5.1.6, it was found that 24.07% students did not have brothers. 51.86% students' brothers were either studying in school or they had only school level education whereas 24.07% students' brothers were graduates.

Table No. 5.1.7

Percentage-wise Presentation of the Respondents' Sisters' Education

Educational Qualification	*f*	Percentage
Not Applicable	30	55.56%
Upto School Level	17	31.48%
Upto College Level	07	12.96%
Total	54	100%

Figure No. 5.1.7

Figure Showing the Respondents' Sisters' Education
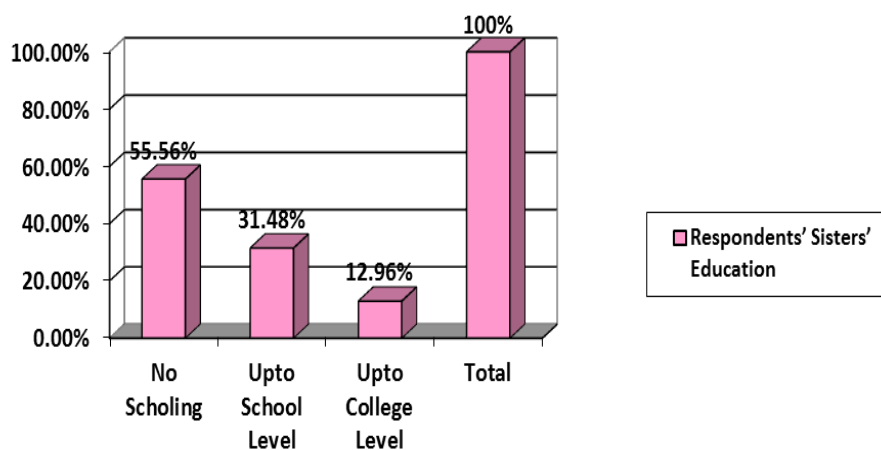
From table number 5.1.7, it was found that 55.56 % students did not have sisters. 31.48% students' sisters were studying in school or they had only school level education whereas 12.96% students' sisters were graduates.

Along with the information regarding the educational qualification of the students' family, it was also tried to know the professional status of the respondents' family and for that a question was asked to know the information regarding the family profession. That information is shown in a tabular form nos. ranging from 5.1.8, 5.1.9 and 5.1.10

Table No. 5.1.8

Percentage-wise Presentation of the Respondents' Fathers' Profession

Profession	*f*	Percentage
Service	24	44.44%
Business	29	53.71%
Not Applicable	01	01.85%
Total	54	100%

Figure No. 5.1.8

Figure Showing the Respondents' Fathers' Profession
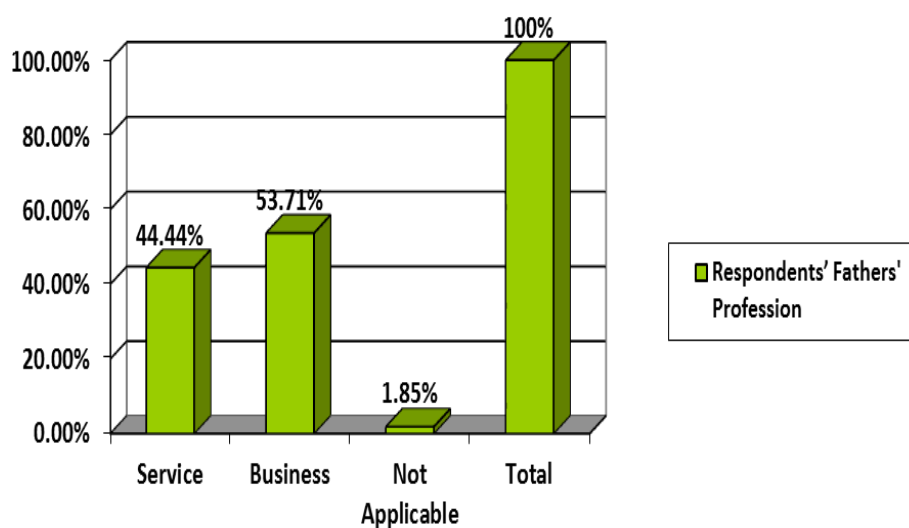
From table number 5.1.8, it was found that 44.44% students' fathers were doing service whereas 53.71% students' fathers were doing business and 01.85% student i.e. one student could not write about his father's profession.

Table No. 5.1.9

Percentage-wise Presentation of the Respondents' Mothers' Profession

Profession	f	Percentage
Service	05	09.26%
Business	01	01.85%
Not Applicable	48	88.89%
Total	54	100%

Figure No. 5.1.9

Figures Showing the Respondents' Mothers' Profession
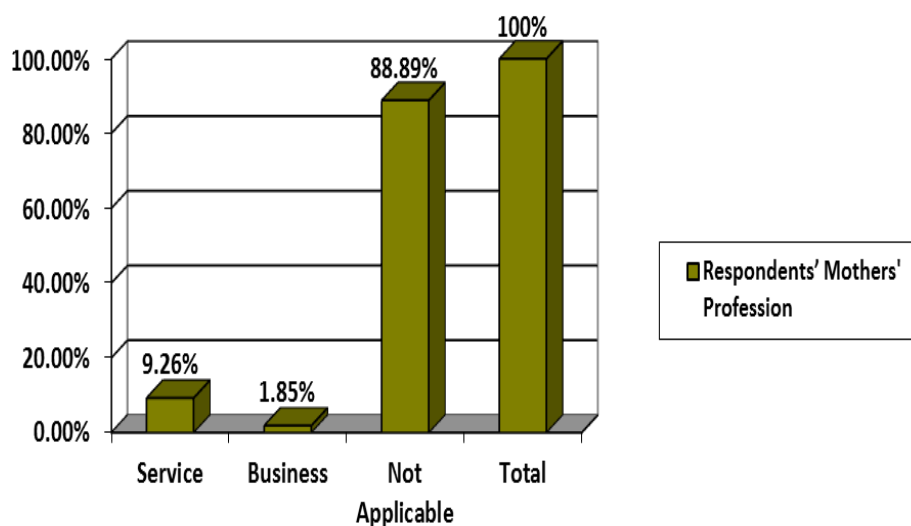
From the table number 5.1.9, it was found that 09.26% students' mothers were doing service whereas 01.85% students' mothers were doing business and it was also found from the information sheet of the same student whose father's profession was not mentioned by him and 88.89% students; mothers were housewives only.

Table No. 5.1.10

Percentage-wise Presentation of the Respondents' Brothers'/Sisters' Profession

Profession	f	Percentage
Service	02	03.70%
Business	03	05.56%
Study	46	85.18%
Not Applicable	03	05.56%
Total	54	100%

From table number 5.1.10, it was clear that 03.70% students' brothers/sisters were doing service whereas 05.56% students' brothers/sisters were doing business and it was also found 85.18% students' brothers and sisters were either studying or not doing any service or business whereas 05.56% students did not have brother or sister so their cases were considered as 'not applicable'.

In order to achieve an answer to the question of the same objective regarding the information of the students' communicative abilities, the students were asked to answer to the question to assess their communicative abilities in English. Their response is shown in table no. 5.1.11

Table No. 5.1.11

Percentage-wise Presentation of the Respondents' Self-assessed Communicative Abilities in English

Students' Self-Assessed Communicative Abilities in English	f	Percentage
Poor	26	48.15%
Good	27	50.00%
Very Good	01	01.85%
Total	54	100%

Figure No. 5.1.11

Figure Showing the Respondents' Communicative Abilities in English
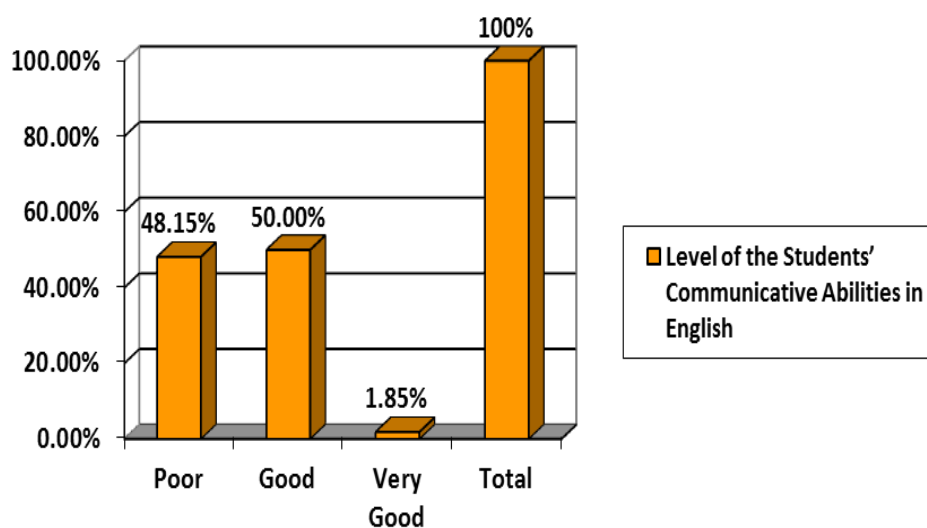
Looking at the table number 5.1.11, it was clear that the students had assessed their communicative abilities in English 'poor'. 48.15% students had found themselves 'poor' in communicative abilities and 50% students had found their communicative abilities in English 'good' and 01.85% student, i.e. a single student had assessed that his communicative ability in English was very good.

5.2   Analysis and Interpretation of the Data Collected from the Pre-Test

In the realization of the objectives number one and two of the present study, i.e. objective no. 1. To study the initial level of the communication skills in English possessed by the First Year B.Com. students and 2. To develop the strategy to enhance the communication skills in English possessed by the First Year B.Com. students, the data were collected from the pre-test which consisted of i) an achievement test, ii) the structured interview and iii) group discussion. The pre-test was meant to assess all the communication skills in English (Listening, Speaking, Reading and Writing skills) possessed by the F.Y.B.Com. students. The data collected from the achievement test were analysed quantitatively whereas the data collected from the structured interview and the group discussion were analysed qualitatively. The pre-test was administered to both the groups.

5.2.1   Analysis and Interpretation of the Data Collected from the Achievement Test

In order to achieve the objectives number one and two of the present study, i.e. objective no. 1. To study the initial level of the communication skills in English possessed by the First Year B.Com. students and 2. To develop the strategy to enhance the communication skills in English possessed by the First Year B.Com. students, an achievement test was administered to know the writing skills of the F.Y.B.Com. students.

The researcher analyzed and interpreted the data of both the groups of the students viz. the data of the Experimental group and the Control group. First of all the researcher analyzed and interpreted the data collected from the Experimental group.

5.2.1.1 Analysis and Interpretation of the Data Collected from the Achievement Test of the Experimental Group

The individual scores of the students of the Experimental group in the achievement test are presented through table numbers 5.2.1.1.1 to 5.2.1.1.27 while the

comparative view of the achievement scores of all the students of the Experimental group are presented in table number 5.2.1.1.28. Each student of the Experimental group was given the code number ranging from E1 to E27.

Table No. 5.2.1.1.1

Achievement Test Scores of the Student E1

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	18	52.94%
Question III (Language and Commercial Communication)	59	19	32.20%
Total	100	42 %	42%

Table No.5.2.1.1.1 indicates that the student E1 was excellent in general information question of the achievement test, good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items. The student's overall performance in the achievement test was 42% which indicates the average performance of the student E1.

Table No. 5.2.1.1.2

Achievement Test Scores of the Student E2

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	03	42.86%
Question II (Language and Grammar)	34	16	47.06%
Question III (Language and Commercial Communication)	59	21	35.59%
Total	**100**	**40**	**40%**

Table No.5.2.1.1.2 indicates that the student E2 was average in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 40% which indicates the average performance of the student E2.

Table No. 5.2.1.1.3

Achievement Test Scores of the Student E3

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	16	47.06%
Question III (Language and Commercial Communication)	59	17	28.81%
Total	**100**	**37**	**37%**

Table No.5.2.1.1.3 indicates that the student E3 was good in general information question and average in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 37% which indicates the poor performance of the student E3.

Table No. 5.2.1.1.4

Achievement Test Scores of the Student E4

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	25	73.53%
Question III (Language and Commercial Communication)	59	21	35.59%
Total	**100**	**52**	**52%**

Table No.5.2.1.1.4 indicates that the student E4 was good in general information question, excellent in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 52% which indicates the good performance of the student E4.

Table No. 5.2.1.1.5

Achievement Test Scores of the Student E5

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	26	76.47%
Question III (Language and Commercial Communication)	59	23	38.98%
Total	**100**	**54**	**54%**

Table No.5.2.1.1.5 indicates that the student E5 was excellent in general information question of the achievement test and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items. The student's overall performance in the achievement test was 54% which indicates the good performance of the student E5.

Table No. 5.2.1.1.6

Achievement Test Scores of the Student E6

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	23	67.65%
Question III (Language and Commercial Communication)	59	20	33.90%
Total	**100**	**50**	**50%**

Table No.5.2.1.1.6 indicates that the student E6 was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 50% which indicates the good performance of the student E6.

No. 5.2.1.1.7

Achievement Test Scores of the Student E7

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	22	64.70%
Question III (Language and Commercial Communication)	59	16	27.12%
Total	**100**	**42**	**42%**

Table No.5.2.1.1.7 indicates that the student E7 was good in general information question , very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test . The student's overall performance in the achievement test was 42% which indicates the average performance of the student E7.

Table No. 5.2.1.1.8

Achievement Test Scores of the Student E8

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	25	73.53%
Question III (Language and Commercial Communication)	59	25	42.37%
Total	**100**	**55**	**55%**

Table No.5.2.1.1.8 indicates that the student E8 was excellent in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test . The student's overall performance in the achievement test was 55% which indicates the good performance of the student E8.

Table No. 5.2.1.1.9

Achievement Test Scores of the Student E9

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	21	61.76%
Question III (Language and Commercial Communication)	59	15	25.42%
Total	100	41	41%

Table No.5.2.1.1.9 indicates that the student E9 was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 41% which indicates the average performance of the student E9.

Table No. 5.2.1.1.10

Achievement Test Scores of the Student E10

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	21	61.76%
Question III (Language and Commercial Communication)	59	21	33.90%
Total	**100**	**47**	**47%**

Table No. 5.2.1.1.10 indicates that the student E10 was excellent in general information question of the achievement test ,very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items. The student's overall performance in the achievement test was 47% which indicates the average performance of the student E10.

Table No. 5.2.1.1.11

Achievement Test Scores of the Student E11

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	16	47.05%
Question III (Language and Commercial Communication)	59	22	37.29%
Total	**100**	**43**	**43%**

Table No. 5.2.1.1.11 indicates that the student E11 was excellent in general information question, average in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 43% which indicates the average performance of the student E11.

Table No. 5.2.1.1.12

Achievement Test Scores of the Student E12

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	06	85.71%
Question II (Language and Grammar)	34	27	79.41%
Question III (Language and Commercial Communication)	59	27	45.76%
Total	100	61	61%

Table No.5.2.1.1.12 indicates that the student E12 was excellent in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 61% which indicates the very good performance of the student E12.

Table No. 5.2.1.1.13

Achievement Test Scores of the Student E13

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	16	47.06%
Question III (Language and Commercial Communication)	59	21	35.59%
Total	100	31	31%

Table No.5.2.1.1.13 indicates that the student E13 was good in general information question, average in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 31 % which indicates the poor performance of the student E13.

Table No. 5.2.1.1.14

Achievement Test Scores of the Student E14

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	12	35.29%
Question III (Language and Commercial Communication)	59	14	23.73%
Total	100	30	30%

Table No.5.2.1.1.14 indicates that the student E14 was good in general information question, poor in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 30% which indicates the poor performance of the student E14.

Table No. 5.2.1.1.15

Achievement Test Scores of the Student E15

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	16	47.06%
Question III (Language and Commercial Communication)	59	20	33.90%
Total	100	41	41%

Table No.5.2.1.1.15 indicates that the student E15 was excellent in general information question, average in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 41% which indicates the average performance of the student E15.

Table No. 5.2.1.1.16

Achievement Test Scores of the Student E16

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	19	55.88%
Question III (Language and Commercial Communication)	59	14	23.73%
Total	100	37	37%

Table No.5.2.1.1.16 indicates that the student E16 was good in general information question and in responding to the question related to English language and grammar and poor (in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 37 % which indicates the poor performance of the student E16.

Table No. 5.2.1.1.17

Achievement Test Scores of the Student E17

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	22	64.71%
Question III (Language and Commercial Communication)	59	29	49.15%
Total	**100**	**56**	**56%**

Table No.5.2.1.1.17 indicates that the student E17 was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 56 % which indicates the good performance of the student E17.

Table No. 5.2.1.1.18

Achievement Test Scores of the Student E18

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	23	67.65%
Question III (Language and Commercial Communication)	59	14	23.73%
Total	100	42	42%

Table No.5.2.1.1.18 indicates that the student E18was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 42% which indicates the average performance of the student E18.

Table No. 5.2.1.1.19

Achievement Test Scores of the Student E19

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	28	82.35%
Question III (Language and Commercial Communication)	59	27	45.76%
Total	100	59	59%

Table No.5.2.1.1.19 indicates that the student E1 was good in general information question, and excellent in responding to the question related to English language and grammar and average in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 59% which indicates the good performance of the student E19.

Table No. 5.2.1.1.20

Achievement Test Scores of the Student E20

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	24.5	72.06%
Question III (Language and Commercial Communication)	59	15.5	25.51%
Total	100	45	45%

Table No.5.2.1.1.20 indicates that the student E20 was excellent in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 45% which indicates the average performance of the student E20.

Table No. 5.2.1.1.21

Achievement Test Scores of the Student E21

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	21	61.76%
Question III (Language and Commercial Communication)	59	16	27.12%
Total	100	41	41%

Table No.5.2.1.1.21 indicates that the student E21 was good in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 41% which indicates the average performance of the student E21.

Table No. 5.2.1.1.22

Achievement Test Scores of the Student E22

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	21	61.76%
Question III (Language and Commercial Communication)	59	23	38.98%
Total	100	48	48%

Table No.5.2.1.1.22 indicates that the student E22 was good in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 48% which indicates the average performance of the student E22.

Table No. 5.2.1.1.23

Achievement Test Scores of the Student E23

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	15	44.12%
Question III (Language and Commercial Communication)	59	16	27.12%
Total	100	35	35%

Table No.5.2.1.1.23 indicates that the student E23 was good in general information question of the achievement test , average in responding to the question related to English language and grammar and poor in responding to the commercial communication related items. The student's overall performance in the achievement test was 35% which indicates the poor performance of the student E23.

Table No. 5.2.1.1.24

Achievement Test Scores of the Student E24

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	24.5	70.73%
Question III (Language and Commercial Communication)	59	20.5	33.98%
Total	100	49	49%

Table No.5.2.1.1.24 indicates that the student E24 was good in general information question, excellent in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 49% which indicates the average performance of the student E24.

Table No. 5.2.1.1.25

Achievement Test Scores of the Student E25

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	20	58.82%
Question III (Language and Commercial Communication)	59	20	33.90%
Total	100	45	45%

Table No.5.2.1.1.25 indicates that the student E25 was excellent in general information question, good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 45% which indicates the average performance of the student E25.

Table No. 5.2.1.1.26

Achievement Test Scores of the Student E26

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04.5	57.85%
Question II (Language and Grammar)	34	21.5	61.91%
Question III (Language and Commercial Communication)	59	15	25.42%
Total	100	41	41%

Table No.5.2.1.1.26 indicates that the student E26 was excellent in   general information question, very good   in responding to the question related to English language and grammar and poor   in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 41% which indicates the average performance of the student E26.

Table No. 5.2.1.1.27

Achievement Test Scores of the Student E27

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	01.5	21.42%
Question II (Language and Grammar)	34	13.5	38.38%
Question III (Language and Commercial Communication)	59	18	30.51%
Total	100	33	33%

Table No.5.2.1.1.27 indicates that the student E27 was poor in   general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 33 % which indicates the poor performance of the student E27.

After analyzing and interpreting the individual achievement scores of the Experimental group students, the researcher also analyzed the Experimental group's achievement scores. The comparative views of the achievement scores of all the students of the Experimental group are presented in table no.5.2.1.1.28.

Table No. 5.2.1.1.28

Pre-test Achievement test Scores of the Experimental group students

Experimental Group	Result
E1	42
E2	40
E3	37
E4	52
E5	54
E6	50
E7	42
E8	55
E9	41
E10	47
E11	43
E12	61
E13	31
E14	30
E15	41
E16	37
E17	56
E18	42
E19	59
E20	45
E21	41
E22	48
E23	35
E24	49
E25	45
E26	41
E27	33

Table No. 5.2.1.1.28 shows that 22.22% students of the Experimental group were poor performers, 51.85% students were average performers and 22.22% students were good performers. 3.70% student was very good performer.

5.2.1.2 Analysis and Interpretation of the Data Collected from the Achievement Test of the Control Group

After making the data analysis and the interpretation of the Experimental Group of the selected students, the researcher also analysed and interpreted the data collected from the achievement scores of the Control Group students. The students of the Control group were given the code ranging from C1 to C27. Its data are presented in the same way of the experimental group's data presentation.

Table No. 5.2.1.2.1

Achievement Test Scores of the Student C1

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	20	58.82%
Question III (Language and Commercial Communication)	59	12	20.34%
Total	100	37	37%

Table No.5.2.1.2.1 indicates that the student C1 was excellent in general information question, good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 37% which indicates the poor performance of the student C1.

Table No. 5.2.1.2.2

Achievement Test Scores of the Student C2

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	06	85.71%
Question II (Language and Grammar)	34	21	61.76%
Question III (Language and Commercial Communication)	59	13	22.03
Total	100	40	40%

Table No.5.2.1.2.2 indicates that the student C2 was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 40% which indicates the average performance of the student C2.

Table No. 5.2.1.2.3

Achievement Test Scores of the Student C3

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	21	61.76%
Question III (Language and Commercial Communication)	59	15	16.95%
Total	100	40	40%

Table No.5.2.1.2.3 indicates that the student C3 was good in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 40% which indicates the average performance of the student C3.

Table No. 5.2.1.2.4

Achievement Test Scores of the Student C4

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05.5	78.57%
Question II (Language and Grammar)	34	20	58.82%
Question III (Language and Commercial Communication)	59	19.5	32.29%
Total	100	45	45%

Table No.5.2.1.2.4 indicates that the student C4 was excellent in general information question, good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 45% which indicates the average performance of the student C4.

Table No. 5.2.1.2.5

Achievement Test Scores of the Student C5

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	6.5	92.85%
Question II (Language and Grammar)	34	26	76.47%
Question III (Language and Commercial Communication)	59	25.5	42.46%
Total	100	58	58%

Table No.5.2.1.2.5 indicates that the student C5 was excellent in general information question and in responding to the question related to English language and grammar and average in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 58% which indicates the good performance of the student C5.

Table No. 5.2.1.2.6

Achievement Test Scores of the Student C6

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	23.5	67.79%
Question III (Language and Commercial Communication)	59	20.5	33.98%
Total	100	48	48%

Table No.5.2.1.2.6 indicates that the student C6 was good in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 48 % which indicates the average performance of the student C6.

Table No. 5.2.1.2.7

Achievement Test Scores of the Student C7

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	03	42.86%
Question II (Language and Grammar)	34	13	38.24%
Question III (Language and Commercial Communication)	59	14	23.73%
Total	100	30	30%

Table No.5.2.1.2.7 indicates that the student C7 was average in general information question, poor in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 23.73% which indicates the poor performance of the student C7.

Table No. 5.2.1.2.8

Achievement Test Scores of the Student C8

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	20	58.82%
Question III (Language and Commercial Communication)	59	13	22.03%
Total	100	37	37%

Table No.5.2.1.2.8 indicates that the student C8 was good in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 37 % which indicates the poor performance of the student C8.

Table No. 5.2.1.2.9

Achievement Test Scores of the Student C9

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	03.5	50%
Question II (Language and Grammar)	34	11.5	33.82%
Question III (Language and Commercial Communication)	59	15	24.42%
Total	100	30	30%

Table No.5.2.1.2.9 indicates that the student C9 was good in general information question, poor in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 30% which indicates the poor performance of the student C9.

Table No. 5.2.1.2.10

Achievement Test Scores of the Student C10

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	03	42.86%
Question II (Language and Grammar)	34	20.5	58.97%
Question III (Language and Commercial Communication)	59	13.5	22.12%
Total	100	37	37%

Table No.5.2.1.2.10 indicates that the student C10 was average in general information question, good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 37% which indicates the poor performance of the student C10.

Table No. 5.2.1.2.11

Achievement Test Scores of the Student C11

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05.5	72.14%
Question II (Language and Grammar)	34	23.5	67.79%
Question III (Language and Commercial Communication)	59	11	18.64%
Total	100	40	40%

Table No.5.2.1.2.11 indicates that the student C11 was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 40% which indicates the average performance of the student C11.

Table No. 5.2.1.2.12

Achievement Test Scores of the Student C12

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	21	61.76%
Question III (Language and Commercial Communication)	59	14	23.73%
Total	100	40	40%

Table No. 5.2.1.2.12 indicates that the student C12 was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 40% which indicates the average performance of the student C12.

Table No. 5.2.1.2.13

Achievement Test Scores of the Student C13

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	21	61.76%
Question III (Language and Commercial Communication)	59	19	32.20%
Total	100	45	45%

Table No.5.2.1.2.13 indicates that the student C13 was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 45% which indicates the average performance of the student C13.

Table No. 5.2.1.2.14

Achievement Test Scores of the Student C14

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	19	55.88%
Question III (Language and Commercial Communication)	59	16	27.12%
Total	100	39	39%

Table No.5.2.1.2.14 indicates that the student C14 was good in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 39% which indicates the poor performance of the student C14.

Table No. 5.2.1.2.15

Achievement Test Scores of the Student C15

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	25	73.53%
Question III (Language and Commercial Communication)	59	21	35.59%
Total	100	50	50%

Table No. 5.2.1.2.15 indicates that the student C15 was good in general information question, excellent in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 50% which indicates the good performance of the student C15.

Table No. 5.2.1.2.16

Achievement Test Scores of the Student C16

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	16	47.06%
Question III (Language and Commercial Communication)	59	14	23.73%
Total	100	35	35%

Table No.5.2.1.2.16 indicates that the student C16 was excellent in general information question, average in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 35% which indicates the poor performance of the student C16.

Table No. 5.2.1.2.17

Achievement Test Scores of the Student C17

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	19	55.88%
Question III (Language and Commercial Communication)	59	22	37.29%
Total	100	46	46%

Table No.5.2.1.2.17 indicates that the student C17 was excellent in general information question, good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 46% which indicates the average performance of the student C17.

Table No. 5.2.1.2.18

Achievement Test Scores   of the Student C18

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	20	58.82%
Question III (Language and Commercial Communication)	59	17	28.81%
Total	100	41	41%

Table No.5.2.1.2.18 indicates that the student C18 was good in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 41% which indicates the average performance of the student C18.

Table No. 5.2.1.2.19

Achievement Test Scores of the Student C19

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	18	52.94%
Question III (Language and Commercial Communication)	59	19	32.20%
Total	100	42	42%

Table No.5.2.1.2.19 indicates that the student C19 was excellent in   general information question, good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 42% which indicates the average performance of the student C19.

Table No. 5.2.1.2.20

Achievement Test Scores of the Student C20

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	06	85.71%
Question II (Language and Grammar)	34	24	70.59%
Question III (Language and Commercial Communication)	59	20	33.90%
Total	100	50	50%

Table No.5.2.1.2.20 indicates that the student C20 was excellent in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 50% which indicates the good performance of the student C20.

Table No. 5.2.1.2.21

Achievement Test Scores of the Student C21

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04.05	57.86%
Question II (Language and Grammar)	34	22.05	64.85%
Question III (Language and Commercial Communication)	59	18	30.51%
Total	100	45	45%

Table No.5.2.1.2.21.indicates that the student C21 was good in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 45% which indicates the average performance of the student C21.

Table No. 5.2.1.2.22

Achievement Test Scores of the Student C22

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	03.5	50%
Question II (Language and Grammar)	34	23.5	67.79%
Question III (Language and Commercial Communication)	59	24	40.68%
Total	100	51	51%

Table No.5.2.1.2.22 indicates that the student C22 was good in general information question, very good in responding to the question related to English language and grammar and average in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 51% which indicates the good performance of the student C22.

Table No. 5.2.1.2.23

Achievement Test Scores of the Student C23

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	06	85.71%
Question II (Language and Grammar)	34	25	73.53%
Question III (Language and Commercial Communication)	59	21	35.59%
Total	100	52	52%

Table No.5.2.1.2.23 indicates that the student C23was excellent in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 52% which indicates the good performance of the student C23.

Table No. 5.2.1.2.24

Achievement Test Scores of the Student C24

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	13.5	38.38%
Question III (Language and Commercial Communication)	59	30.5	89.70%
Total	100	49	49%

Table No.5.2.1.2.24 indicates that the student C24 was excellent in general information question, poor in responding to the question related to English language and grammar and excellent in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 49% which indicates the average performance of the student C24.

Table No. 5.2.1.2.25

Achievement Test Scores of the Student C25

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	16	47.06%
Question III (Language and Commercial Communication)	59	20	33.90%
Total	100	41	41%

Table No.5.2.1.2.25 indicates that the student C25 was excellent in general information question, average in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 41% which indicates the average performance of the student C25.

Table No. 5.2.1.2.26

Achievement Test Scores of the Student C26

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	14	41.18%
Question III (Language and Commercial Communication)	59	10	16.95%
Total	100	28	28%

Table No.5.2.1.2.26 indicates that the student C26 was good in general information question, average in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 28% which indicates the poor performance of the student C26.

Table No. 5.2.1.2.27

Achievement Test Scores of the Student C27

Test Items	Total Marks	Obtained Marks	Pre-test Scores in Percentage
Question I (General Information)	07	02.5	29.29%
Question II (Language and Grammar)	34	09.5	26.62%
Question III (Language and Commercial Communication)	59	13	22.03%
Total	100	25	25%

Table No.5.2.1.2.27 indicates that the student C27 was poor in general information question and in responding to the question related to English language and grammar as well as in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 25% which indicates the poor performance of the student C27.

After analyzing and interpreting the individual achievement scores of the Control group students, the researcher also analyzed the Control group's achievement scores. The comparative view of the achievement scores of all the students of the Control group are presented in table no.5.2.1.2.28.

Table No. 5.2.1.2.28

Pre-test Achievement Scores of the Control group students

Control Group	Result
C1	37
C2	40
C3	40
C4	45
C5	58
C6	48
C7	30
C8	37
C9	30
C10	37
C11	40
C12	40
C13	45
C14	39
C15	50
C16	35
C17	46
C18	41
C19	42
C20	50
C21	45
C22	51
C23	52
C24	49
C25	41
C26	28
C27	25

Table No. 5.2.1.2.28 shows that in the achievement test, 33.33% students of the Control group were poor performers, 48.15% students were average performers and18.52% students were the good performers. No student was found very good performer or an excellent performer.

Then, in order to study the mean, median, mode and standard deviation of the pre-test achievement scores, the researcher also compared the achievement test scores of both the groups. The data is presented in the table no.5.2.1.2.29

Table No. 5.2.1.2.29

Comparison of the Achievement Test Scores of the Experiment Group and Control Group

Experimental Group	Result	Control Group	Result
E1	42	C1	37
E2	40	C2	40
E3	37	C3	40
E4	52	C4	45
E5	54	C5	58
E6	50	C6	48
E7	42	C7	30
E8	55	C8	37
E9	41	C9	30
E10	47	C10	37
E11	43	C11	40
E12	61	C12	40
E13	31	C13	45
E14	30	C14	39
E15	41	C15	50
E16	37	C16	35
E17	56	C17	46
E18	42	C18	41
E19	59	C19	42
E20	45	C20	50
E21	41	C21	45
E22	48	C22	51
E23	35	C23	52
E24	49	C24	49
E25	45	C25	41
E26	41	C26	28
E27	33	C27	25

Table No. 5.2.1.2.29 shows the results of both the groups in the achievement test. It shows that one student was the very good performer, 11 students were good performers, 27 students were average performers and 15 students were poor performers. From the Experiment group, it was found that 6 students were poor performers , 14 students were average performers, 6 students were good performers and one student was very good performer. From the Control group, it was found that nine students were poor performers in the achievement test, 13 students were average performers, five students were good performers and no student was very good performer.

Thus the comparison of the achievement test scores of the Experimental group and the Control group led to the matched Mean, Median and the Standard Deviation. So these two groups can be considered as the matched groups.

5.2.2 Analysis and Interpretation of the Data Collected from the Structured Interview

In order to achieve the objective number one and two of the present study,

i.e., Objective No. 1 To study the initial level of the communication skills in English possessed by the First Year B.Com. students and 2. To develop a strategy to enhance the communication skills in English possessed by the F.Y.B.Com. students, a structured interview was conducted to assess the oral communication skills possessed by the First Year B.Com. students.

The data collected through the responses received from the students of both the groups were analyzed qualitatively. The students' oral communication skill during the structured interview was given different grades, ranging from A to E. The set criteria of the grades were: the student who had performed in an excellent manner was given the 'A' grade; the student who had performed in a very good manner was given the 'B' grade; the student who had performed in a good manner was given the 'C' grade; the student who had performed in an average manner was given the 'D' grade and the student who had performed in a poor manner was given the 'E' grade.

Thus, based on the quality of the responses and information provided, their responses were graded by the researcher; the details about it are presented in table numbers 5.2.2.1.1 to 5.2.2.1.27 and 5.2.2.2.1 to 5.2.2.2.27.

5.2.2.1 Analysis and Interpretation of the Data Collected through the Structured Interview of the Experimental Group

The individual grades of the students of the Experimental group in the structured interview are presented through table numbers 5.2.2.1.1 to 5.2.2.1.27. Each student of the Experimental group was given the code number ranging from E1 to E27.

Table No.5.2.2.1.1

Structured Interview Grade of Student E1

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	E	C	D	D	D	D

Table No.5.2.2.1.1 shows that the performance of the student E1 was poor in one item, average in five items and good in six items of the structured interview.

Table No.5.2.2.1.2

Structured Interview Grade of Student E2

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	C	C	E	D	D	D

Table No.5.2.2.1.2 shows that the performance of the student E2 was poor in one item, average in five items and good in six items of the structured interview.

Table No.5.2.2.1.3

Structured Interview Grade of Student E3

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	E	C	C	C	C	C	C	E	D	E	E

Table No.5.2.2.1.3 shows that the performance of the student E3 was poor in four items, average in one item and good in seven items of the structured interview.

Table No.5.2.2.1.4

Structured Interview Grade of Student E4

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	D	C	C	C	C	C	C	E	E	D	D

Table no.5.2.2.1.4 shows that the performance of the student E4 was poor in two items, average in three items and good in seven items of the structured interview.

Table No.5.2.2.1.5

Structured Interview Grade of Student E5

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	E	C	C	E	C	E	D	D	E

Table No.5.2.2.1.5 shows that the performance of the student E5 was poor in four items, average in three items and good in five items of the structured interview.

Table No.5.2.2.1.6

Structured Interview Grade of Student E6

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	D	C	C	C	D	D	D	D

Table No.5.2.2.1.6 shows that the performance of the student E6 was average in seven items and good in five items of the structured interview.

Table No.5.2.2.1.7

Structured Interview Grade of Student E7

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	D	C	C	E	D	D	E

Table No.5.2.2.1.7 shows that the performance of the student E7 was poor in two items, average in five items and good in five items of the structured interview.

Table No.5.2.2.1.8

Structured Interview Grade of Student E8

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	E	E	C	E	D	C	D	D	D	D

Table No.5.2.2.1.8 shows that the performance of the student E8 was poor in three items, average in seven items and good in two items of the structured interview.

Table No.5.2.2.1.9

Structured Interview Grade of Student E9

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	C	C	C	E	D	C	E	D	E	D

Table No.5.2.2.1.9 shows that the performance of the student E9 was poor in three items , average in three items and good in six items of the structured interview.

Table No.5.2.2.1.10

Structured Interview Grade of Student E10

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	C	C	C	C	C	C	E	D	E	D

Table No.5.2.2.1.10 shows that the performance of the student E10 was poor in two items, average in two items and good in eight items of the structured interview.

Table No.5.2.2.1.11

Structured Interview Grade of Student E11

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	C	C	E	D	D	D

Table No.5.2.2.1.11 shows that the performance of the student E11 was poor in one, average in four items and good in seven items of the structured interview.

Table No.5.2.2.1.12

Structured Interview Grade of Student E12

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	B	C	C	C	C	C	C	D	E	E	D

Table No.5.2.2.1.12 shows that the performance of the student E2 was poor in two items, average in three items and good in six items and very good in one item of the structured interview.

Table No.5.2.2.1.13

Structured Interview Grade of Student E13

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	C	C	E	D	E	D

Table No.5.2.2.1.13 shows that the performance of the student E13 was poor in two items, average in three items and good in seven items of the structured interview.

Table No.5.2.2.1.14

Structured Interview Grade of Student E14

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	E	E	C	C	C	C	C	C	E	E	E	D

Table No.5.2.2.1.14 shows that the performance of the student E14 was poor in five items, average in one item and good in six items of the structured interview.

Table No.5.2.2.1.15

Structured Interview Grade of Student E15

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	C	C	C	C	C	C	E	D	D	D

Table No.5.2.2.1.15 shows that the performance of the student E15 was poor in one item, average in three items and good in eight items of the structured interview.

Table No.5.2.2.1.16

Structured Interview Grade of Student E16

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	E	E	C	C	C	C	E	D	E	E

Table No.5.2.2.1.16 shows that the performance of the student E16 was poor in five items, average in two items and good in five items of the structured interview.

Table No.5.2.2.1.17

Structured Interview Grade of Student E17

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	E	C	E	D	D	D

Table No.5.2.2.1.17 shows that the performance of the student E17 was poor in two items, average in four items and good in six items of the structured interview.

Table No.5.2.2.1.18

Structured Interview Grade of Student E18

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	C	C	D	E	D	D

Table No.5.2.2.1.18 shows that the performance of the student E18 was poor in one item, average in four items and good in seven items of the structured interview.

Table No.5.2.2.1.19

Structured Interview Grade of Student E19

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	C	C	C	C	C	C	E	D	D	E

Table No.5.2.2.1.19 shows that the performance of the student E19 was poor in two items, average in two items and good in eight items of the structured interview.

Table No.5.2.2.1.20

Structured Interview Grade of Student E20

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	E	E	E	C	C	C	C	E	D	E	E

Table No.5.2.2.1.20 shows that the performance of the student E20 was poor in six items, average in two items and good in four items of the structured interview.

Table No.5.2.2.1.21

Structured Interview Grade of Student E21

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	E	C	C	C	C	E	D	D	D

Table No.5.2.2.1.21 shows that the performance of the student E21 was poor in three items, average in five items and good in four items of the structured interview.

Table No.5.2.2.1.22

Structured Interview Grade of Student E22

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	C	C	E	E	E	D

Table No.5.2.2.1.22 shows that the performance of the student E22 was poor in three items, average in three items and good in six items of the structured interview.

Table No.5.2.2.1.23

Structured Interview Grade of Student E23

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	C	C	E	D	D	D

Table No.5.2.2.1.23 shows that the performance of the student E23 was poor in one item, average in four items and good in seven items of the structured interview.

Table No.5.2.2.1.24

Structured Interview Grade of Student E24

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	C	C	E	D	D	D

Table No.5.2.2.1.24 shows that the performance of the student E24 was poor in one item, average in four items and good in seven items of the structured interview.

Table No.5.2.2.1.25

Structured Interview Grade of Student E25

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	D	C	C	C	C	E	D	D	D

Table No.5.2.2.1.25 shows that the performance of the student E25 was poor in one item, average in five items and good in six items of the structured interview.

Table No.5.2.2.1.26

Structured Interview Grade of Student E26

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	D	C	C	C	E	C	E	D	D	E

Table No.5.2.2.1.26 shows that the performance of the student E26 was poor in three items, average in three items and good in six items of the structured interview.

Table No.5.2.2.1.27

Structured Interview Grade of Student E27

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	B	C	C	E	C	C	E	C	E	D	D	E

Table No.5.2.2.1.27 shows that the performance of the student E27 was poor in four, average in two items and good in six items and very good in one item of the structured interview.

5.2.2.2 Analysis and Interpretation of the Data Collected from the Structured Interview of the Control Group Students

The individual grades of the students of the Control group in the structured interview are presented through table numbers 5.2.2.2.1 to 5.2.2.2.27. Each student of the same group was given the code number ranging from C1 to C27.

Table No.5.2.2.2.1

Structured Interview Grade of Student C1

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	E	E	C	C	C	C	C	C	D	D	E	E

Table No.5.2.2.2.1 shows that the performance of the student C1 was poor in four items, average in two items and good in six items of the structured interview.

Table No.5.2.2.2.2

Structured Interview Grade of Student C2

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	E	D	E	C	C	C	C	E	E	D	D

Table No 5.2.2.2.2 shows that the performance of the student C2 was poor in four items, average in four items and good in four items of the structured interview.

Table No.5.2.2.2.3

Structured Interview Grade of Student C3

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	E	C	C	C	C	D	C	E	E	E	E

Table No.5.2.2.1.3 shows that the performance of the student C3 was poor in five items, average in two items and good in five items of the structured interview.

Table No.5.2.2.2.4

Structured Interview Grade of Student C4

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	E	C	C	C	C	E	E	D	E

Table No.5.2.2.2.4 shows that the performance of the student C4 was poor in four items, average in three items and good in five items of the structured interview.

Table No.5.2.2.2.5

Structured Interview Grade of Student C5

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	B	D	C	C	C	C	C	C	E	D	D	E

Table No.5.2.2.2.5 shows that the performance of the student C5 was poor in two items , average in three items and good in six items and very good in one item of the structured interview.

Table No.5.2.2.2.6

Structured Interview Grade of Student C6

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	D	C	C	C	C	E	D	E	D

Table No .5.2.2.2.6 shows that the performance of the student C6 was poor in two items, average in five items and good in five items of the structured interview.

Table No.5.2.2.2.7

Structured Interview Grade of Student C7

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	D	C	E	D	E	E

Table No .5.2.2.2.7 shows that the performance of the student C7 was poor in three items, average in four items and good in five items of the structured interview.

Table No.5.2.2.2.8

Structured Interview Grade of Student C8

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	E	D	D	C	C	E	C	E	D	D	D

Table No .5.2.2.2.8 shows that the performance of the student C8 was poor in three items, average in six items and good in three items of the structured interview.

Table No.5.2.2.2.9

Structured Interview Grade of Student C9

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	D	C	C	C	C	D	C	E	D	D	E

Table No .5.2.2.2.9 shows that the performance of the student C9 was poor in two items , average in four items and good in six items of the structured interview.

Table No.5.2.2.2.10

Structured Interview Grade of Student C10

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	D	C	E	D	D	D

Table No. 5.2.2.2.10 shows that the performance of the student C10 was poor in one item, average in five items and good in six items of the structured interview.

Table No.5.2.2.2.11

Structured Interview Grade of Student C11

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	D	C	E	D	E	E

Table No. 5.2.2.2.11 shows that the performance of the student C11 was poor in three items, average in three items and good in six items of the structured interview.

Table No.5.2.2.2.12

Structured Interview Grade of Student C12

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	D	C	D	C	E	E	D	E

Table No .5.2.2.2.12 shows that the performance of the student C12 was poor in three items, average in three items and good in six items of the structured interview.

Table No.5.2.2.2.13

Structured Interview Grade of Student C13

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	D	C	E	D	D	E

Table No.5.2.2.2.13 shows that the performance of the student C13 was poor in two items, average in four items and good in six items of the structured interview.

Table No.5.2.2.2.14

Structured Interview Grade of Student C14

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	C	C	E	D	D	D

Table No.5.2.2.2.14 shows that the performance of the student C14 was poor in one item, average in four items and good in seven items of the structured interview.

Table No.5.2.2.2.15

Structured Interview Grade of Student C15

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	D	C	E	D	D	D

Table No.5.2.2.2.15 shows that the performance of the student C15 was poor in one item , average in five items and good in six items of the structured interview.

Table No.5.2.2.2.16

Structured Interview Grade of Student C16

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	D	C	E	D	D	E

Table No.5.2.2.2.16 shows that the performance of the student C16 was poor in two items , average in five items and good in five items of the structured interview.

Table No.5.2.2.2.17

Structured Interview Grade of Student C17

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	C	C	D	D	D	D

Table No.5.2.2.2.17 shows that the performance of the student C17 was average in five items and good in seven items of the structured interview.

Table No.5.2.2.2.18

Structured Interview Grade of Student C18

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	E	C	C	E	C	C	C	E	D	D

Table No.5.2.2.2.18 shows that the performance of the student C18 was poor in three items, average in three items and good in six items of the structured interview.

Table No.5.2.2.2.19

Structured Interview Grade of Student C19

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	E	D	E	D	D	E

Table No.5.2.2.2.19 shows that the performance of the student C19 was poor in three items , average in four items and good in five items of the structured interview.

Table No.5.2.2.2.20

Structured Interview Grade of Student C20

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	E	C	C	C	D	D	C	E	D	D	D

Table No.5.2.2.2.20 shows that the performance of the student C20 was poor in two items, average in six items and good in four items of the structured interview.

Table No.5.2.2.2.21

Structured Interview Grade of Student C21

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	C	E	E	E	E	D

Table No.5.2.2.2.21 shows that the performance of the student C21 was poor in four items, average in three items and good in five items of the structured interview.

Table No.5.2.2.2.22

Structured Interview Grade of Student C22

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	C	C	E	D	D	D

Table No.5.2.2.2.22 shows that the performance of the student C22   was poor in one item, average in five items and good in six items of the structured interview.

Table No.5.2.2.2.23

Structured Interview Grade of Student C23

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	C	C	C	C	C	C	E	D	D	E

Table No.5.2.2.2.23 shows that the performance of the student C23 was poor in two items, average in two items and good in eight items of the structured interview.

Table No.5.2.2.2.24

Structured Interview Grade of Student C24

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	C	C	E	D	D	D

Table No.5.2.2.2.24 shows that the performance of the student C 24 was poor in one item, average in five items and good in six items of the structured interview.

Table No.5.2.2.2.25

Structured Interview Grade of Student C25

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	E	C	C	C	C	E	C	E	D	D	E

Table No.5.2.2.2.25 shows that the performance of the student C25 was poor in four items, average in three items and good in five items of the structured interview.

Table No.5.2.2.2.26

Structured Interview Grade of Student C26

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	E	C	C	E	C	E	D	E	E

Table No.5.2.2.2.26 shows that the performance of the student C26 was poor in five items, average in two items and good in five items of the structured interview.

Table No.5.2.2.27

Structured Interview Grade of Student C27

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	C	C	C	C	D	C	D	D	D	D

Table No.5.2.2.2.27 shows that the performance of the student C27 was average in five items and good in seven items of the structured interview.

5.2.3   Analysis and Interpretation of the Data Collected from the Group Discussion

For the present study, a group discussion was arranged by the researcher to assess the Speaking and Listening Communication Skills possessed by the First Year B.Com. Students. It enabled the researcher to know whether those students were able to present their views on particular topic, whether they were able to discuss the particular topic by sharing their views with the others in group, whether they could debate on any issue and so on. She also assessed the students' ability and patience to listen to others. The researcher also did the video-recording of the group discussion.

For the present study, a group discussion was arranged by the researcher to assess the Communication Skills possessed by the First Year B.Com. students. It enabled the researcher to know whether those students were able to present their views on particular topics. Both the topics for Group Discussion were given to the groups and both the groups selected the topic on their own and discussed it in group. One student among the group was monitoring the Group discussion session. Half an hour was given for the group discussion on any of the following two topics: A) Express your views either in Favour or Against "The present education scenario in commerce discipline at school level" and, B) "Whether English should be made compulsory for the Commerce students at the under graduate level."

The groups were asked to discuss the particular topic by sharing their views with the others in group in order to know whether they could debate on any issue and so on. The researcher also assessed the students' ability and patience to listen to others. During the data collection through the group discussion, the researcher came to know main aspects which are below mentioned in the form of analysis and the interpretation and findings. The researcher evaluated the group discussion in a following way. She tried to know from the students' angle the problem in discussion in a group. She tried to know: i) whether the students could understand the title of the discussion, ii) whether they could define the problem, the adequacy of the problem definition by them, group clarification

and definition of the terms, group rapport and atmosphere, quality of leadership, spontaneity of participation, quality of argument, preparedness of discussion among the members, suitability of solution etc. Nine Groups were formed in such a way that each group must have equal ratio of girls and boys. All have little bit adaptability problems due to gender bias. During the group discussion the students' performance was average that is mentioned in the table number 5.2.3.1. The performance of both the groups is presented below.

Table No. 5.2.3.1

Group Discussion Grades of the Students of Both Groups

Experimental Group	Grade	Control Group	Grade
E1	C	C1	D
E2	C	C2	E
E3	D	C3	E
E4	D	C4	C
E5	C	C5	E
E6	D	C6	D
E7	D	C7	D
E8	D	C8	D
E9	C	C9	C
E10	E	C10	D
E11	D	C11	E
E12	C	C12	D
E13	D	C13	E
E14	E	C14	C
E15	C	C15	D
E16	D	C16	E
E17	D	C17	C
E18	D	C18	D
E19	D	C19	C
E20	C	C20	D

E21	E	C21	E
E22	D	C22	C
E23	E	C23	D
E24	D	C24	D
E25	C	C25	C
E26	E	C26	D
E27	E	C27	E

Table No. 5.2.3.1 shows that 13 students of the Experimental group were the average performers, eight students were good performers and six students were poor performers whereas 12 students of the Control group were the average performers, seven students were good performers and eight students were poor performers.

Each group was instructed to select two representatives from their group on their own so everybody could follow the instruction and accordingly selected the representative unanimously. Its session was as follow.

- The selected representatives were supposed to present their views on the topic. One would speak in favour of the given topic and the other would speak against the topic. The representatives were found to be introvert instead of extrovert when they were away from the group.

- A group having the majority of boys was found, the girls of that group were found shy and vice a versa the group having the majority of girls was found, the boys of that group were found shy.

- During the rounds around the groups discussing, it was found that most of the students (50%) in each group were not very sincere in discussion.

- 50% students were found very sincere in discussion with the other students in the same group. It was observed through their body gestures such as eye contacts, hands' movements, thinking postures etc.

- 45% students tried to discuss in either in Gujarati or in Hindi within their groups.

- So far as listening was concerned, only 20% students in each group were good listener. 80% students in each group were the passive listeners. The others were trying to monopolize the discussion only from their own side. They were also trying to put the words in others mouth.

- 80% students were taking the group discussion very easily. They used to miss the significance of what the other members of the group were saying. Sometimes the group members dared to get lost in the verbal shuffle.

- 75% students seemed to be listening for the sake of it only. Instead of listening to learning and understanding, they were trying to criticize and passing up the irrelevancies, half-truths, in sound reasons without objection.

- 90% students could not listen to everything that was said so they could properly appraise its relative significance in case of 'no- understanding' or 'misunderstanding'.

- 90% students seemed to try to understand the speaker's purpose and never trying to have clarification.

- Five groups preferred to express their views on the topic B) "Whether English should be made compulsory for the Commerce students at the under graduate level." And the four groups preferred to express their views on the topic A) Express your views either in Favour or Against "The present education scenario in Commerce discipline at the school level"

- 90% students were not able to present their views in English on particular topic.

- 80% students were unable to discuss the particular topic in correct manner by sharing their views with the others in group.

- 85% students could not debate on given issue.

- Those, who tried to discuss in English, were average English speakers with the influence of mother tongue and regional language in their speech.

- The students who tried to come on the stage to express their views in English had the 'stage fear' so these students could not express their views directly in fluent English.

- The students who tried to come on the stage to express their views in English had the 'stage fear' so these students could not express their views directly in fluent English.

- Arguments among the students were found inconsistent. Some members of five groups seemed to be deadlocked in solution. Group leaders were unable to control the discussion.

- 80% members were unable to think objectively.

- The representatives' language was too vague and not in proper way. They could not speak five sentences English at a time.

- Their presentation seemed unrealistic, impractical and inconsistent.

- No group was found to have in depth ideas of the presented topic.

- The group representative could not present the arguments in a systematic way.

- Its analysis enabled the researcher to go into more depth and make a true assessment of what the respondents really believed.

After the administration of the pre-test, the researcher collected the data and by matching the Mean, Median and the S.D. of the groups, one group was given the treatment of enhancing their communication skills in English and that group was known as the Experimental group. The other group, known as the Control group did not receive any treatment.

5.3 Analysis and Interpretation of the Data Collected from the Strategy Components

During the implementation of the developed strategy on the selected sample of the students of the 'Experimental Group', the following data were collected and interpreted though the various sessions for enhancing the communication skills of the selected sample of the students in English. Hence the following presented data and analysis and interpretation as well as the findings of the components relate only to the performance of the Experimental group students. The researcher analysed and interpreted the collected data with regard to each skill independently. The major findings of these skills were clubbed and presented under the single title for the 'component' matter. They are presented in a following manner.

100% students were enthusiastic enough to attend all the session of the programme related to the enhancement of their communication skills in English by actively participating in all the activities. 100% students could understand the 'Introductory Session' of the programme on 'Enhancing the Communication Skills in English' they underwent. 85.19% students could understand the instructions in all sessions. 14.81% students opined that they could understand the instructions in some sessions. 100% students could enjoy the way of learning through the present programme. 96.30% students were fully satisfied and only 3.70% student was partly satisfied with this programme on developing their LSRW skills in English. It was found that during the programme 11.11% students enjoyed listening skill most, 74.08% students enjoyed speaking skill, 3.70% students enjoyed the reading skill and 11.11% students enjoyed the writing skill. For the listening skill enhancement point of view, 22.22% students found 'content' as the useful component, 33.33% found 'method as the useful component, 25.93% students found 'technique' as the useful component, 14.82% students found 'resource' (human/non-human) as useful component, 3.70% found 'approach' as the useful component and no student found the evaluation as the useful component. For the speaking skill enhancement point of view, 7.41% students found 'content' as the useful component, 33.33% found 'method as the useful component, 22.22 % students found 'technique' as the useful component, 25.93% students found 'resource' (human/non-

human) as useful component, 7.41% found 'approach' as the useful component and 3.70% students found the evaluation as the useful component. For the reading skill enhancement point of view, 14.82% students found 'content' as the useful component, 22.22% found 'method as the useful component, 11.11 % students found 'technique' as the useful component, 22.22 % students found 'resource' (human/non-human) as useful component, 18.52% found 'approach' as the useful component and 11.11% students found the evaluation as the useful component. For the writing skill enhancement point of view, 14.82% students found 'content' as the useful component, 11.11% found 'method as the useful component, 11.11 % students found 'technique' as the useful component, 7.42% students found 'resource' (human/non-human) as useful component, 18.52% found 'approach' as the useful component and 37.03% students found the evaluation as the useful component.

From the 'content' point of view, 17.77% students found 'dialogue' as the most useful content for enhancing their listening skill, 22.22% found 'responses' useful, 4.44% found 'instructions' useful, 5.19% found listening to the 'news' as the useful content, 5.93%found 'announcement' as the useful content, 6.67% found 'lectures' as the useful content, 8.15% found 'pronunciation' as the useful content , 9.63% found 'interviews' as the useful content , 10.37% found 'discussions' as the useful content, 13.33% found 'sentences' as the useful content, 16.30% found 'listening to stories' as the useful content for enhancing their listening skill in English. From the 'content' point of view for enhancing the speaking skill, 00.74% students found 'basic of communication' as the less useful content for enhancing their speaking skill, 1.48% found 'debate ' useful, 2.22% found 're-telling the stories as the useful content, 5.93%found 'responses' as the useful content the stories' useful, 3.70% found 'types of communication' as the useful content, 5.93%found 'responses' as the useful content, 5.93%found 'instructions' as the useful content, 5.93%found 'elocution' as the useful content, and 5.93%found 'debate' as the useful content. 7.41% found 'conversation' as the useful content, 7.41% found 'discussion' as the useful content, 8.15% found 'introduction' as the useful content, 8.89% found

'pronunciation' as the useful content , 11.11% found 'announcement' as the useful content, 11.11% found 'dialogue' as the useful content, 14.07% found 'interview' as the useful content for enhancing their speaking skill in English. From the 'content' point of

view for enhancing the reading skill, 6.67% students found 'comprehension' as the useful content, 11.11% found 'vocabulary' useful, 14.07% found 'sentences' as useful content, 14.81% found 'instructions' as the useful content useful, 15.56% found 'paragraph' as the useful content, 18.52% found 'story' as the useful content, 19.26%found 'reading the news' as the useful content enhancing their reading skills in English. From the 'content' point of view for enhancing the writing skill, 1.48% students found 'types of communication' as the useful content, 1.48% found 'paragraph writing' useful, 1.48% found 'letter-writing' as useful content, 2.22 % found 'grammar(sentence)' as the useful content useful, 3.70% found 'grammar(verbs)' as the useful content, 5.19% found 'grammar'(general) as the useful content, 6.67%found 'basics of communication' as the useful content. 7.41% students found 'grammar' (tenses) as the useful content, 8.15% students found 'comprehension' as the useful content, 9.63% students found 'letter-writing techniques' as the useful content, 9.63% students found 'composition' as the useful content, 9.63% students found 'E-mail' as the useful content, 16.30% students found 'vocabulary' as the useful content and 17.03% students found 'application' as the useful content for enhancing their written communication skills in English

In case of the usefulness of the method for enhancing the listening skill, 11.11% students found 'audio-visual' method useful, 18.53% students found 'lecture-cum-discussion' method useful, 11.11% students found 'audio-visual' method useful, 11.11% students found 'imitation' method useful and 22.22% found 'audio-lingual' method useful, 18.53% found 'phonetic' method useful for enhancing their listening skills in English. In case of the usefulness of the method for enhancing the listening skill, 18.53% students found 'lecture-cum-discussion' method useful, 22.22% students found 'direct' method useful, 25.93% students found 'imitation' method useful and 33.32% found 'audio-lingual' method useful for enhancing their listening skills in English.

In case of the usefulness of the method for enhancing the reading skill, 3.70 % students found 'direct' method useful, other 3.70% students found 'imitation' method useful, 11.11% students found 'lecture-cum-discussion' method useful, 81.40% students found 'reading ' method useful and 33.32% found 'audio-lingual' method useful for enhancing their listening skills in English

In case of the usefulness of the method for enhancing the writing skill, 14.81% students found 'direct' method useful, other 22.22% students found 'team-teaching' method useful, 62.97% students found 'grammar-translation' method useful for enhancing their writing skills in English.

3.70% students found 'narrative' technique useful, 37.04% students found 'role-play' technique useful and 60.28% students found 'listen and follow' technique useful for enhancing their listening skill in English.

18.52% students found 'narrative' technique useful, 40.74% students found 'role-play' technique useful 3.70% students found 'listen and follow' technique useful 37.04% students found 'listen and speak' technique useful for enhancing their speaking skill in English for enhancing their listening skill in English.

14.81% students found 'read and follow' technique useful, 37.04% students found 'role-play' technique useful 48.15% students found 'see and follow' technique useful for enhancing their speaking skill in English for enhancing their reading skill in English.

22.22% students found 'narrative' technique useful, 33.33% students found 'descriptive' technique useful 44.45% students found 'read and follow' technique useful for enhancing their writing skill in English

In order to know the students' opinion about the usefulness of the 'resources' during the programme, the students were asked to give their opinions about the resources which they had found most useful for enhancing their Communication Skills in English. The data analysis and interpretation of the skills are presented independently.

3.70% students found 'reference books ' as useful resource, 14.81% students found 'board' as useful resource, 18.52% students found 'human resource' as useful resource, 25.93% students found 'tape recorder as the useful resource and 37.04% students found television or laptop as the useful resource for enhancing their listening skill in English.

3.70% students found 'board' as useful resource, 14.81% students found 'reference books' as useful resource, 37.04% students found 'human resource' as useful resource, 44.45% students found 'tape recorder' as the useful resource for enhancing their speaking skill in English.

7.41% students found 'board' as useful resource, 11.11% students found 'reference books' as useful resource, 7.41% students found 'human resource' as useful resource, 74.07% students found 'newspapers' as the useful resource for enhancing their reading skill in English.

44.45% students found 'board' as useful resource, 11.11% students found 'reference books' as useful resource, 37.04% students found 'human resource' as useful resource, 7.41% students found 'sheets/handouts ' as the useful resource for enhancing their writing skill in English.

11.11% students found 'cognitive approach' as useful approach, 18.52% students found 'eclectic approach' as useful approach , 70.37% students found 'communicative approach' as useful approach for enhancing their listening skill in English.

29.63% students found 'cognitive approach' as useful approach, 18.52% students found 'eclectic approach' as useful approach, 51.85% students found 'communicative approach' as useful approach for enhancing their speaking skill as well as the reading skill in English.

7.41% students found 'cognitive approach' as useful approach, 14.81% students found 'eclectic approach' as useful approach , 40.74% students found 'communicative approach' as useful approach and 37.04% students found 'structural approach as useful approach for enhancing their writing skill in English.

100% students had enjoyed each and every items and activities like 'Warm Up' activity, 'Learning' activity and 'Evaluation' items during the programme.

Then the students were asked to give their opinion with regard to the extent they were satisfied with the usefulness of the strategy for the enhancement of their communication skills.

100% students found that the strategy was fully useful for enhancing their listening skill and reading skill in English. 61.48% students found that the strategy was fully useful for enhancing their speaking skill, 18.52% opined that the strategy was partly useful for enhancing their speaking skill in English. 96.30% opined that strategy was fully useful for enhancing their writing skill in English and 3.70% opined that strategy was partly useful for enhancing their writing skill in English.

The students were also asked to express their views on the time-provision for enhancing their communication skills in English. 100% students felt that time provision for the purpose of enhancing communication skills in English was sufficient.

100% students found the evaluation session as the most useful session for enhancing their communication skills in English.

Then the students were also asked to express their views about the clarification for the difficult points during the sessions 100% students were satisfied with the clarifications made by the researcher for the difficult points.

100% students realized that their communication skills in English were definitely enhanced through the programme.

5.4 Analysis and Interpretation of the Data Collected from the Post-Test

In the realization of the objective number four of the present study,

i.e. objective No. 4) To study the effectiveness of the strategy develop a) in terms of their achievement.

The data were collected from the post-test which consisted of three components such as an achievement test, structured interview and group discussion. The post-test was parallel to the pre-test. The post-test was meant to assess all the communication skills possessed by the F.Y.B.Com. students, after the implementation of a developed strategy on the Experimental Group.

As mentioned earlier, the Control group did not undergo the treatment related to the enhancement of their communication skills. The data collected from the achievement test were analysed quantitatively whereas structured interview and the group discussion were analysed qualitatively. The post-test was administered to both the groups. In this phase, the data obtained by the students in post-test were analyzed qualitatively through percentage analysis. The following criteria were set by the researcher to judge the performance of the students.

5.4.1 Analysis and Interpretation of the Data Collected from the Achievement Test

In order to achieve the objectives number four of the present study,
i.e. objective 4) To study the effectiveness of the strategy developed a) in terms of the achievement scores/grades of the students of the Experimental group. , an achievement test was administered to know the writing skills of the F.Y.B.Com. students.

The researcher analyzed and interpreted the data of both the groups of the students viz. the Experimental group and the Control group. First of all the researcher analyzed and interpreted the data collected from the Experimental group.

5.4.1.1 Analysis and Interpretation of the Data Collected from the Achievement Test of the Experimental Group

The individual scores of the students of the Experimental group in the achievement test are presented through table numbers 5.4.1.1.1 to 5.4.1.1.27 while the comparative view of the achievement scores of all the students of the Experimental group are presented in table number 5.4.1.2.28, 5.4.1.2.29 and 5.4.1.2.30. Each student of the Experimental group was given the code number ranging from E1 to E27.

Table No. 5.4.1.1.1

Achievement Test Scores of the Student E1

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	29	85.29%
Question III (Language and Commercial Communication)	59	49	83.05%
Total	100	85	85%

Table No.5.4.1.1.1 indicates that the student E1 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 85% which indicates the excellent performance of the student E1.

Table No. 5.4.1.1.2

Achievement Test Scores of the Student E2

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	27.5	79.41%
Question III (Language and Commercial Communication)	59	44.5	75.42%
Total	100	79	79%

Table No.5.4.1.1.2 indicates that the student E2 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 79% which indicates the excellent performance of the student E2.

Table No. 5.4.1.1.3

Achievement Test Scores of the Student E3

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	30	88.24%
Question III (Language and Commercial Communication)	59	44	74.58%
Total	100	81	81%

Table No.5.4.1.1.3 indicates that the student E3 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 89% which indicates the excellent performance of the student E3.

Table No. 5.4.1.1.4

Achievement Test Scores of the Student E4

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	30.5	89.71%
Question III (Language and Commercial Communication)	59	46.5	78.81%
Total	100	84	84%

Table No.5.4.1.1.4 indicates that the student E4 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 84% which indicates the excellent performance of the student E4.

Table No. 5.4.1.1.5

Achievement Test Scores of the Student E5

Test Items	Total Marks	Obtained Marks	Pos-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	32	94.12%
Question III (Language and Commercial Communication)	59	51	86.44%
Total	100	90	90%

Table No.5.4.1.1.5 indicates that the student E5 was excellent in general information question , in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 90% which indicates the excellent performance of the student E5.

Table No. 5.4.1.1.6

Achievement Test Scores of the Student E6

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	30	88.24%
Question III (Language and Commercial Communication)	59	79	79.66%
Total	100	84	84%

Table No.5.4.1.1.6 indicates that the student E6 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 84% which indicates the excellent performance of the student E6.

Table No. 5.4.1.1.7

Achievement Test Scores of the Student E7

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	31	91.18%
Question III (Language and Commercial Communication)	59	52	88.14%
Total	100	90	90%

Table No.5.4.1.1.7 indicates that the student E7 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 90% which indicates the excellent performance of the student E7.

Table No. 5.4.1.1.8

Achievement Test Scores of the Student E8

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	31	91.18%
Question III (Language and Commercial Communication)	59	46	77.97%
Total	100	84	84%

Table No.5.4.1.1.8 indicates that the student E8 was excellent in general information question , in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 84% which indicates the excellent performance of the student E8.

Table No. 5.4.1.1.9

Achievement Test Scores of the Student E9

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	25	73.53%
Question III (Language and Commercial Communication)	59	42	71.87%
Total	100	74	74%

Table No. 5.4.1.1.9 indicates that the student E9 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 74% which indicates the excellent performance of the student E9.

Table No. 5.4.1.1.10

Achievement Test Scores of the Student E10

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	28	82.35%
Question III (Language and Commercial Communication)	59	45	76.27%
Total	100	80	80%

Table No.5.4.1.1.10 indicates that the student E10 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 80% which indicates the excellent performance of the student E10.

Table No. 5.4.1.1.11

Achievement Test Scores of the Student E11

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	24.5	72.06%
Question III (Language and Commercial Communication)	59	44.5	75.42%
Total	100	76	76%

Table No.5.4.1.1.11 indicates that the student E11was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 76% which indicates the excellent performance of the student E11.

Table No. 5.4.1.1.12

Achievement Test Scores of the Student E12

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	32.5	94.26%
Question III (Language and Commercial Communication)	59	49.5	83.14%
Total	100	89	89%

Table No.5.4.1.12. indicates that the student E12 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 89% which indicates the excellent performance of the student E12.

Table No. 5.4.1.1.13

Achievement Test Scores of the Student E13

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	06.5	92.85%
Question II (Language and Grammar)	34	25.5	75%
Question III (Language and Commercial Communication)	59	42	71.19%
Total	100	74	74%

Table No.5.4.1.1.13 indicates that the student E13 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 74% which indicates the excellent performance of the student E3

Table No. 5.4.1.1.14

Achievement Test Scores of the Student E14

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	05	71.42%
Question II (Language and Grammar)	34	21.05	63.23%
Question III (Language and Commercial Communication)	59	34.05	58.47%
Total	100	61	61%

Table No.5.4.1.1.14 indicates that the student E14 was excellent in general information question ,very good in responding to the question related to English language and grammar and good in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 61% which indicates the very good performance of the student E14.

Table No. 5.4.1.1.15

Achievement Test Scores of the Student E15

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	28	82.35%
Question III (Language and Commercial Communication)	59	46	77.97%
Total	100	81	81%

Table No.5.4.1.1.15 indicates that the student E5was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test The student's overall performance in the achievement test was 81% which indicates the excellent performance of the student E15.

Table No. 5.4.1.1.16

Achievement Test Scores of the Student E16

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	30	88.24%
Question III (Language and Commercial Communication)	59	45	76.27%
Total	100	82	82%

Table No.5.4.1.1.16 indicates that the student E16 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 82% which indicates the excellent performance of the student E16.

Table No. 5.4.1.1.17

Achievement Test Scores of the Student E17

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	29	85.29%
Question III (Language and Commercial Communication)	59	48	81.36%
Total	100	84	84%

Table No.5.4.1.1.17 indicates that the student E17 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 84% which indicates the excellent performance of the student E17.

Table No. 5.4.1.1.18

Achievement Test Scores of the Student E18

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	27	79.41%
Question III (Language and Commercial Communication)	59	36	61.02%
Total	100	70	70%

Table No.5.4.1.1.18 indicates that the student E18 was excellent in general information question, in responding to the question related to English language and grammar and very good in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 70% which indicates the excellent performance of the student E18.

Table No. 5.4.1.1.19

Achievement Test Scores of the Student E19

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	30.05	89.71%
Question III (Language and Commercial Communication)	59	49.05	83.90%
Total	100	87	87%

Table No.5.4.1.1.19 indicates that the student E19 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 87% which indicates the excellent performance of the student E19.

Table No. 5.4.1.1.20

Achievement Test Scores of the Student E20

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	27	79.41%
Question III (Language and Commercial Communication)	59	36	61.02%
Total	100	70	70%

Table No.5.4.1.1.20 indicates that the student E20 was excellent in general information question, in responding to the question related to English language and grammar and very good in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 70% which indicates the excellent performance of the student E20.

Table No. 5.4.1.1.21

Achievement Test Scores of the Student E21

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	28.05	83.82%
Question III (Language and Commercial Communication)	59	40.05	68.64%
Total	100	75	75%

Table No.5.4.1.1.21 indicates that the student E21 was excellent in general information question, in responding to the question related to English language and grammar and very good in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 75% which indicates the excellent performance of the student E21.5

Table No. 5.4.1.1.22

Achievement Test Scores of the Student E22

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	30	88.24%
Question III (Language and Commercial Communication)	59	46	77.97%
Total	100	83	83%

Table No.5.4.1.1.22 indicates that the student E22 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 83% which indicates the excellent performance of the student E22.

Table No. 5.4.1.1.23

Achievement Test Scores of the Student E23

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	30	88.24%
Question III (Language and Commercial Communication)	59	51	86.44%
Total	100	88	88%

Table No.5.4.1.1.23 indicates that the student E23 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 88% which indicates the excellent performance of the student E23.

Table No. 5.4.1.1.24

Achievement Test Scores of the Student E24

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	06	85.71%
Question II (Language and Grammar)	34	29	85.29%
Question III (Language and Commercial Communication)	59	51	86.44%
Total	100	86	86%

Table No.5.4.1.1.24 indicates that the student E24 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 86% which indicates the excellent performance of the student E24.

Table No. 5.4.1.1.25

Achievement Test Scores of the Student E25

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	27	79.41%
Question III (Language and Commercial Communication)	59	48	81.36%
Total	100	82	82%

Table No.5.4.1.1.25 indicates that the student E25 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 82% which indicates the excellent performance of the student E25.

Table No. 5.4.1.1.26

Achievement Test Scores of the Student E26

Test Items	Total Marks	Obtained Marks	Pos-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	30.5	89.32%
Question III (Language and Commercial Communication)	59	44.5	75.42%
Total	100	82	82%

Table No.5.4.1.1.26 indicates that the student E26 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 82% which indicates the excellent performance of the student E26.

Table No. 5.4.1.1.27

Achievement Test Scores of the Student E27

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	28	82.35%
Question III (Language and Commercial Communication)	59	42	71.19%
Total	100	77	77%

Table No.5.4.1.1.27 indicates that the student E27 was excellent in general information question, in responding to the question related to English language and grammar and in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 77% which indicates the excellent performance of the student E27.

5.4.1.2 Analysis and Interpretation of the Data Collected from the Achievement Test of the Control Group

After making the data analysis and the interpretation of the Experimental group of the selected students, the researcher also analysed and interpreted the data collected from the achievement scores of the Control Group students. The students of the Control group were given the code ranging from C1 to C27. Its data are presented in the same way of the experimental group's data presentation.

Table No. 5.4.1.2.1

Achievement Test Scores of the Student C1

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	24	70.59%
Question III (Language and Commercial Communication)	59	26	44.7%
Total	100	57	57%

Table No.5.4.1.2.1 indicates that the student C1 was excellent in general information question and in responding to the question related to English language and grammar and average in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 57% which indicates the good performance of the student C1.

Table No. 5.4.1.2.2

Achievement Test Scores of the Student C2

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	19.05	57.35%
Question III (Language and Commercial Communication)	59	09.05	16.10%
Total	100	33	33%

Table No.5.4.1.2.2 indicates that the student C2 was good in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 33% which indicates the poor performance of the student C2.

Table No. 5.4.1.2.3

Achievement Test Scores of the Student C3

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	20	58.82%
Question III (Language and Commercial Communication)	59	13	22.03%
Total	100	40	40%

Table No.5.4.1.2.3 indicates that the student C3 was excellent in general information question, good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 40% which indicates the average performance of the student C3.

Table No. 5.4.1.2.4

Achievement Test Scores of the Student C4

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	19	55.88%
Question III (Language and Commercial Communication)	59	17	28.81%
Total	100	39	39%

Table No.5.4.1.2.4 indicates that the student C4 was good in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 39% which indicates the poor performance of the student C4.

Table No. 5.4.1.2.5

Achievement Test Scores of the Student C5

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	19	55.88%
Question III (Language and Commercial Communication)	59	19	32.20%
Total	100	42	42%

Table No.5.4.1.2.5 indicates that the student C5 was good in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 42% which indicates the average performance of the student C5.

Table No. 5.4.1.2.6

Achievement Test Scores of the Student C6

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	20	58.82%
Question III (Language and Commercial Communication)	59	16	27.12%
Total	100	40	40%

Table No.5.4.1.2.6 indicates that the student C6 was good in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 40% which indicates the average performance of the student C6.

Table No. 5.4.1.2.7

Achievement Test Scores of the Student C7

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	03	42.86%
Question II (Language and Grammar)	34	21	61.76%
Question III (Language and Commercial Communication)	59	07	11.86%
Total	100	31	31%

Table No.5.4.1.2.7 indicates that the student C7 average was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 31% which indicates the poor performance of the student C7.

Table No. 5.4.1.2.8

Achievement Test Scores of the Student C8

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	03	42.86%
Question II (Language and Grammar)	34	17	50%
Question III (Language and Commercial Communication)	59	08	13.56%
Total	100	28	28%

Table No.5.4.1.2.8 indicates that the student C8 was average in general information question, good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 28% which indicates the poor performance of the student C8.

Table No. 5.4.1.2.9

Achievement Test Scores of the Student C9

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	14	41.18%
Question III (Language and Commercial Communication)	59	15	24.42%
Total	100	33	33%

Table No.5.4.1.2.9 indicates that the student C9 was good in general information question , average in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 33% which indicates the poor performance of the student C9.

Table No. 5.4.1.2.10

Achievement Test Scores of the Student C10

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	02	28.57%
Question II (Language and Grammar)	34	17	50%
Question III (Language and Commercial Communication)	59	14	23.7%3
Total	100	33	33%

Table No.5.4.1.2.10 indicates that the student C10 was poor in general information question of the achievement test , good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items. The student's overall performance in the achievement test was 33% which indicates the poor performance of the student C10.

Table No. 5.4.1.2.11

Achievement Test Scores of the Student C11

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	23	67.65%
Question III (Language and Commercial Communication)	59	08	13.56%
Total	100	36	36%

Table No.5.4.1.2.11 indicates that the student C11 was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 36% which indicates the poor performance of the student C11.

Table No. 5.4.1.2.12

Achievement Test Scores of the Student C12

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	20.05	60.29%
Question III (Language and Commercial Communication)	59	11.05	19.49%
Total	100	36	36%

Table No. 5.4.1.2.12 indicates that the student C12 was good in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 36% which indicates the poor performance of the student C12.

Table No. 5.4.1.2.13

Achievement Test Scores of the Student C13

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	3.5	50%
Question II (Language and Grammar)	34	21	61.76%
Question III (Language and Commercial Communication)	59	16.5	27.97%
Total	100	41	41%

Table No.5.4.1.2.13 indicates that the student C13 was good in general information question , very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 41% which indicates the average performance of the student C13.

Table No. 5.4.1.2.14

Achievement Test Scores of the Student C14

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	20	58.82%
Question III (Language and Commercial Communication)	59	12	20.34%
Total	100	37	37%

Table No.5.4.1.2.14 indicates that the student C14 was excellent in general information question, good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 37% which indicates the poor performance of the student C14.

Table No. 5.4.1.2.15

Achievement Test Scores of the Student C15

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	06	85.71%
Question II (Language and Grammar)	34	23	67.65%
Question III (Language and Commercial Communication)	59	23	38.98%
Total	100	52	52%

Table No.5.4.1.2.15 indicates that the student C15 was excellent in general information question, very good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 52% which indicates the good performance of the student C15.

Table No. 5.4.1.2.16

Achievement Test Scores of the Student C15

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	18	52.94%
Question III (Language and Commercial Communication)	59	10	16.95%
Total	100	32	32%

Table No.5.4.1.2.16 indicates that the student C16 was good in general information question , good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 32% which indicates the poor performance of the student C16.

Table No. 5.4.1.2.17

Achievement Test Scores of the Student C15

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	06	85.71%
Question II (Language and Grammar)	34	17	50%
Question III (Language and Commercial Communication)	59	19	32.20%
Total	100	42	42%

Table No.5.4.1.2.17 indicates that the student C17 was excellent in general information question , good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 42% which indicates the average performance of the student C17.

Table No. 5.4.1.2.18

Achievement Test Scores of the Student C18

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	22	64.71%
Question III (Language and Commercial Communication)	59	11	18.64%
Total	100	37	37%

Table No.5.4.1.2.18 indicates that the student C18 was good in general information question, very good in responding to the question related to English language and grammar and poor (achieved 32.20% in Q. III) in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 37% which indicates the poor performance of the student C18.

Table No. 5.4.1.2.19

Achievement Test Scores of the Student C19

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	06	85.71%
Question II (Language and Grammar)	34	25	73.53%
Question III (Language and Commercial Communication)	59	28	47.46%
Total	100	59	59%

Table No.5.4.1.2.19 indicates that the student C19 was excellent in general information question and in responding to the question related to English language and grammar and average in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 59% which indicates the good performance of the student C19.

Table No. 5.4.1.2.20

Achievement Test Scores of the Student C20

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	06	85.71%
Question II (Language and Grammar)	34	19.5	57.35%
Question III (Language and Commercial Communication)	59	19.5	30.5%
Total	100	45	45%

Table No.5.4.1.2.20 indicates that the student C20 was excellent in general information question , good in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 45% which indicates the average performance of the student C20.

Table No. 5.4.1.2.21

Achievement Test Scores of the Student C21

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	07	100%
Question II (Language and Grammar)	34	24	70.59%
Question III (Language and Commercial Communication)	59	17	32.20%
Total	100	48	48%

Table No.5.4.1.2.21 indicates that the student C21 was excellent in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 48% which indicates the average performance of the student C21.

Table No. 5.4.1.2.22

Achievement Test Scores of the Student C22

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	05	71.43%
Question II (Language and Grammar)	34	24	70.59%
Question III (Language and Commercial Communication)	59	26	44.7%
Total	100	55	55%

Table No.5.4.1.2.22 indicates that the student C22 was excellent in general information question and in responding to the question related to English language and grammar and average in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 45% which indicates the good performance of the student C22.

Table No. 5.4.1.2.23

Achievement Test Scores of the Student C23

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	06	85.71%
Question II (Language and Grammar)	34	24	70.59%
Question III (Language and Commercial Communication)	59	22	37.29%
Total	100	52	52%

Table No.5.4.1.2.23 indicates that the student C23 was excellent in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 52% which indicates the good performance of the student C23.

Table No. 5.4.1.2.24

Achievement Test Scores of the Student C24

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	18.5	54.41%
Question III (Language and Commercial Communication)	59	17.5	29.66%
Total	100	40	40%

Table No.5.4.1.2.24 indicates that the student C24 was good in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 40% which indicates the average performance of the student C24.

Table No. 5.4.1.2.25

Achievement Test Scores of the Student C25

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	05.5	78.57%
Question II (Language and Grammar)	34	22.5	67.18%
Question III (Language and Commercial Communication)	59	29	49.15%
Total	100	57	57%

Table No.5.4.1.2.25 indicates that the student C25 was excellent in general information question, very good in responding to the question related to English language and grammar and average in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 57% which indicates the good performance of the student C25.

Table No. 5.4.1.2.26

Achievement Test Scores of the Student C26

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	08	52.94%
Question III (Language and Commercial Communication)	59	01	01.69%
Total	100	23	23%

Table No.5.4.1.2.26 indicates that the student C26 was good in general information question and in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 23% which indicates the poor performance of the student C26.

Table No. 5.4.1.2.27

Achievement Test Scores of the Student C27

Test Items	Total Marks	Obtained Marks	Post-test Scores in Percentage
Question I (General Information)	07	04	57.14%
Question II (Language and Grammar)	34	15	44.12%
Question III (Language and Commercial Communication)	59	18	30.51%
Total	100	37	37%

Table No.5.4.1.2.27 indicates that the student C27 was good in general information question of the achievement test, average in responding to the question related to English language and grammar and poor in responding to the commercial communication related items of the achievement test. The student's overall performance in the achievement test was 37% which indicates the poor performance of the student C27.

After the data analysis and interpretation, the researcher compared the results of the sample in the achievement test. The students who had obtained below 30 marks were considered as very poor, between 30 to 39 marks were considered as poor students, between 30 to 39 marks were considered as poor students between 30 to 39 marks were considered as poor students, between 40 to 49 marks were considered as average students, between 50 to 59 marks were considered as good students, between 60 to 69 marks were considered as very good students.

After making the analysis and the interpretation of the achievement test (pre-test) results of the students, their achievement test (post-test) result were also analyzed and interpreted. First of all the entire achievement test scores of the Experimental group were compared. The data are presented in table no. 5.4.1.2.28. Then the researcher also presented the achievement test scores of the Control group as presented in table number 5.4.1.2.29. These data are presented below.

Table No. 5.4.1.2.28

Comparison of Achievement Tests Scores of the Experimental Group

Code No.	Post-Test – Pre-Test	Change in Marks (+) / (-)
E1	85 – 42	+43
E2	79 – 40	+39
E3	81 – 37	+44
E4	84 – 52	+32
E5	90 – 54	+36
E6	84 – 50	+34
E7	90 – 42	+48
E8	84 – 55	+29
E9	74 – 41	+33
E10	80 – 47	+33
E11	76 – 43	+33
E12	89 – 61	+28
E13	74 – 31	+43
E14	61 – 30	+31
E15	81 – 41	+40
E16	82 – 37	+45
E17	84 – 56	+28
E18	70 – 42	+28
E19	87 – 59	+28
E20	70 – 45	+25
E21	76 – 41	+35
E22	83 – 48	+35
E23	88 – 35	+53
E24	86 –49	+37
E25	82 –45	+37
E26	83 – 41	+42
E27	77 – 33	+44

Table No. 5.4.1.2.28 shows the comparison of the achievement tests scores of the Experimental group in the pre-test and the post test, which indicate the wide difference in the achievement scores of the Experimental group. The researcher also compared the achievement test scores of the Control group which are presented in table number 5.4.2.1.29.

Table No. 5.4.1.2.29

Comparison of the Achievement Tests Scores of the Control Group

Code No.	Post-Test – Pre-Test	Change in Marks (+) / (-)
C1	57 – 37	+ 20
C2	33 – 40	– 07
C3	40 – 40	No Change
C4	39 – 45	– 06
C5	42 – 58	– 16
C6	40 – 48	– 08
C7	31 – 30	+ 01
C8	28 – 37	– 09
C9	33 – 30	+ 03
C10	33 – 37	– 04
C11	36 – 40	– 04
C12	36 – 40	– 04
C13	41 – 45	– 04
C14	37 – 39	– 02
C15	52 – 50	+ 02
C16	32 – 35	– 03
C17	42 – 46	– 04
C18	37 – 41	– 04
C19	59 – 42	+ 17
C20	45 – 50	– 05
C21	48 – 45	+ 03
C22	55 – 51	+ 04
C23	52 – 52	No Change
C24	40 – 41	– 01
C25	57 – 49	+ 08
C26	23 – 28	– 05
C27	37 – 25	+ 12

Table No. 5.4.1.2.29 shows the comparison of the achievement tests scores of the Experimental group in the pre-test and the post test, which indicate that there is no difference in the achievement scores of the Experimental group. The researcher also compared the achievement test scores of both groups which are presented in table number 5.4.2.1.30.

Table No. 5.4.1.2.30

Comparison of the Achievement Test Scores of the

Experiment Group and Control Group

Experiment Group	Post-Test – Pre-Test	Change in Marks (+) / (-)	Control Group	Post-Test – Pre-Test	Change in Marks (+) / (-)
E1	85 – 42	+43	C1	57 – 37	+ 20
E2	79 – 40	+39	C2	33 – 40	– 07
E3	81 – 37	+44	C3	40 – 40	No Change
E4	84 – 52	+32	C4	39 – 45	– 06
E5	90 – 54	+36	C5	42 – 58	– 16
E6	84 – 50	+34	C6	40 – 48	– 08
E7	90 – 42	+48	C7	31 – 30	+ 01
E8	84 – 55	+29	C8	28 – 37	– 09
E9	74 – 41	+33	C9	33 – 30	+ 03
E10	80 – 47	+33	C10	33 – 37	– 04
E11	76 – 43	+33	C11	36 – 40	– 04
E12	89 – 61	+28	C12	36 – 40	– 04
E13	74 – 31	+43	C13	41 – 45	– 04
E14	61 – 30	+31	C14	37 – 39	– 02
E15	81 – 41	+40	C15	52 – 50	+ 02
E16	82 – 37	+45	C16	32 – 35	– 03
E17	84 – 56	+28	C17	42 – 46	– 04
E18	70 – 42	+28	C18	37 – 41	– 04
E19	87 – 59	+28	C19	59 – 42	+ 17
E20	70 – 45	+25	C20	45 – 50	– 05
E21	76 – 41	+35	C21	48 – 45	+ 03
E22	83 – 48	+35	C22	55 – 51	+ 04
E23	88 – 35	+53	C23	52 – 52	No Change
E24	86 – 49	+37	C24	40 – 41	– 01
E25	82 – 45	+37	C25	57 – 49	+ 08
E26	83 – 41	+42	C26	23 – 28	– 05
E27	77 – 33	+44	C27	37 – 25	+ 12

Figure No. 5.4.1.2.31

Figure Showing Comparison of Results of Achievement Test

(Pre-Test–Post-Test) (Experiment Group and Control Group)
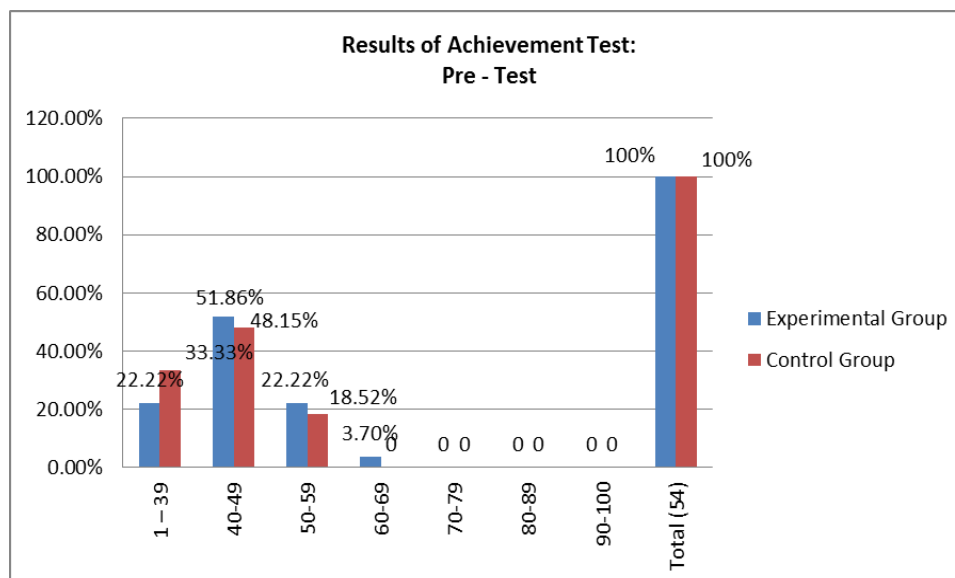
Table No. 5.4.1.31 makes it very clear that there is a significant difference between the achievement test scores of the Experimental group students and the Control group students.

5.4.2 Analysis and Interpretation of the Data Collected from the Structured Interview

In order to achieve the objectives number four of the present study, i.e. Objective No. 4) To study the effectiveness of the strategy developed a) in terms of the achievement scores/grades of the students of the Experimental group, a structured interview was conducted to know the F.Y.B.Com. students, development level of the oral communication skills in English.

The data collected through the responses received from the students of both the groups were analyzed qualitatively. The students' oral communication skill during the structured interview was given different grades, ranging from A to E. The set criteria of the grades were: the student who had performed in an excellent manner was given the 'A' grade; the student who had performed in a very good manner was given the 'B' grade; the student who had performed in a good manner was given the 'C' grade; the student who had performed in an average manner was given the 'D' grade and the student who had performed in a poor manner was given the 'E' grade. Thus based on the quality of the

responses and information provided, their responses were graded by the researcher; the details about it are presented in table numbers 5.4.2.1.1 to 5.4.2.1.27 and 5.4.2.2.1 to 5.4.2.2.27.

5.4.2.1 Analysis and Interpretation of the Data Collected from the Structured Interview of the Experimental Group

The individual scores of the students of the Experimental group in the structured interview are presented through table numbers 5.4.2.1.1 to 5.4.2.1.27. Each student of the Experimental group was given the code number ranging from E1 to E27.

Table No.5.4.2.1.1

Structured Interview Grade of Student E1

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	B	A	B

Table No.5.4.2.1.1 shows that the performance of the student E1 was good in six items, very good in four items and excellent in two items of the structured interview.

Table No.5.4.2.1.2

Structured Interview Grade of Student E2

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	A	A	B	B

Table No.5.4.2.1.2 shows that the performance of the student E2 was good in six items, very good in three items and excellent in three items of the structured interview.

Table No.5.4.2.1.3

Structured Interview Grade of Student E3

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	A	B	C	B

Table No.5.4.2.1.3 shows that the performance of the student E3 was good in seven items, very good in three items and excellent in two items of the structured interview.

Table No.5.4.2.1.4

Structured Interview Grade of Student E4

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	A	C	A	B	B	B

Table No.5.4.2.1.4 shows that the performance of the student E4 was good in five items, very good in four items and excellent in three items of the structured interview.

Table No.5.4.2.1.5

Structured Interview Grade of Student E5

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	A	B	A	B

Table No.5.4.2.1.5 shows that the performance of the student E5 was good in six items, very good in three items and excellent in three items of the structured interview.

Table No.5.4.2.1.6

Structured Interview Grade of Student E6

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	A	B	A	B

Table No.5.4.2.1.6 shows that the performance of the student E6 was good in six items, very good in three items and excellent in three items of the structured interview.

Table No.5.4.2.1.7

Structured Interview Grade of Student E7

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	B	B	B

Table No.5.4.2.1.7 shows that the performance of the student E7 was good in six items , very good in two items and excellent in four items of the structured interview.

Table No.5.4.2.1.8

Structured Interview Grade of Student E8

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	B	B	B

Table No.5.4.2.1.8 shows that the performance of the student E8 was good in six items , very good in five items and excellent in one item of the structured interview.

Table No.5.4.2.1.9

Structured Interview Grade of Student E9

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	B	A	B

Table No.5.4.2.1.9 shows that the performance of the student E9 was good in six items , very good in four items and excellent in two items of the structured interview.

Table No.5.4.2.1.10

Structured Interview Grade of Student E10

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	B	B	C	C	C	C	C	C	B	B	B	B

Table No.5.4.2.1.10 shows that the performance of the student E10 was good in six items, very good in six items of the structured interview.

Table No.5.4.2.1.11

Structured Interview Grade of Student E11

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	AB	C	C	C	C	C	C	C	B	B	B	C

Table no.5.4.2.1.11 shows that the performance of the student E11 was good in seven items, very good in four items and excellent in one item of the structured interview.

Table No.5.4.2.1.12

Structured Interview Grade of Student E12

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	B	A	B

Table No.5.4.2.1.12 shows that the performance of the student E12 was good in six items, very good in four items and excellent in two items of the structured interview.

Table No.5.4.2.1.13

Structured Interview Grade of Student E13

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	C	C	A	C

Table no.5.4.2.1.13 shows that the performance of the student E13 was good in nine items, very good in one item and excellent in two items of the structured interview.

Table No.5.4.2.1.14

Structured Interview Grade of Student E14

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	B	B	C	C	C	C	C	C	B	A	B	B

Table No.5.4.2.1.14 shows that the performance of the student E14 was good in six items, very good in five items and excellent in one item of the structured interview.

Table No.5.4.2.1.15

Structured Interview Grade of Student E15

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	B	A	B

Table No.5.4.2.1.15 shows that the performance of the student E15 was good in six items, very good in four items and excellent in two items of the structured interview.

Table No.5.4.2.1.16

Structured Interview Grade of Student E16

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	B	B	B

Table no.5.4.2.1.16 shows that the performance of the student E16 was good in six items, very good in five items and excellent in one item of the structured interview.

Table No.5.4.2.1.17

Structured Interview Grade of Student E17

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	A	B	B

Table No.5.4.2.1.17 shows that the performance of the student E17 was good in six items, very good in four items and excellent in two items of the structured interview.

Table No.5.4.2.1.18

Structured Interview Grade of Student E18

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	B	B	B

Table No.5.4.2.1.18 shows that the performance of the student E18 was good in six items, very good in five items and excellent in one item of the structured interview.

Table No.5.4.2.1.19

Structured Interview Grade of Student E19

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	B	B	B

Table No.5.4.2.1.19 shows that the performance of the student E19 was good in six items , very good in five items and excellent in one item of the structured interview.

Table No.5.4.2.1.20

Structured Interview Grade of Student E20

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	D	C	D

Table No.5.4.2.1.20 shows that the performance of the student E20 was average in two items, good in seven items, very good in two items and excellent in one item of the structured interview.

Table No.5.4.2.1.21

Structured Interview Grade of Student E21

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	D	C	C	D	E	B	B	B	B

Table No.5.4.2.1.21 shows that the performance of the student E21 was average in two items, good in three items, very good in five items and excellent in one item of the structured interview.

Table No.5.4.2.1.22

Structured Interview Grade of Student E22

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	D	C	B	B	A	B

Table No.5.4.2.1.22 shows that the performance of the student E22 average in one item was good in five items, very good in four items and excellent in two items of the structured interview.

Table No.5.4.2.1.23

Structured Interview Grade of Student E23

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	C	B	C	C	C	B	C	B	B	A	B

Table No.5.4.2.1.23 shows that the performance of the student E23 was good in five items , very good in five items and excellent in two items of the structured interview.

Table No.5.4.2.1.24

Structured Interview Grade of Student E24

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	B	A	C	C	C	C	C	C	B	B	B	B

Table No.5.4.2.1.24 shows that the performance of the student E24 was good in six items, very good in five items and excellent in one item of the structured interview.

Table No.5.4.2.1.25

Structured Interview Grade of Student E25

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	E	C	E	B	B	B

Table No.5.4.2.1.25 shows that the performance of the student E25 was poor in two items, good in five items, very good in four items and excellent in one item of the structured interview.

Table No.5.4.2.1.26

Structured Interview Grade of Student E26

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	C	C	C	C	C	C	C	B	B	B	A

Table No.5.4.2.1.26   shows that the performance of the student E26 was good in seven items , very good in three items and excellent in two items of the structured interview.

Table No.5.4.2.1.27

Structured Interview Grade of Student E27

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	A	B	C	C	C	C	C	C	B	B	B	A

Table no.5.4.2.1.27 shows that the performance of the student E27 was good in six items, very good in four items and excellent in two items of the structured interview.

5.4.2.2 Analysis and Interpretation of the Structured Interview of the Control Group Students

The individual scores of the students of the Control group in the structured interview are presented through table numbers 5.4.2.2.1 to 5.4.2.2.27. Each student of the same group was given the code number ranging from C1 to C27.

Table No.5.4.2.2.1

Structured Interview Grade of Student C1

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	C	C	D	C	D	E

Table No.5.4.2.2.1 shows that the performance of the student C1 was poor in one item, average in three items and good in eight items of the structured interview.

Table No.5.4.2.2.2

Structured Interview Grade of Student C2

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	E	C	C	D	C	C	E	D	E	E	E	C

Table No.5.4.2.2.2 shows that the performance of the student C2 was poor in five items, average in two items and good in five items of the structured interview.

Table No.5.4.2.2.3

Structured Interview Grade of Student C3

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	E	C	E	E	D	D

Table No.5.4.2.2.3 shows that the performance of the student C3 was poor in three items, average in four items and good in five items of the structured interview.

Table No.5.4.2.2.4

Structured Interview Grade of Student C4

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	E	E	C	E	E	E	E

Table No.5.4.2.2.4 shows that the performance of the student C4 was poor in six items, average in two items and good in four items of the structured interview.

Table No.5.4.2.2.5

Structured Interview Grade of Student C5

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	E	C	E	E	D	E

Table No.5.4.2.2.5 shows that the performance of the student C5 was poor in four items, average in three items and good in five items of the structured interview

Table No.5.4.2.2.6

Structured Interview Grade of Student C6

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	C	E	E	E	E	E	E	E	E	E

Table No.5.4.2.2.6 shows that the performance of the student C6 was poor in nine items, average in three items and good in five items of the structured interview.

Table No.5.4.2.2.7

Structured Interview Grade of Student C7

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	E	E	C	C	E	E	E	E	E	E	D

Table No.5.4.2.2.7 shows that the performance of the student C7 was poor in eight items, average in two items and good in two items of the structured interview.

Table No.5.4.2.2.8

Structured Interview Grade of Student C8

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	C	E	C	E	E	C	E	E	E	E

Table No.5.4.2.2.8 shows that the performance of the student C2 was poor in seven items, good in five items of the structured interview.

Table No.5.4.2.2.9

Structured Interview Grade of Student C9

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	C	D	C	E	E	C	E	E	E	E

Table No.5.4.2.2.9 shows that the performance of the student C9 was poor in six items, average in one item and good in five items of the structured interview.

Table No.5.4.2.2.10

Structured Interview Grade of Student C10

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	E	E	C	C	C	E	E	C	E	D	D	D

Table No.5.4.2.2.10 shows that the performance of the student C10 was poor in five items, average in three items and good in four items of the structured interview.

Table No.5.4.2.2.11

Structured Interview Grade of Student C11

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	E	C	E	E	E	E	E	C	E	E	D	E

Table no.5.4.2.2.11 shows that the performance of the student C9 was poor in nine items, average in one item and good in two items of the structured interview.

Table No.5.4.2.2.12

Structured Interview Grade of Student C12

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	E	E	C	E	D	E

Table no.5.4.2.2.12 shows that the performance of the student C12 was poor in five items, average in two items and good in five items of the structured interview.

Table No.5.4.2.2.13

Structured Interview Grade of Student C13

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	D	E	C	C	C	C	C	E	E	D	E

Table No.5.4.2.2.13 shows that the performance of the student C13 was poor in four items, average in two items and good in six items of the structured interview.

Table No.5.4.2.2.14

Structured Interview Grade of Student C14

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	E	E	E	E	E	D	D

Table No.5.4.2.2.14 shows that the performance of the student C14 was poor in five items, average in four items and good in three items of the structured interview.

Table No.5.4.2.2.15

Structured Interview Grade of Student C15

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	E	D	C	C	D	D	E	E	E	E

Table No.5.4.2.2.15 shows that the performance of the student C15 was poor in five items, average in three items and good in four items of the structured interview.

Table No.5.4.2.2.16

Structured Interview Grade of Student C16

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	C	C	C	E	E	C	E	D	D	E

Table No.5.4.2.2.16 shows that the performance of the student C16 was poor in four items, average in two items and good in six items of the structured interview.

Table No.5.4.2.2.17

Structured Interview Grade of Student C17

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	C	C	C	E	E	E	E	D	D

Table No.5.4.2.2.17 shows that the performance of the student C17 was poor in four items, average in three items and good in five items of the structured interview.

Table No.5.4.2.2.18

Structured Interview Grade of Student C18

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	B	C	E	C	C	E	E	C	E	D	E	D

Table No.5.4.2.2.18 shows that the performance of the student C18 was poor in five items, average in two items and good in four items and very good in one item of the structured interview.

Table No.5.4.2.2.19

Structured Interview Grade of Student C19

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	C	E	E	C	C	E	C	E	E	D	E

Table No.5.4.2.2.19 shows that the performance of the student C19 was poor in six items, average in one and good in five items of the structured interview.

Table No.5.4.2.2.20

Structured Interview Grade of Student C20

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	D	C	C	E	E	C	E	D	D	D

Table No.5.4.2.2.20 shows that the performance of the student C20 was poor in three items, average in six items and good in three items of the structured interview.

Table No.5.4.2.2.21

Structured Interview Grade of Student C21

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	D	C	E	E	E	D

Table No.5.4.2.2.21 shows that the performance of the student C21 was poor in three items, average in four items and good in five items of the structured interview.

Table No.5.4.2.2.22

Structured Interview Grade of Student C22

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	C	C	D	D	C	E	C	E	D	D	D

Table No.5.4.2.2.22 shows that the performance of the student C22 was poor in two items, average in six items and good in four items of the structured interview.

Table No.5.4.2.2.23

Structured Interview Grade of Student C23

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	C	C	E	D	D	E	E	E

Table No. 5.4.2.2.23 shows that the performance of the student C23 was poor in five items, average in three items and good in four items of the structured interview.

Table No.5.4.2.2.24

Structured Interview Grade of Student C24

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	D	D	C	C	E	C	C	C	E	D	D	D

Table No.5.4.2.2.24 shows that the performance of the student C24 was poor in two items, average in five items and good in five items of the structured interview.

Table No.5.4.2.2.25

Structured Interview Grade of Student C25

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	B	B	C	E	C	E	E	C	E	C	D	E

Table No.5.4.2.2.25 shows that the performance of the student C13 was poor in five item, average in one item and good in four items and very good in two of items of the structured interview.

Table No.5.4.2.2.26

Structured Interview Grade of Student C26

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	B	C	C	C	C	C	E	E	E	E	E	E

Table No.5.4.2.2.26 shows that the performance of the student C26 was poor in six items, average in five items and good in one item of the structured interview.

Table No.5.4.2.27

Structured Interview Grade of Student C27

Item No.	1	2	3	4	5	6	7	8	9	10	11	12
Grade	C	B	C	C	C	C	E	C	E	E	D	D

Table No.5.4.2.2.27 shows that the performance of the student C27 was poor in three items, average in two items and good in six items and very good one item of the structured interview.

5.4.3   Analysis and Interpretation of the Data Collected through the Group Discussion

For the present study, a group discussion was arranged by the researcher to assess the Speaking and Listening Communication Skills possessed by the First Year B.Com. Students. It enabled the researcher to know whether those students were able to present their views on particular topic, whether they were able to discuss the particular topic by sharing their views with the others in group, whether they could debate on any issue and so on. She also assessed the students' ability and patience to listen to others. The researcher also did the video-recording of the group discussion.

For the present study, a group discussion was arranged by the researcher to assess the Communication Skills possessed by the First Year B.Com. students. It enabled the researcher to know whether those students were able to present their views on particular topics. Both the topics for Group Discussion were given to the groups and both the groups selected the topic on their own and discussed it in group. One student among the group was monitoring the Group discussion session. Half an hour was given for the group discussion on any of the following two topics: A) Express your views either in Favour or Against "The present education scenario in commerce discipline at school level" and, B) "Whether English should be made compulsory for the Commerce students at the under graduate level."

The groups were asked to discuss the particular topic by sharing their views with the others in group in order to know whether they could debate on any issue and so on. The researcher also assessed the students' ability and patience to listen to others. During the data collection through the group discussion, the researcher came to know main aspects which are below mentioned in the form of analysis and the interpretation and findings. The researcher evaluated the group discussion in a following way. She tried to know from the students' angle the problem in discussion in a group. She tried to know: i) whether the students could understand the title of the discussion, ii) whether they could define the problem, the adequacy of the problem definition by them, group clarification and definition of the terms, group rapport and atmosphere, quality of leadership, spontaneity of participation, quality of argument, preparedness of discussion among the

members, suitability of solution etc. Nine Groups were formed in such a way that each group must have equal ratio of girls and boys. All have little bit adaptability problems due to gender bias.

During the group discussion, the students' performance was graded that is mentioned in the table number 5.4.3.1. The performance of both the groups is presented below.

Table No. 5.4.3.1

Group Discussion Grade of both the Groups

Experimental Group	Grade	Control Group	Grade
E1	B	C1	D
E2	B	C2	E
E3	B	C3	E
E4	B	C4	C
E5	C	C5	E
E6	B	C6	D
E7	C	C7	D
E8	C	C8	D
E9	C	C9	C
E10	B	C10	D
E11	C	C11	E
E12	C	C12	D
E13	C	C13	E
E14	D	C14	C
E15	C	C15	D
E16	C	C16	E
E17	B	C17	C
E18	C	C18	D
E19	B	C19	C
E20	C	C20	D
E21	C	C21	E
E22	C	C22	C
E23	C	C23	D
E24	C	C24	D
E25	B	C25	D
E26	B	C26	D
E27	C	C27	E

Table No. 5.4.3.1 shows that one student of the Experimental group was the average performer, 10 students were very good performers and 16 students were good

performers whereas from the Control group 13 students were the average performers, six were good performers and eight students were poor performers.

- Each group was instructed to select two representatives from their group on their own so everybody could follow the instruction and accordingly selected the representative unanimously.

- The selected representatives were supposed to present their views on the topic. One spoke in favour of the given topic and the other spoke against the topic. The representatives were found to be introvert instead of extrovert when they were away from the group.

- During the rounds around the groups discussing, it was found that most of the students (50%) in each group were not very sincere in discussion.

- 50% students were found very sincere in discussion with the other students in the same group. It was observed through their body gestures such as eye contacts, hands' movements, thinking postures etc. 45% students tried to discuss in either in Gujarati or in Hindi within their groups.

- So far as listening was concerned, only 20% students in each group were good listener. 80% students in each group were the passive listeners. The others were trying to monopolize the discussion only from their own side. They were also trying to put the words in others mouth.

- 80% students were taking the group discussion very easily. They used to miss the significance of what the other members of the group were saying. Sometimes the group members dared to get lost in the verbal shuffle.

- 75% students seemed to be listening for the sake of it only. Instead of listening to learning and understanding, they were trying to criticize and passing up the irrelevancies, half-truths, in sound reasons without objection.

- 90% students could not listen to everything that was said so they could properly appraise its relative significance in case of 'no- understanding' or 'misunderstanding' and 90% students seemed to try to understand the speaker's purpose and never trying to

have clarification.

- Five groups preferred to express their views on the topic B) "Whether English should be made compulsory for the Commerce students at the under graduate level." And the four groups preferred to express their views on the topic A) Express your views either in Favour or Against "The present education scenario in Commerce discipline at the school level."

- 90% students were not able to present their views in English on particular topic.

- 80% students were unable to discuss the particular topic in correct manner by sharing their views with the others in group.

- 85% students could not debate on given issue.

- Those, who tried to discuss in English, were average English speakers with the influence of mother tongue and regional language in their speech.

- The students who tried to come on the stage to express their views in English had the 'stage fear' so these students could not express their views directly in fluent English.

- Arguments among the students were found inconsistent. Some members of five groups seemed to be deadlocked in solution. Leaders were unable to control the discussion.

- 80% members were unable to think objectively.

- The representatives' language was too vague and not in proper way. They could not speak five sentences English at a time.

- Their presentation seemed unrealistic, impractical and inconsistent.

  - No group was found to have in depth ideas of the presented topic.

  - The group representative could not present the arguments in a systematic way.

In this way, its analysis enabled the researcher to go into more depth and make a true assessment of what the respondents really believed.

5.5 Analysis and Interpretation of the Data Collected through the Questionnaire

In order to achieve the objective 4 b) (in terms of the students' opinion about the strategy), a questionnaire was designed by the researcher to get the opinion of the First Year B.Com. students regarding the developed strategy. For the present study, the questionnaire was consisted of various components related to the strategy, group discussion, approaches, methods, media, tests, items taught etc. It included open-ended and the close-ended items. It was very carefully constructed keeping in mind the main aspects of questionnaires viz., the general form, question sequence question formulation and working. The questionnaire was referred to the experts in the field of education for finalization.

With a view to make the questionnaire effective and to ensure quality to the replies received, the researcher paid attention to the question sequence in preparing the questionnaires. The opening questions were selected to cause the respondents' interest and the first few questions were particularly important because they were likely to influence the attitude of the respondent to seek their desired co-operation. She also tried to set the questions in a sequence from general to the more specific.

While setting a questionnaire, the facilitator did note that each question must be very clear and impartial in order not to give a biased picture of the true state of affairs, easily understood, simple, concrete and as much as possible to the respondent's way of thinking. On the other hand the open-ended questions were also designed to have more complete picture of the respondents' feelings and attitudes. The facilitator tried to pay attention on the choice of proper and familiar words for the respondents. Questions were dichotomous ('yes'/ 'no') and, multiple choice (alternative answers listed) and open-ended. Questions affecting the sentiments of respondents were avoided. The researcher analysed and interpreted the data collected through the questionnaire that is presented below.

The students were suggested to give their opinion about the developed strategy which was developed and implemented on the Experimental group of the students. Their opinions were received in order to know the effectiveness of the implementation of the developed strategy. Their responses are presented in a tabular form no. 5.5.1

The data analysis and its interpretation were done by the way of question and reply with the content analysis pattern.

- The first question to the students was 'Did you understand the 'Introductory Session' of the program on 'Enhancing the Communication Skills in English' you underwent?

Table No. 5.5.1

Percentage-wise Presentation of the Students' Opinion about the

Introductory Session

Response	*f*	Percentage
I) Yes	27	100%
Ii) No	Zero	Zero
Total	27	100%

Figure 5.5.1

Figure showing the Students' Opinions about the Introductory Session
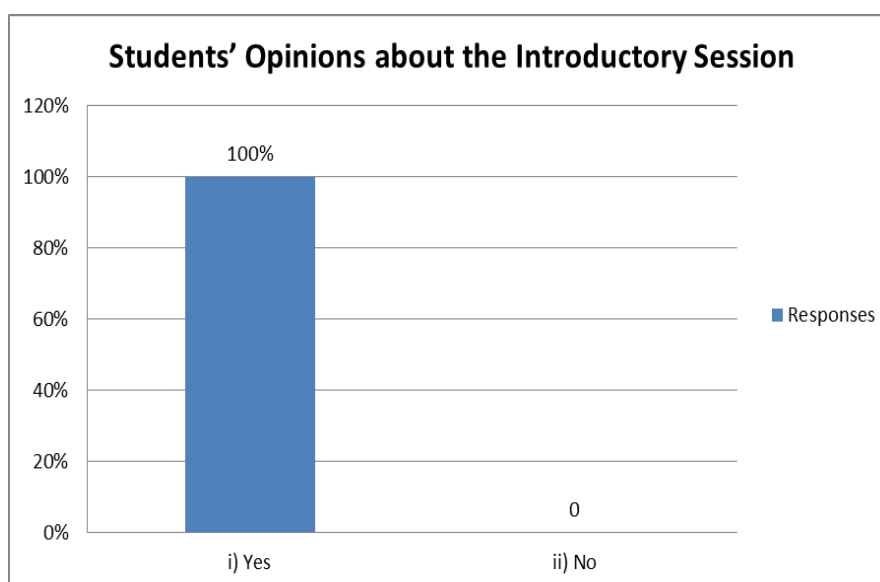
Table number 5.5.1 makes it clear that 100% students could understand the 'Introductory Session' of the programme on 'Enhancing the Communication Skills in English' they underwent.

- When the students were asked to give their opinion on the instructions followed by them with reference to the session participation. Their responses are presented in table number 5.5.2.

Table No. 5.5.2

Percentage-wise Presentation of the Students' Opinion about the

Session- Instructions

Sessions	*f*	Percentage
i) All sessions	23	85.19 %
ii) Some sessions	04	14.81 %
iii) Few sessions	Zero	Zero
Total	27	100%

Figure 5.5.2

Figure showing the Students' Opinions about the Session- Instructions
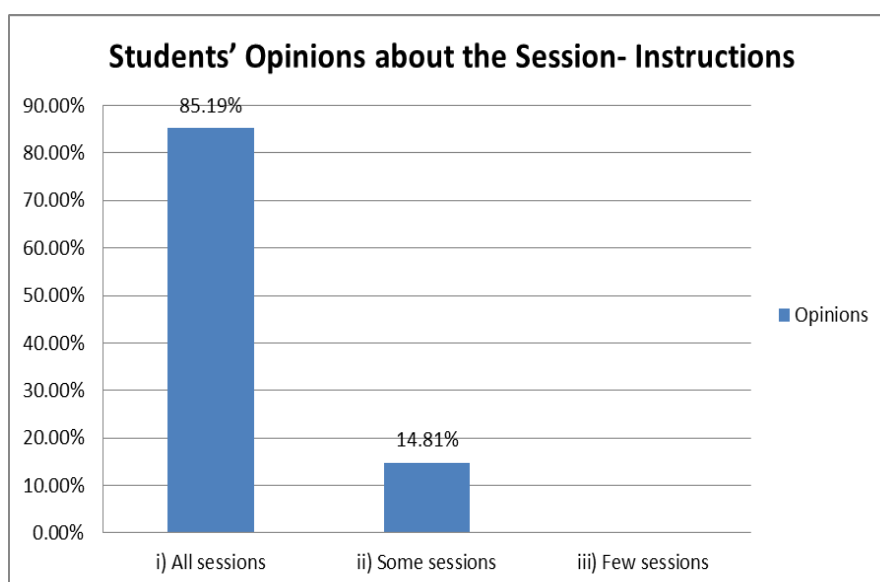
Table number 5.5.2 makes it clear that 85.19% students could understand the instructions in all sessions. 14.81% students opined that they could understand the instructions in some sessions.

• The students were asked to give their opinion on whether they enjoyed the way of learning Communication Skills in English through this programme. Their responses are presented in a tabular form no. 5.5.3

Table No. 5.5.3

Percentage-wise Presentation of the Students' Opinion about the

Session- Interest

Response	*f*	Percentage
i) Yes	27	100%
ii) No	Zero	Zero
Total	27	100%

Figure 5.5.3

Figure showing the Students' Opinions about the Session- Interest
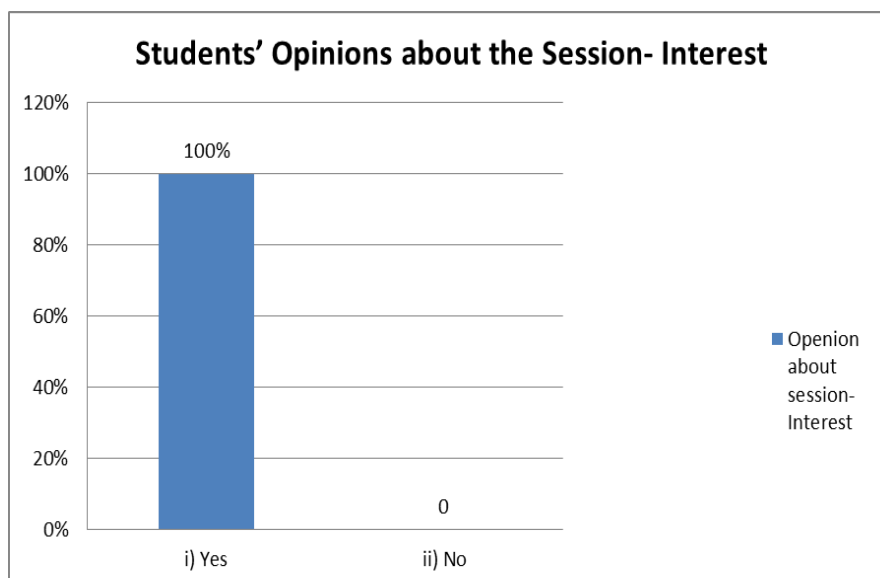
Table number 5.5.3 makes it clear that 100% students could enjoy the way of learning through the present programme.

● Then the students were also asked to present their views on the extent to which they were satisfied with this programme on developing their LSRW skills in English.

Table No. 5.5.4

Percentage-wise Presentation of the Satisfaction Level of the

Students Regarding the Development of LSRW skills in English

Level	f	Percentage
i) Fully	26	96.30 %
ii) Partly	01	03.70 %
iii)To little extent	Zero	Zero
Total	27	100%

Figure 5.5.4

Figure showing the Students' Opinions about the Satisfaction Level of the Students

Regarding the Development of LSRW skills in English
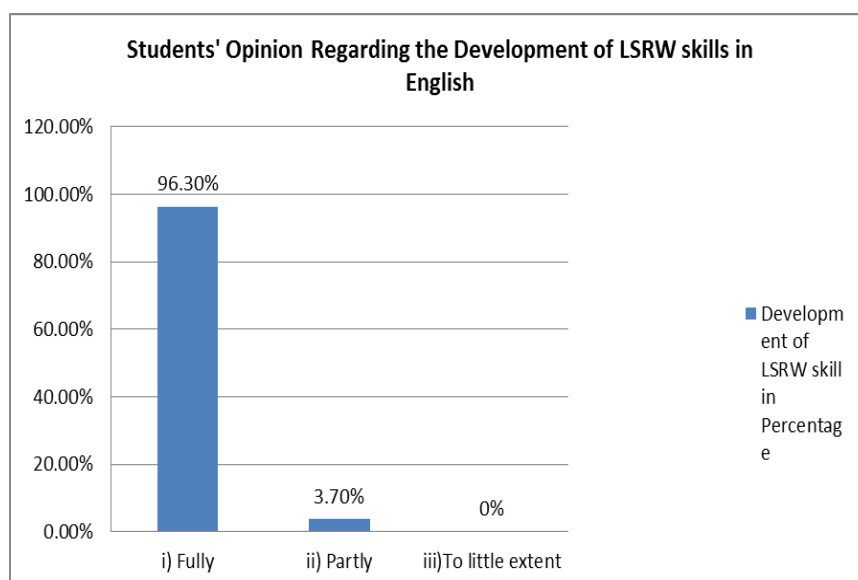
Table No. 5.5.4 makes it clear that the majority of the students (96.30%) was fully satisfied and only 3.70% student were partly satisfied with this programme on developing their LSRW skills in English.

- The students were asked to give their opinion on the matter that out of four skills (LSRW) which one they enjoyed most during this programme.

Table No. 5.5.5

Percentage-wise Presentation of the Students' Opinion about the enjoyment level of the Development of LSRW skills in English

Skills	f	Percentage
i) Listening	03	11.11%
ii) Speaking	20	74.08%
iii) Reading	01	03.70%
iv) Writing	03	11.11%
Total	27	100%

Figure 5.5.5

Figure showing the Students' Opinions about the Enjoyment Level of the Students Regarding the Development of LSRW skills in English
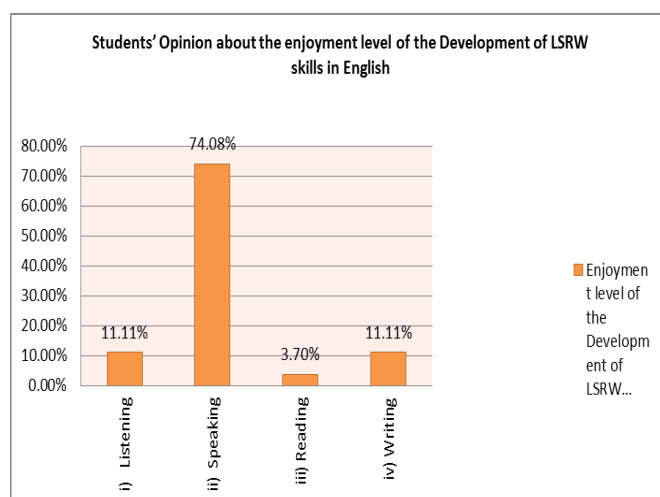
Table No. 5.5.5 shows that during the programme 11.11% students enjoyed listening skill most, 74.08% students enjoyed speaking skill, 3.70% students enjoyed the reading skill and 11.11% students enjoyed the writing skill.

- In order to know the students' opinion about the usefulness of the components during the programme, the students were asked to give their opinions on the Components of the LSRW skills. The data analysis and interpretation of the skills are presented with independently.

Table No. 5.5.6

Percentage-wise Presentation of the Students' Opinion about the Components used for the Listening Skill.

Components	*f*	Percentage
Content	06	22.22%
Method	09	33.33%
Technique	07	25.93%
Resource (Human/Non-Human)	04	14.82%
Approach	01	03.70%
Evaluation	00	Zero
Total	27	100%

Figure No. 5.5.6

**Figure showing the Students' Opinions about the Components used for the Listening Skill**
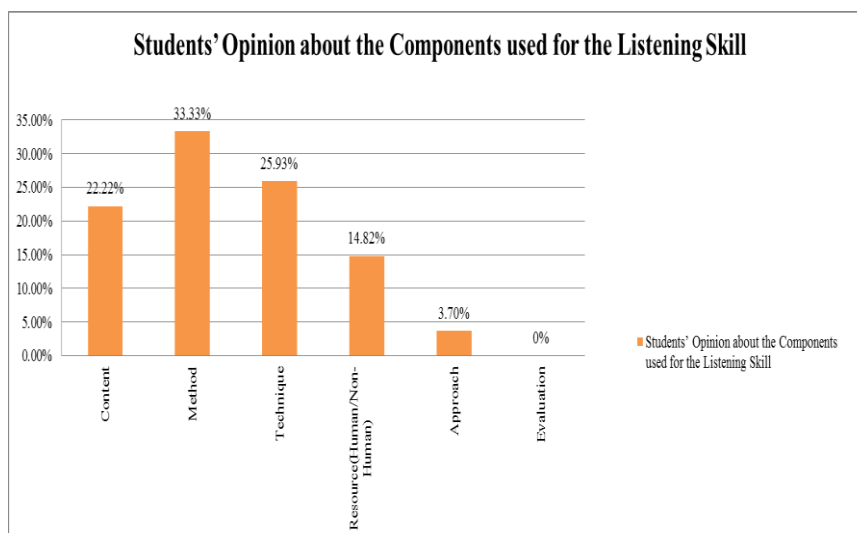
Table No. 5.5.6 makes it clear that for the listening skill enhancement point of view, 22.22% students found 'content' as the useful component, 33.33% found 'method as the useful component, 25.93% students found 'technique' as the useful component, 14.82% students found 'resource' (human/non-human) as useful component, 3.70% found 'approach' as the useful component and no student found the evaluation as the useful component.

Table No. 5.5.7

Percentage-wise Presentation of the Students' Opinion about the Components used for the Speaking Skill.

Components	*f*	Percentage
Content	02	07.41%
Method	09	33.33%
Technique	06	22.22 %
Resource (Human/Non-Human)	07	25.93 %
Approach	02	07.41%
Evaluation	01	03.70%
Total	27	100%

Figure No. 5.5.7

Figure showing the Students' Opinion about the Components used for the Speaking Skill
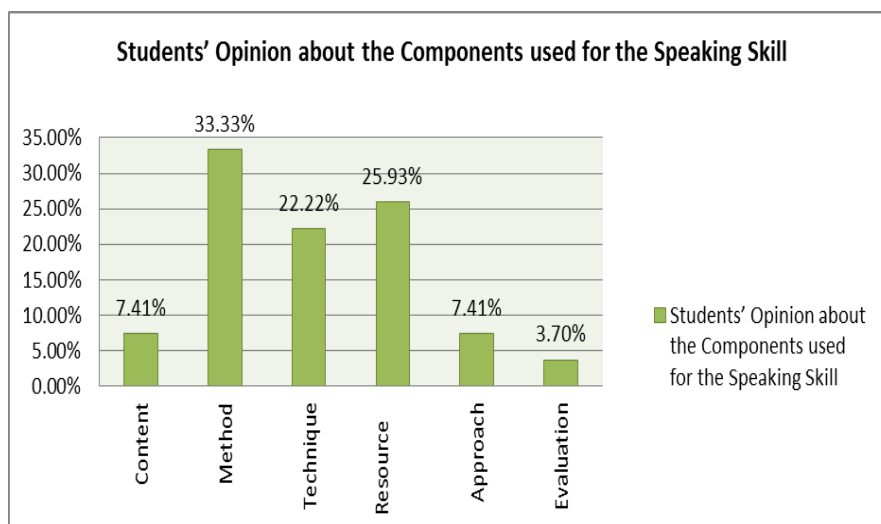
Table No. 5.5.7 makes it clear that for the speaking skill enhancement point of view, 7.41% students found 'content' as the useful component, 33.33% found 'method as the useful component, 22.22 % students found 'technique' as the useful component, 25.93% students found 'resource' (human/non-human) as useful component, 7.41% found 'approach' as the useful component and 3.70% students found the evaluation as the useful component.

Table No. 5.5.8

Percentage-wise Presentation of the Students' Opinion about the Components used for the Reading Skill.

Components	*f*	Percentage
Content	04	14.82%
Method	06	22.22%
Technique	03	11.11%
Resource(Human/Non-Human)	06	22.22%
Approach	05	18.52%
Evaluation	03	11.11%
Total	27	100%

Figure No. 5.5.8

Figure showing the Students' Opinion about the Components used for the Reading Skill
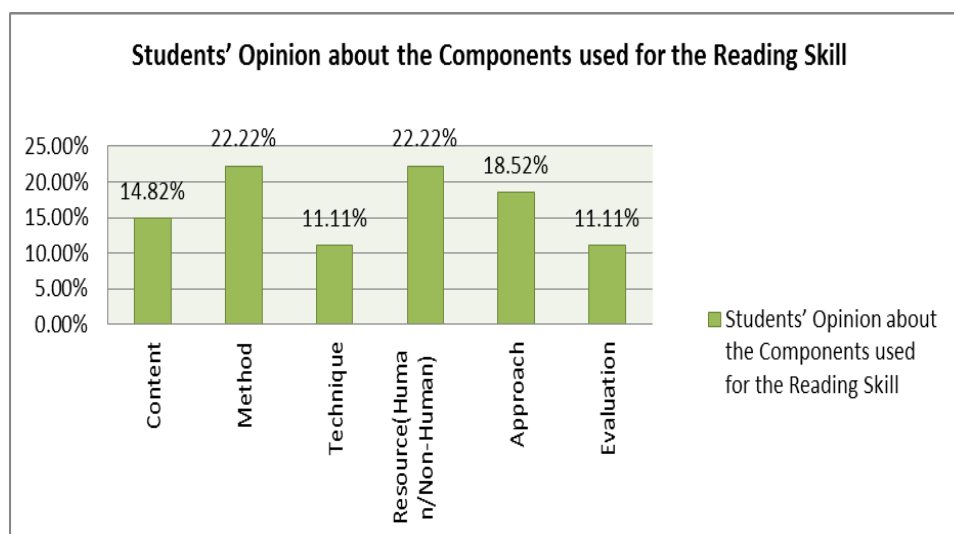
Table No. 5.5.8 makes it clear that for the reading skill enhancement point of view, 14.82% students found 'content' as the useful component, 22.22% found 'method as the useful component, 11.11 % students found 'technique' as the useful component, 22.22 % students found 'resource' (human/non-human) as useful component, 18.52% found 'approach' as the useful component and 11.11% students found the evaluation as the useful component.

Table No. 5.5.9

Percentage-wise Presentation of the Students' Opinion about the Components used for the Writing Skill.

Components	*f*	Percentage
Content	04	14.82%
Method	03	11.11%
Technique	03	11.11%
Resource (Human/Non-Human)	02	07.41%
Approach	05	18.52%
Evaluation	10	37.03%
Total	27	100%

Figure No. 5.5.9

Students' Opinion about the Components used for the Writing Skill.
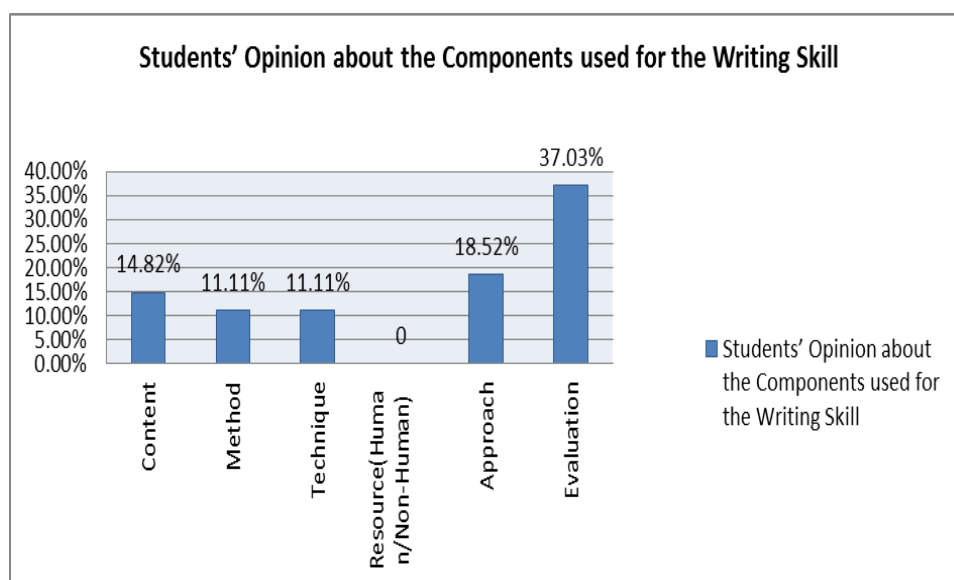
Table No. 5.5.9 makes it clear that for the writing skill enhancement point of view, 14.82% students found 'content' as the useful component, 11.11% found 'method as the useful component, 11.11 % students found 'technique' as the useful component, 7.42% students found 'resource' (human/non-human) as useful component, 18.52% found 'approach' as the useful component and 37.03% students found the evaluation as the useful component.

- In order to know the students' opinion about the usefulness of the contents during the programme, the students were asked to give their opinions about the five contents in each skill column which they had found most useful for enhancing their Communication Skills in English. The data analysis and interpretation of the skills are presented independently.

Table No. 5.5.10

Percentage-wise Presentation of the Students' Opinion about the Useful Contents of the Listening Skills

Sl. No.	Contents	*f*	Percentage
1	Responses	03	02.22%
2	Instructions	06	04.44%
3	News	07	05.19%
4	Announcements	08	05.93%
5	Lectures	09	06.67%
6	Pronunciations	11	08.15%
7	Interviews	13	09.63%
8	Discussions	14	10.37%
9	Sentences	18	13.33%
10	Stories	22	16.30%
11	Dialogues	24	17.77%
Total	-----------------	135	100%

Figure No. 5.5.10

Figure Showing the Students' Opinion about the Useful Contents of the Listening Skills
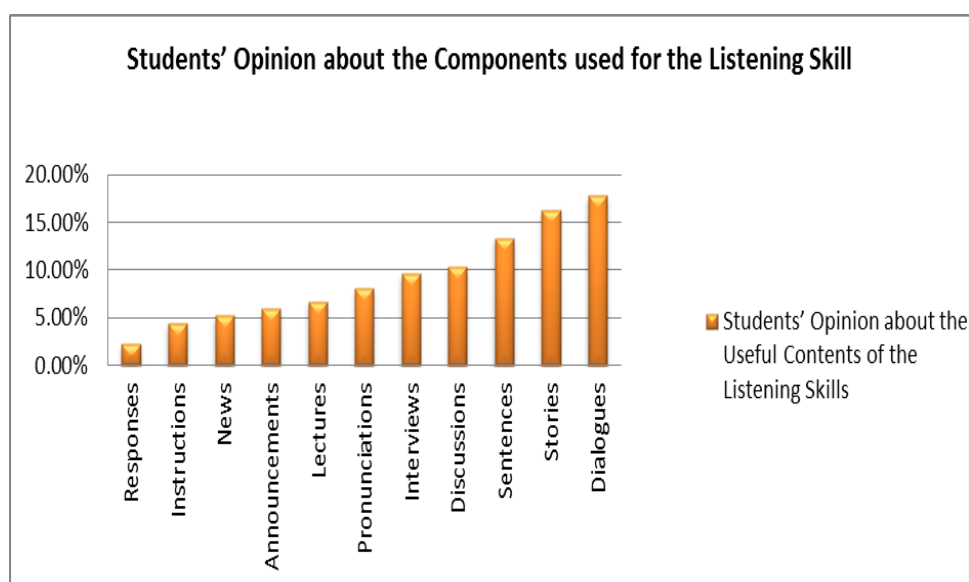
Looking at the table number 5.5.10, it is clear that from the 'content' point of view, 17.77% students found 'dialogue' as the most useful content for enhancing their listening skill, 22.22% found 'responses' useful, 4.44% found 'instructions' useful, 5.19% found listening to the 'news' as the useful content, 5.93%found 'announcement' as the useful content, 6.67% found 'lectures' as the useful content, 8.15% found 'pronunciation' as the useful content , 9.63% found 'interviews' as the useful content , 10.37% found 'discussions' as the useful content, 13.33% found 'sentences' as the useful content, 16.30% found 'listening to stories' as the useful content for enhancing their listening skill in English.
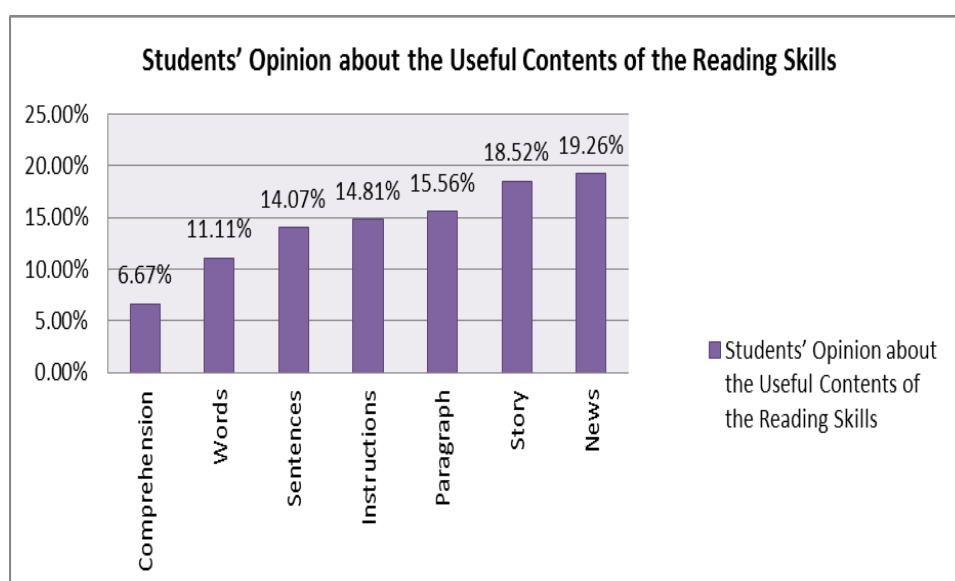
Table No. 5.5.11

Percentage-wise Presentation of the Students' Opinion about the Useful Contents of the Speaking Skills

Sl. No.	Contents	f	Percentage
1	Basics of Communication	01	00.74%
2	Debate	02	01.48%
3	Re-telling the story	03	02.22%
4	Types of communication	05	03.70%
5	Responses	08	05.93%
6	Instructions	08	05.93%
7	Elocution	08	05.93%
8	Debate	08	05.93%
9	Conversation	10	07.41%
10	Discussion	10	07.41%
11	Introduction	11	08.15%
12	Pronunciation	12	08.89%
13	Announcement	15	11.11%
14	Dialogue	15	11.11%
15	Interview	19	14.07%
Total	----------------	135	100%

Figure No. 5.5.11

Figure Showing the Students' Opinion about the Useful Contents of the Speaking Skills
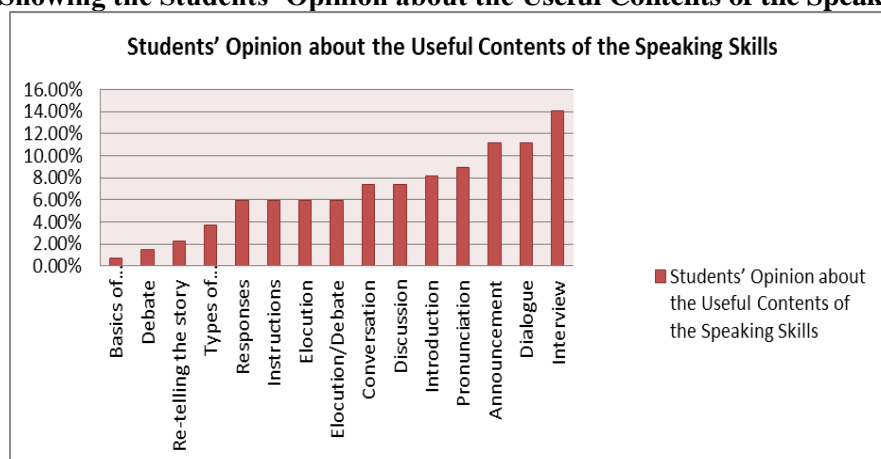
Looking at the table number 5.5.11, it is clear that from the 'content' point of view for enhancing the speaking skill, 00.74% students found 'basic of

communication' as the less useful content for enhancing their speaking skill, 1.48% found 'debate ' useful, 2.22% found 're-telling the stories as the useful content, 5.93%found 'responses' as the useful content the stories' useful, 3.70% found 'types of communication' as the useful content, 5.93%found 'responses' as the useful content, 5.93%found 'instructions' as the useful content, 5.93%found 'elocution' as the useful content, and 5.93%found 'debate' as the useful content. 7.41% found 'conversation' as the useful content, 7.41% found 'discussion' as the useful content,8.15% found 'introduction' as the useful content , 8.89% found 'pronunciation' as the useful content , 11.11% found 'announcement' as the useful content, 11.11% found 'dialogue' as the useful content, 14.07% found 'interview' as the useful content for enhancing their speaking skill in English.

Table No. 5.5.12

Percentage-wise Presentation of the Students' Opinion about the Useful Contents of the Reading Skills

Sl. No.	Contents	f	Percentage
1	Comprehension	09	06.67%
2	Words/Vocabulary	15	11.11%
3	Sentences	19	14.07%
4	Instructions	20	14.81%
5	Paragraph	21	15.56%
6	Story	25	18.52%
7	News	26	19.26%
Total	----------------	135	100%

Figure No. 5.5.12

Figure Showing the Students' Opinion about the Useful Contents of the Reading Skills

Looking at the table number 5.5.12, it is clear that from the 'content' point of view for enhancing the reading skill, 6.67% students found 'comprehension' as the useful content, 11.11% found 'vocabulary' useful, 14.07% found 'sentences' as useful content, 14.81% found 'instructions' as the useful content useful, 15.56% found 'paragraph' as the useful content, 18.52% found 'story' as the useful content, 19.26%found 'reading the news' as the useful content enhancing their reading skills in English.

Table No. 5.5.13

Percentage-wise Presentation of the Students' Opinion about the Useful Contents of the Writing Skills

Sl. No.	Contents	f	Percentage
1	Types of Communication	02	01.48%
2	Paragraph Writing	02	01.48%
3	Letter Writing	02	01.48%
4	Grammar(Sentence)	03	02.22%
5	Grammar(Verbs)	05	03.70%
6	Grammar(General)	07	05.19%
7	Basics of Communication	09	06.67%
8	Grammar(Tenses)	10	07.41%
9	Comprehension	11	08.15%
10	Letter-Writing Technique	13	09.63%
11	Composition	13	09.63%
12	E-mail	13	09.63%
13	Vocabulary	22	16.30%
14	Application	23	17.03%
Total	-----------------	135	100%

Figure No. 5.5.13

Figure Showing the Students' Opinion about the Useful Contents of the Writing Skills
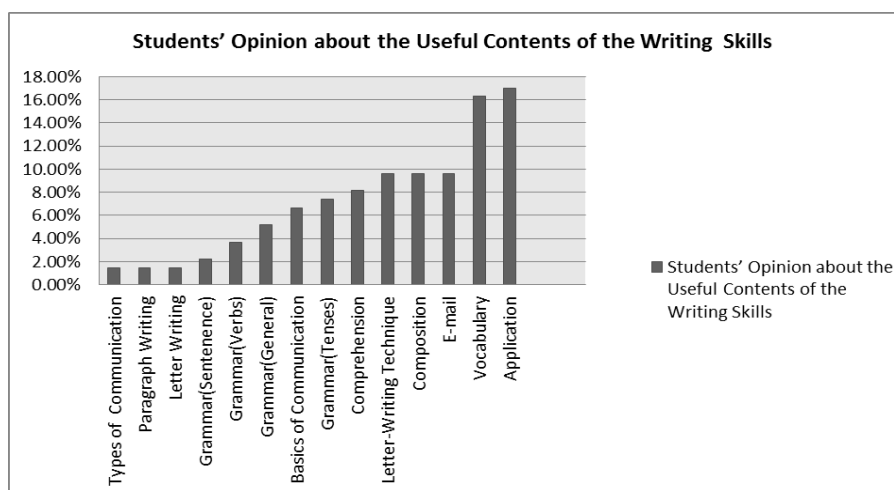
Looking at the table number 5.5.13, it is clear that from the 'content' point of view for enhancing the writing skill, 1.48% students found 'types of communication'

as the useful content, 1.48% found 'paragraph writing' useful, 1.48% found 'letter-writing' as useful content, 2.22 % found 'grammar(sentence)' as the useful content useful, 3.70% found 'grammar(verbs)' as the useful content, 5.19% found 'grammar'(general) as the useful content, 6.67%found 'basics of communication' as the useful content. 7.41% students found 'grammar' (tenses) as the useful content, 8.15% students found 'comprehension' as the useful content, 9.63% students found 'letter-writing techniques' as the useful content, 9.63% students found 'composition' as the useful content, 9.63% students found 'E-mail' as the useful content, 16.30% students found 'vocabulary' as the useful content and 17.03% students found 'application' as the useful content for enhancing their written communication skills in English

- In order to know the students' opinion about the usefulness of the 'methods' during the programme, the students were asked to give their opinions about the methods which they had found most useful for enhancing their Communication Skills in English. The data analysis and interpretation of the skills are presented independently.

Table No. 5.5.14

Percentage-wise Presentation of the Students' Opinion about the Methods used for Enhancing Listening Skill

Method	*f*	Percentage
Audio-visual	03	11.11%
Imitation	03	11.11%
Lecture-cum-discussion	05	18.53%
Phonetic	05	18.53%
Audio-lingual	11	22.22%
Total	**27**	**100%**

Figure No. 5.5.14

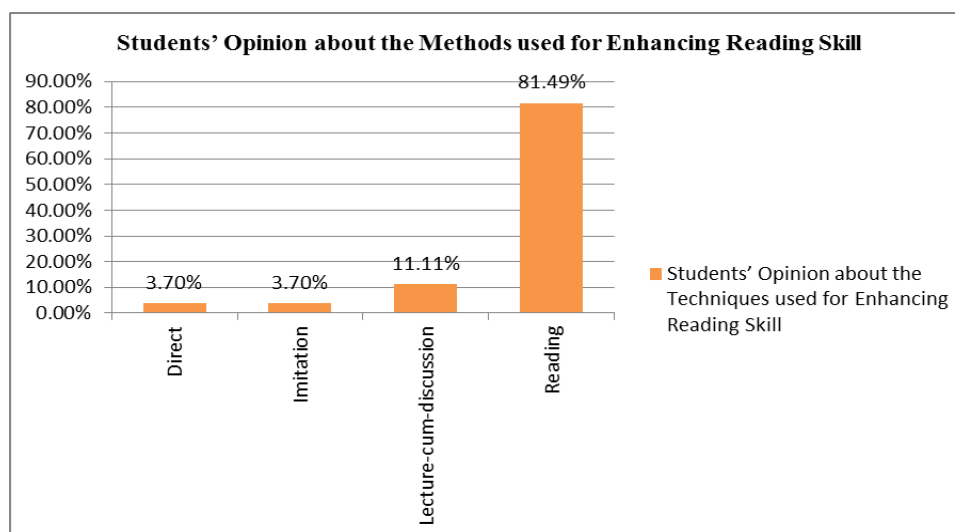**Figure Showing the Students' Opinion about the Methods used for Enhancing Listening Skill**
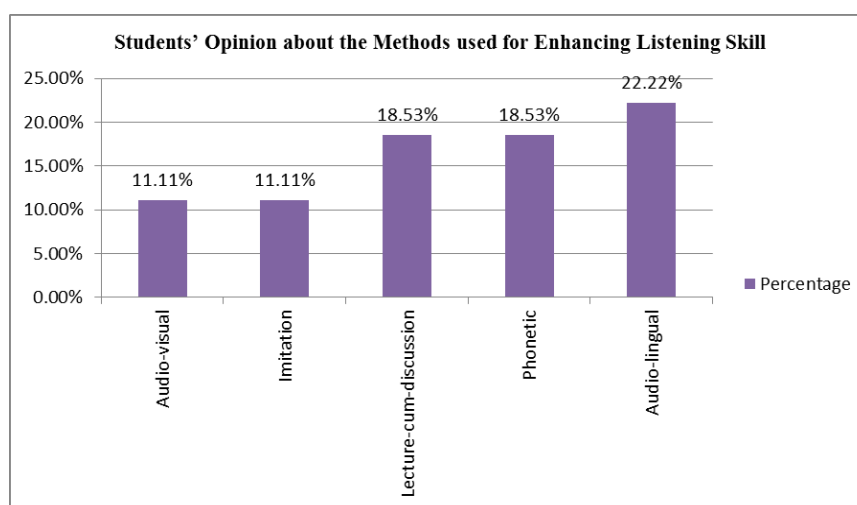
Table number 5.5.14 makes it clear that in case of the usefulness of the method for enhancing the listening skill, 11.11% students found 'audio-visual' method useful, 18.53% students found 'lecture-cum-discussion' method useful, 11.11% students found 'audio-visual' method useful, 11.11% students found 'imitation' method useful and 22.22% found 'audio-lingual' method useful, 18.53% found 'phonetic' method useful for enhancing their listening skills in English.

Table No. 5.5.15

Percentage-wise Presentation of the Students' Opinion about the Methods used for Enhancing Speaking Skill

Method	f	Percentage
Lecture-cum-discussion	05	18.53%
Direct	06	22.22%
Imitation	07	25.93%
Audio-Lingual	09	33.32%
Total	**27**	**100%**

Figure No. 5.5.15

Figure Showing the Students' Opinion about the Methods used for Enhancing Speaking Skill

Students' Opinion about the Methods used for Enhancing Speaking Skill
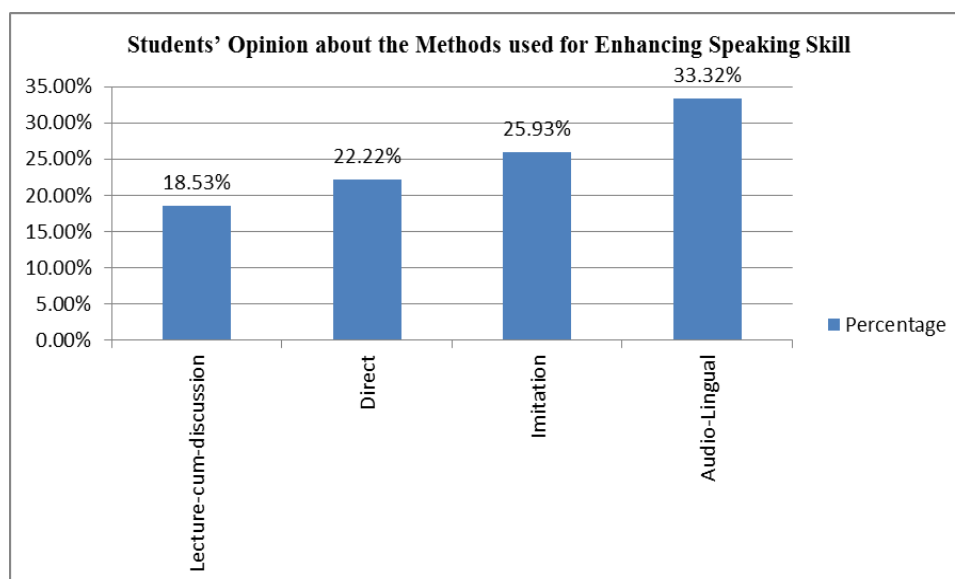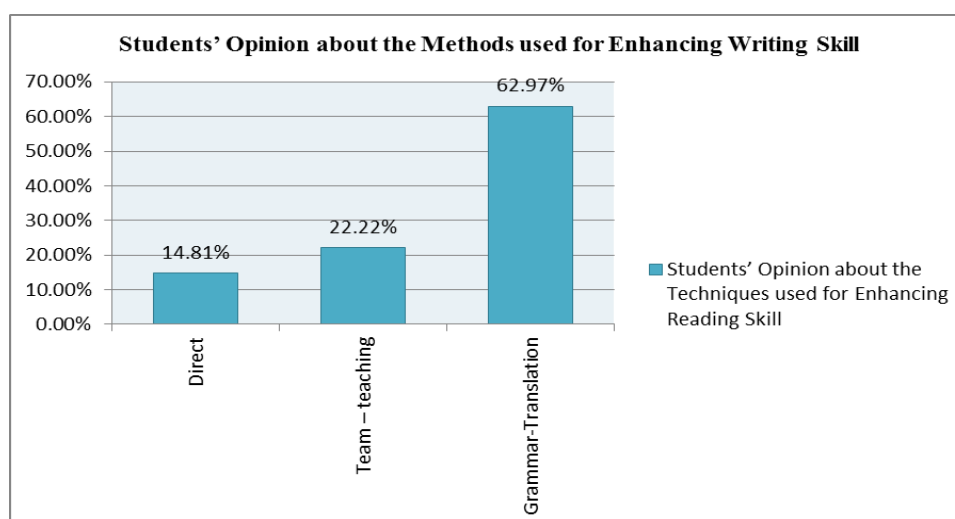
Table number 5.5.15 makes it clear that in case of the usefulness of the method for enhancing the listening skill, 18.53% students found 'lecture-cum-discussion' method useful, 22.22% students found 'direct' method useful, 25.93% students found 'imitation' method useful and 33.32% found 'audio-lingual' method useful for enhancing their listening skills in English.

Table No. 5.5.16

Percentage-wise Presentation of the Students' Opinion about the Methods used for Enhancing Reading Skill

Method	*f*	Percentage
Direct	01	03.70%
Imitation	01	03.70%
Lecture-cum-discussion	03	11.11%
Reading	22	81.49%
Total	**27**	**100%**

Figure No. 5.5.16

Figure Showing the Students' Opinion about the Methods used for Enhancing Reading Skill

Table number 5.5.16 makes it clear that in case of the usefulness of the method for enhancing the reading skill, 3.70 % students found 'direct' method useful, other 3.70% students found 'imitation' method useful, 11.11% students found 'lecture-cum-discussion' method useful, 81.40% students found 'reading ' method useful and 33.32% found 'audio-lingual' method useful for enhancing their listening skills in English.

Table No. 5.5.17

Percentage-wise Presentation of the Students' Opinion about the Methods used for Enhancing Writing Skill

Method	*f*	Percentage
Direct	04	14.81%
Team – teaching	06	22.22%
Grammar-Translation	17	62.97%
Total	**27**	**100%**

Figure No. 5.5.17

Figure Showing the Students' Opinion about the Methods used for Enhancing Writing Skill

Table number 5.5.17 makes it clear that in case of the usefulness of the method for enhancing the writing skill, 14.81% students found 'direct' method useful, other 22.22% students found 'team-teaching' method useful, 62.97% students found 'grammar-translation' method useful for enhancing their writing skills in English

In order to know the students' opinion about the usefulness of the 'techniques' during the programme, the students were asked to give their opinions about the techniques which they had found most useful for enhancing their Communication Skills in English. The data analysis and interpretation of the skills are presented independently.

Table No. 5.5.18

Percentage-wise Presentation of the Students' Opinion about the Techniques used for Enhancing Listening Skill

| Technique	*f*	Percentage
Narrative	01	03.70%
Role Play	10	37.04%
Listen & Follow	16	60.26%
Total	**27**	**100%**

Looking at table number 5.5.18, it makes it clear that 3.70% students found 'narrative' technique useful, 37.04% students found 'role-play' technique useful and 60.28% students found 'listen and follow' technique useful for enhancing their listening skill in English.

Figure No.5.5.18

Figure Showing the Students' Opinion about the Techniques used for Enhancing Listening Skill
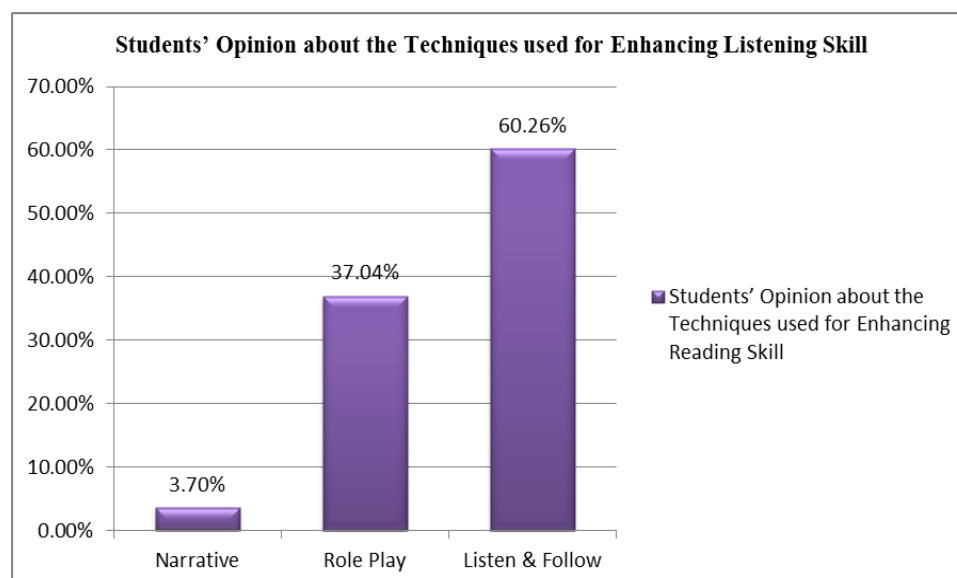
Table No. 5.5.19

Percentage-wise Presentation of the Students' Opinion about the Techniques used for Enhancing Speaking Skill

Technique	*f*	Percentage
Listen & Follow	01	03.70%
Narrative	05	18.52%
Listen and Speak	10	37.04%
Role Play	11	40.74%
Total	**27**	**100%**

Figure No. 5.5.19

Figure Showing the Students' Opinion about the Techniques used for Enhancing Speaking Skill

Students' Opinion about the Techniques used for Enhancing Speaking Skill
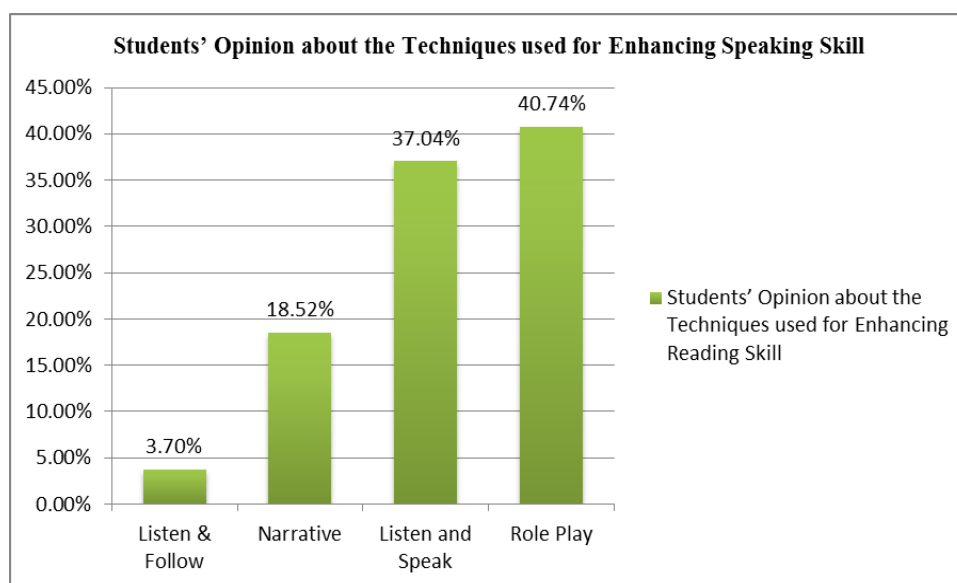
Looking at table number 5.5.19, it makes it clear that 18.52% students found 'narrative' technique useful, 40.74% students found 'role-play' technique useful 3.70% students found 'listen and follow' technique useful 37.04% students found 'listen and speak' technique useful for enhancing their speaking skill in English for enhancing their listening skill in English.

Table No. 5.5.20

Percentage-wise Presentation of the Students' Opinion about the Techniques used for Enhancing Reading Skill

Technique	*f*	Percentage
Read and Follow	04	14.81%
Role Play	10	37.04%
See and Follow	13	48.15%
Total	**27**	**100%**

Figure No.5.5.20

Figure Showing the Students' Opinion about the Techniques used for Enhancing Reading Skill
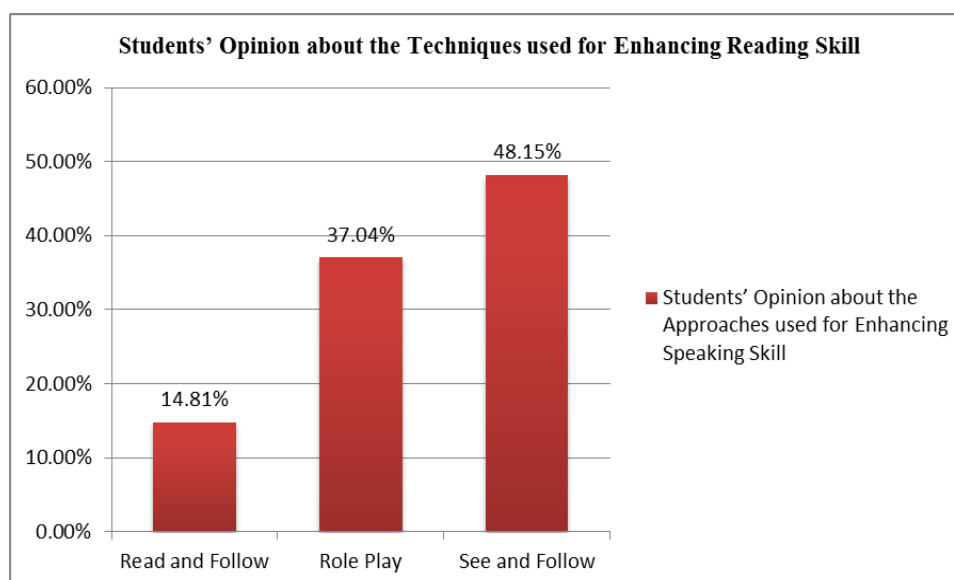
Looking at table number 5.5.20, it makes it clear that 14.81% students found 'read and follow' technique useful, 37.04% students found 'role-play' technique useful 48.15% students found 'see and follow' technique useful for enhancing their speaking skill in English for enhancing their reading skill in English.

Table No. 5.5.21

Percentage-wise Presentation of the Students' Opinion about the Techniques used for Enhancing Writing Skill

Technique	*f*	Percentage
Narrative	06	22.22%
Descriptive	09	33.33%
Read and Follow	12	44.45%
Total	**27**	**100%**

Figure No. 5.5.21

Figure Showing the Students' Opinion about the Techniques used for Enhancing Writing Skill
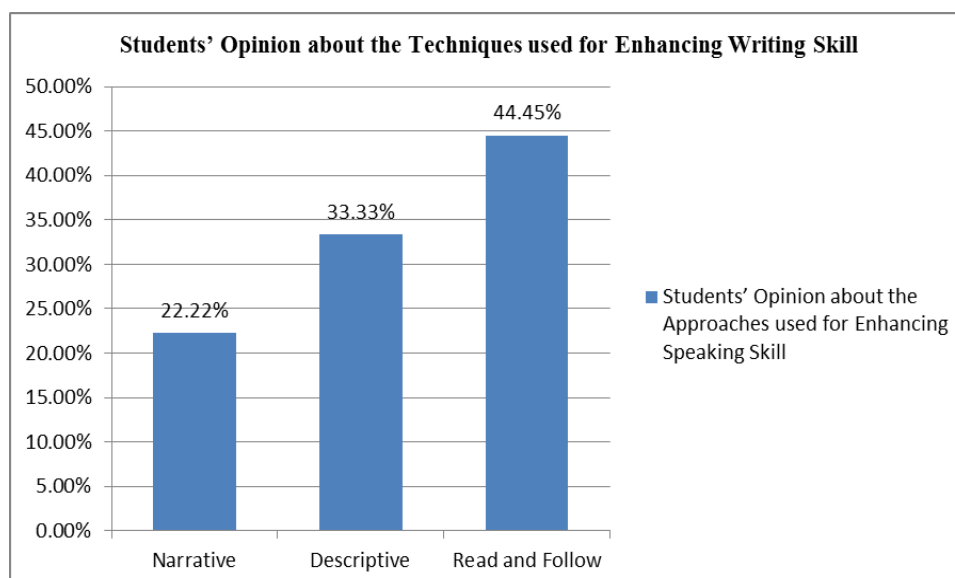
Table No. 5.5.21 makes it clear that 22.22% students found 'narrative' technique useful, 33.33% students found 'descriptive' technique useful 44.45% students found 'read and follow' technique useful for enhancing their writing skill in English.

- In order to know the students' opinion about the usefulness of the 'resources' during the programme, the students were asked to give their opinions about the resources which they had found most useful for enhancing their Communication Skills in English. The data analysis and interpretation of the skills are presented with independently.

Table No. 5.5.22

Percentage-wise Presentation of the Students' Opinion about the Resources used for Enhancing Listening Skill

| Resources	*f*	Percentage
Reference Books	01	03.70%
Board	04	14.81%
Human Resource	05	18.52%
Tape Recorder	07	25.93%
Television/Laptop	10	37.04%
Total	**27**	**100%**

Figure No. 5.5.22

Figure Showing the Students' Opinion about the Resources used for Enhancing Listening Skill
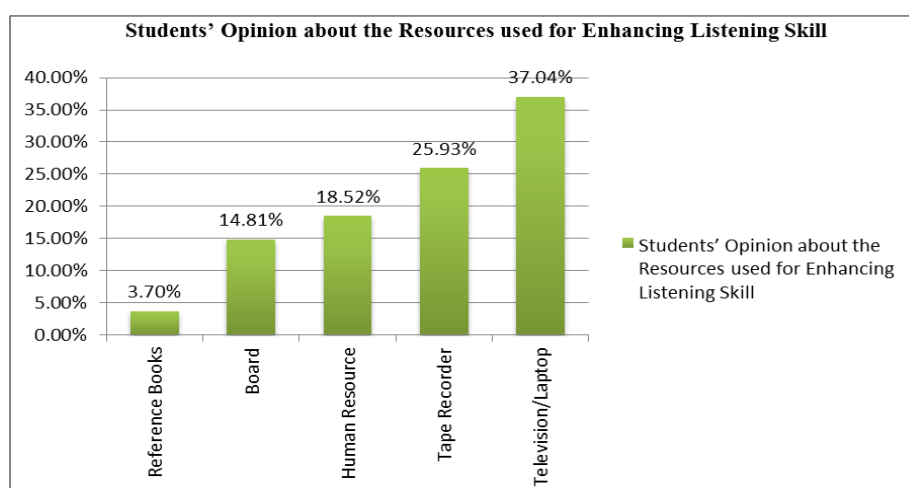
Looking at table number 5.5.22, it makes it clear that 3.70% students found 'reference books ' as useful resource, 14.81% students found 'board' as useful resource, 18.52% students found 'human resource' as useful resource, 25.93% students found 'tape recorder as the useful resource and 37.04% students found television or laptop as the useful resource for enhancing their listening skill in English.

Table No. 5.5.23

Percentage-wise Presentation of the Students' Opinion about the Resources used for Enhancing Speaking Skill

Resources	*f*	Percentage
Board	01	03.70%
Reference Books	04	14.81%
Human Resource	10	37.04%
Tape Recorder	12	44.45%
Total	**27**	**100%**

Figure No.5.5.23

Figure Showing the Students' Opinion about the Resources used for Enhancing Speaking Skill
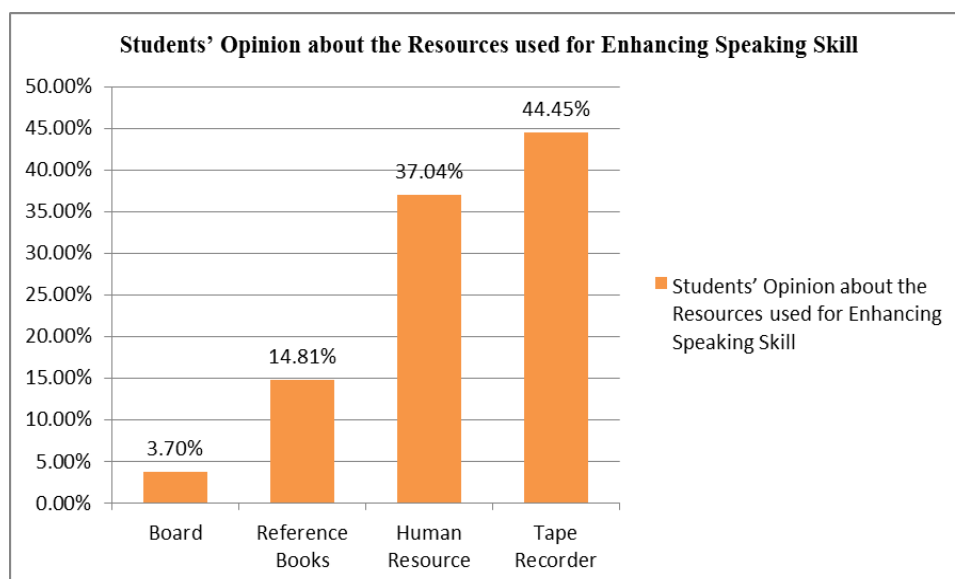
Looking at table number 5.5.23, it makes it clear that 3.70% students found 'board' as useful resource, 14.81% students found 'reference books' as useful resource, 37.04% students found 'human resource' as useful resource, 44.45% students found 'tape recorder' as the useful resource for enhancing their speaking skill in English.

Table No. 5.5.24

Percentage-wise Presentation of the Students' Opinion about the Resources used for Enhancing Reading Skill

Resources	f	Percentage
Board	02	07.41%
Human Resource	02	07.41%
Reference Books	03	11.11%
News papers	20	74.07%
Total	**27**	**100%**

Figure No. 5.5.24

Figure Showing the Students' Opinion about the Resources used for Enhancing Reading Skill
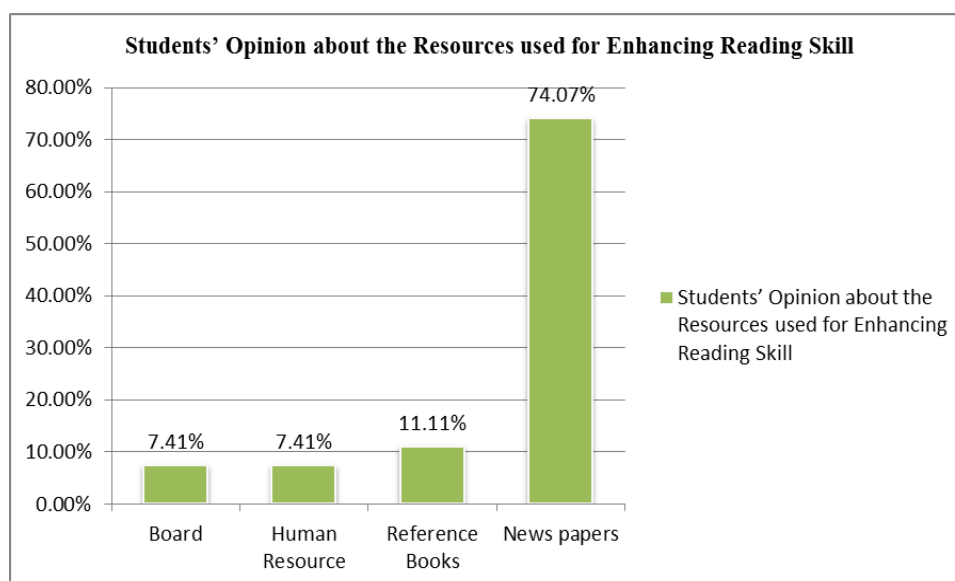
Looking at table number 5.5.24, it makes it clear that 7.41% students found 'board' as useful resource, 11.11% students found 'reference books' as useful resource, 7.41% students found 'human resource' as useful resource, 74.07% students found 'newspapers' as the useful resource for enhancing their reading skill in English.

Table No. 5.5.25

Percentage-wise Presentation of the Students' Opinion about the Resources used for Enhancing Writing Skill

Resources	*f*	Percentage
Sheets /Handouts	02	07.41%
Reference Books	03	11.11%
Human Resource	10	37.04%
Board	12	44.45%
Total	**27**	**100%**

Figure No. 5.5.25

Figure Showing the Students' Opinion about the Resources used for Enhancing Writing Skill
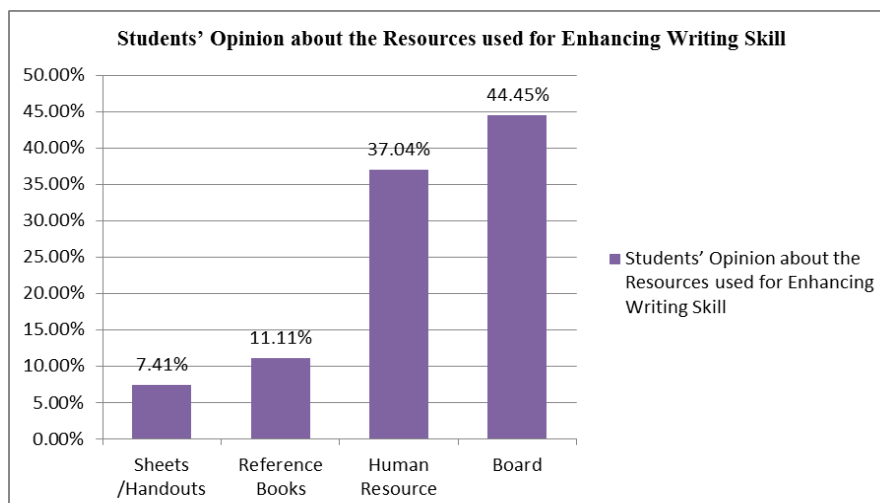
Looking at table number 5.5.25, it makes it clear that 44.45% students found 'board' as useful resource, 11.11% students found 'reference books' as useful resource, 37.04% students found 'human resource' as useful resource, 7.41% students found 'sheets/handouts ' as the useful resource for enhancing their writing skill in English.

- In order to know the students' opinion about the usefulness of the 'approaches' during the programme, the students were asked to give their opinions about the approaches' which they had found most useful for enhancing their Communication Skills in English. The data analysis and interpretation of the skills are presented independently.
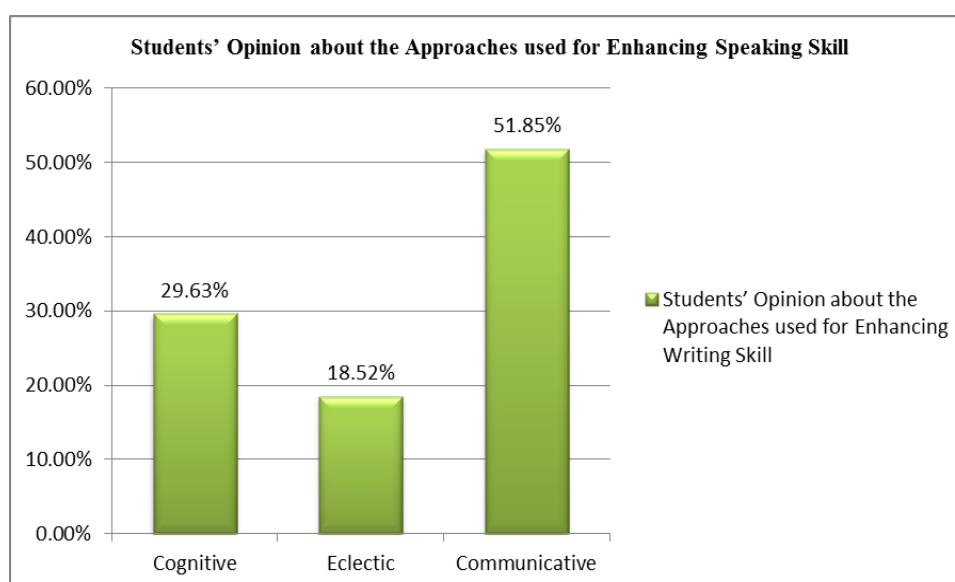
Table No. 5.5.26

Percentage-wise Presentation of the Students' Opinion about the Approaches used for Enhancing Listening Skill

Approach	*f*	Percentage
Cognitive	03	11.11%
Eclectic	05	18.52%
Communicative	19	70.37%
Total	**27**	**100%**

Figure No. 5.5.26

Figure Showing the Students' Opinion about the Approaches used for Enhancing Listening Skill
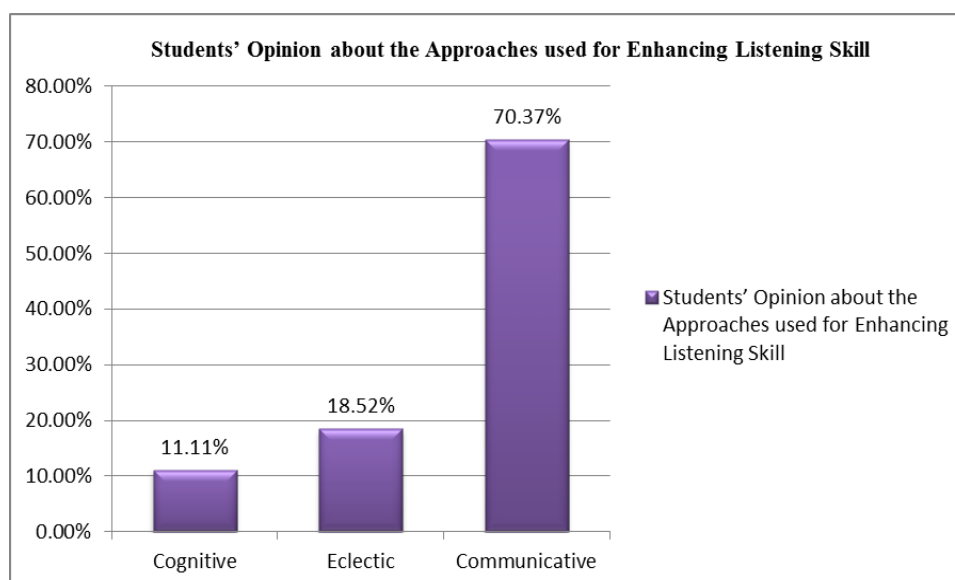
Looking at table number 5.5.26, it makes it clear that 11.11% students found 'cognitive approach' as useful approach, 18.52% students found 'eclectic approach' as useful approach , 70.37% students found 'communicative approach' as useful approach for enhancing their listening skill in English.

Table No. 5.5.27

Percentage-wise Presentation of the Students' Opinion about the Approaches used for Enhancing Speaking Skill

Approach	*f*	Percentage
Eclectic	05	18.52%
Cognitive	08	29.63%
Communicative	14	51.85%
Total	**27**	**100%**

Figure No. 5.5.27

Figure Showing the Students' Opinion about the Approaches used for Enhancing Speaking Skill
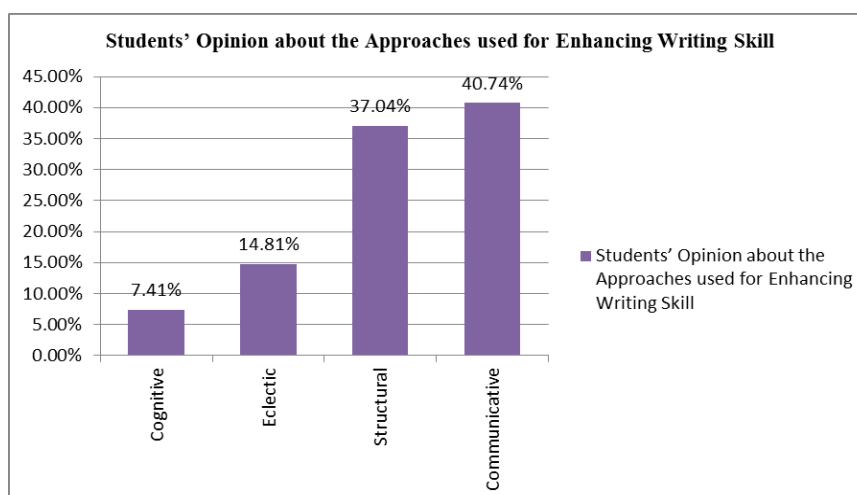

Looking at table number 5.5.27, it makes it clear that 29.63% students found 'cognitive approach' as useful approach, 18.52% students found 'eclectic approach' as useful approach, 51.85% students found 'communicative approach' as useful approach for enhancing their speaking skill in English.

Table No. 5.5.28

Percentage-wise Presentation of the Students' Opinion about the Approaches used for Enhancing Reading Skill

Approach	*f*	Percentage
Communicative	02	07.41%
Eclectic	05	18.52%
Cognitive	08	29.63%
Structural	12	44.45%
Total	**27**	**100%**

Figure No. 5.5.28

Figure Showing the Students' Opinion about the Approaches used for Enhancing Reading Skill
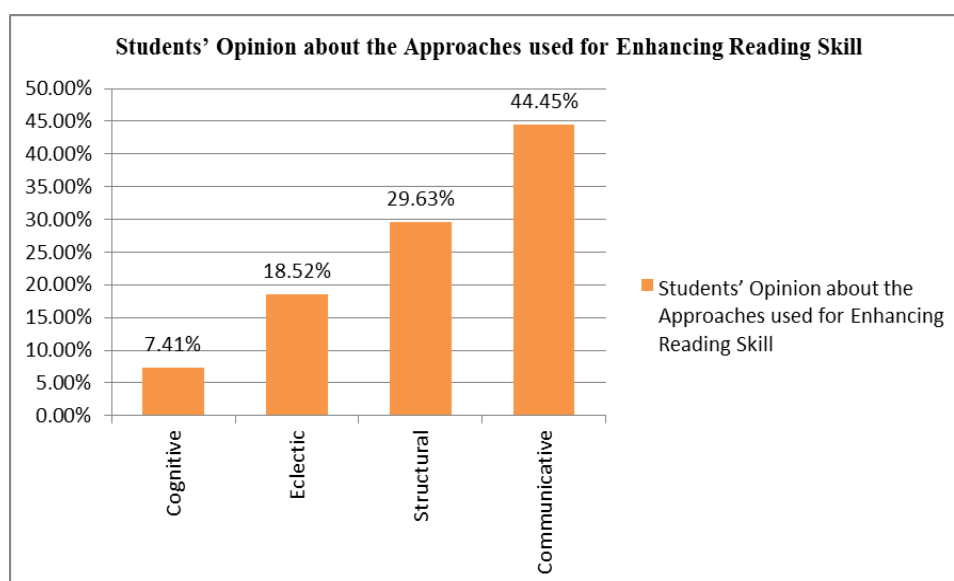
Looking at table number 5.5.28, it makes it clear that 29.63% students found 'cognitive approach' as useful approach, 18.52% students found 'eclectic approach' as useful approach , 7.51% students found 'communicative approach' as useful approach and 44.45% students found 'structural approach as useful approach for enhancing their reading skill in English.

Table No. 5.5.29

Percentage-wise Presentation of the Students' Opinion about the Approaches used for Enhancing Writing Skill

Approach	*f*	Percentage
Cognitive	02	07.41%
Eclectic	04	14.81%
Structural	10	37.04%
Communicative	11	40.74%
Total	**27**	**100%**

Figure No. 5.5.29

Figure Showing the Students' Opinion about the Approaches used for Enhancing Writing Skill

Table No. 5.5.29 makes it clear that 07.41% students found 'cognitive approach' as useful approach, 14.81% students found 'eclectic approach' as useful approach , 40.74% students found 'communicative approach' as useful approach and 37.04% students found 'structural approach as useful approach for enhancing their writing skill in English.

- With a view to know the students' views regarding the items/ activities during the programme, the researcher framed one question regarding it. The data analysis and interpretation of the skills are presented independently.

Table No. 5.5.30

Percentage-wise Presentation of the Students' Opinion about the Items/Activities for enhancing their communication skills in English

Sr. No.	Listening Skills	Speaking Skills	Reading Skills	Writing Skills
Warm Up	100 % 'Yes'	100 % 'Yes'	100 % 'Yes'	100 % 'Yes'
Learning	100 % 'Yes'	100 % 'Yes'	100 % 'Yes'	100 % 'Yes'
Evaluation	100 % 'Yes'	100 % 'Yes'	100 % 'Yes'	100 % 'Yes'
Total	100 % 'Yes'	100 % 'Yes'	100 % 'Yes'	100 % 'Yes'

Figure No. 5.5.30

Figure Showing the Students' Opinion about the Items/Activities for enhancing their communication skills in English
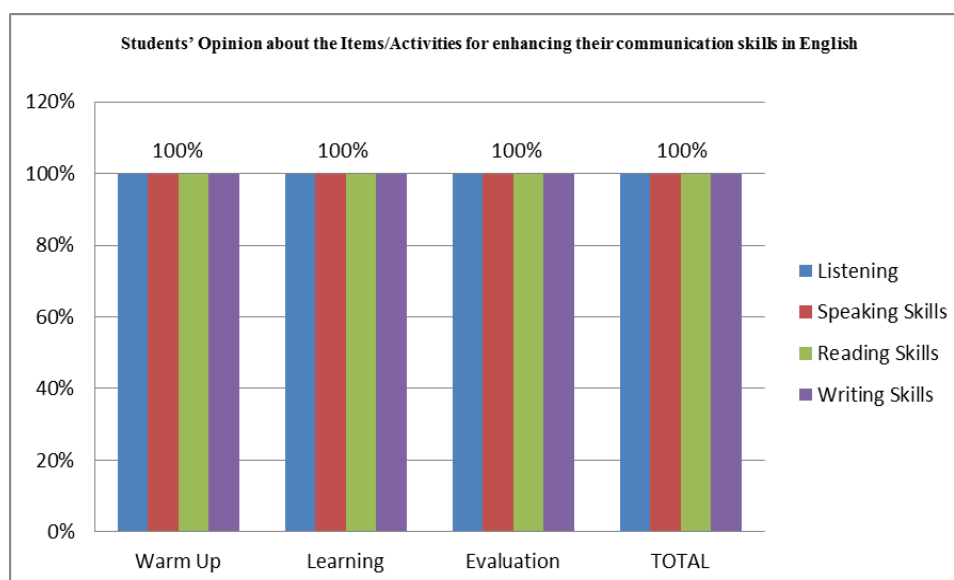
Table number 5.5.30 makes it clear that 100% students had enjoyed each and every items and activities like 'Warm Up' activity, 'Learning' activity and 'Evaluation' items during the programme.

Then the students were asked to give their opinion with regard to the extent they were satisfied with the usefulness of the strategy for the enhancement of their communication skills.

Table No. 5.5.31

Percentage-wise Presentation of the Students' Opinion about the Usefulness of the Present Strategy for enhancing their communication skills in English

Sr.No.	Skills	Fully	Partly	Total
1	Listening Skill	**27/100%**	**00**	100%
2	Speaking Skill	**22/ 81.48%**	**05/18.52%**	100%
3	Reading Skill	**27/100%**	**00**	100%
4	Writing Skill	**26/96.30%**	**01/03.70%**	100%
***	Total Result	77.78%	22.22%	100%

Figure No. 5.5.31

Figure Showing the Students' Opinion about the Usefulness of the Present Strategy for Enhancing their communication skills in English
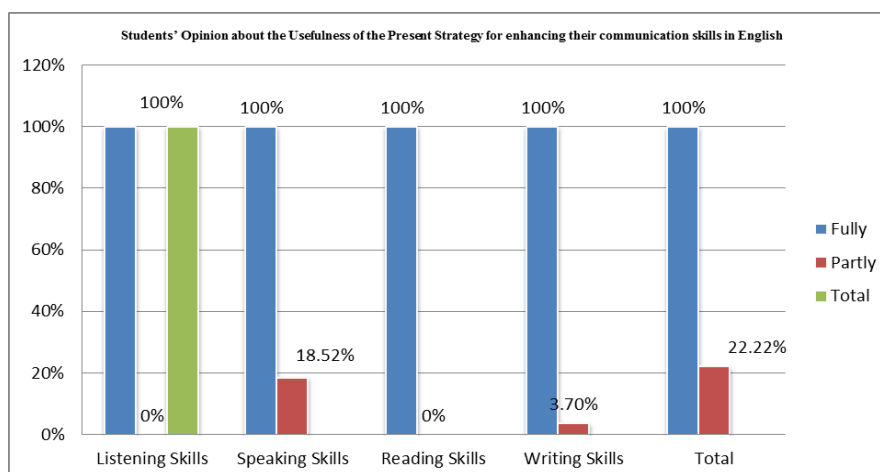
Table number 5.5.31 makes it clear that 100% students found that the strategy was fully useful for enhancing their listening skill and reading skill in English. 61.48% students found that the strategy was fully useful for enhancing their speaking skill, 18.52% opined that the strategy was partly useful for enhancing their speaking skill in English. 96.30% opined that strategy was fully useful for enhancing their writing skill in English and 3.70% opined that strategy was partly useful for enhancing their writing skill in English.

- The students were also asked to express their views on the time-provision for enhancing their communication skills in English.

Table No. 5.5.32

Percentage-wise Presentation of the Students' Opinion about the Time-Period Provision for Enhancing their Communication Skills in English

Sl. No.	Skills	Yes	Percentage
1	Listening Skills	27	100%
2	Speaking Skills	27	100%
3	Reading Skills	27	100%
4	Writing Skills	27	100%
Total		**100%**	**100%**

Figure No. 5.5.32

Figure Showing the Students' Opinion about the Time-Period Provision for Enhancing their Communication Skills in English
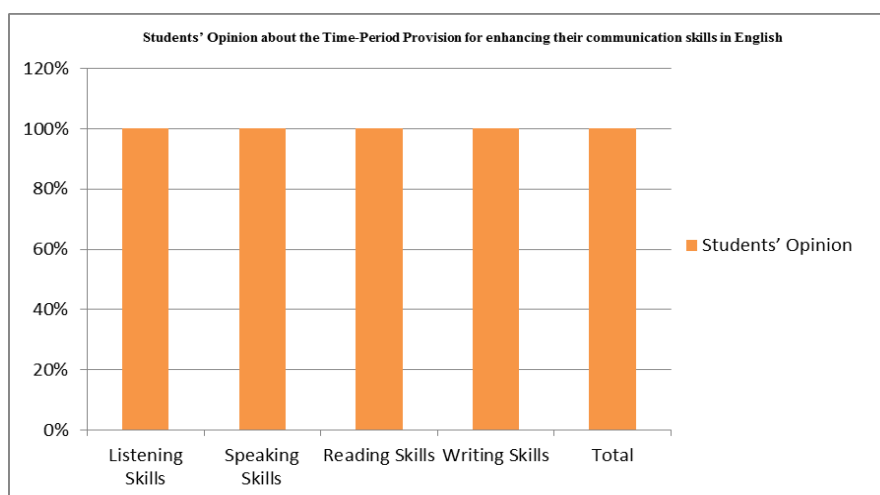
Table number 5.5.32 indicates that 100% students felt that time provision for the purpose of enhancing communication skills in English was sufficient.

Then the students were also asked to express their views on the usefulness of the evaluation session for enhancing their communication skills in English.

Table No. 5.5.33

Percentage-wise Presentation of the Students' Opinion about the

Evaluation Session

Sr. No.	Response	Yes	Percentage
1	Yes	27	100%
2	No	00	00%
3	Cannot say	00	00%
Total		27	100%

Table No. 5.5.33 makes it clear that 100% students found the evaluation session as the most useful session for enhancing their communication skills in English.

- Then the students were also asked to express their views about the clarification for the difficult points during the sessions. Their views are presented in table number 5.5.34

Table No. 5.5.34

Percentage-wise Presentation of the Students' Opinion about the Clarification

Sr. No.	Response	Yes	Percentage
1	Yes	27	100%
2	No	00	00%
3	Cannot say	00	00%
Total		27	100%

Figure No. 5.5.34

Figure Showing the Students' Opinion about the Clarification
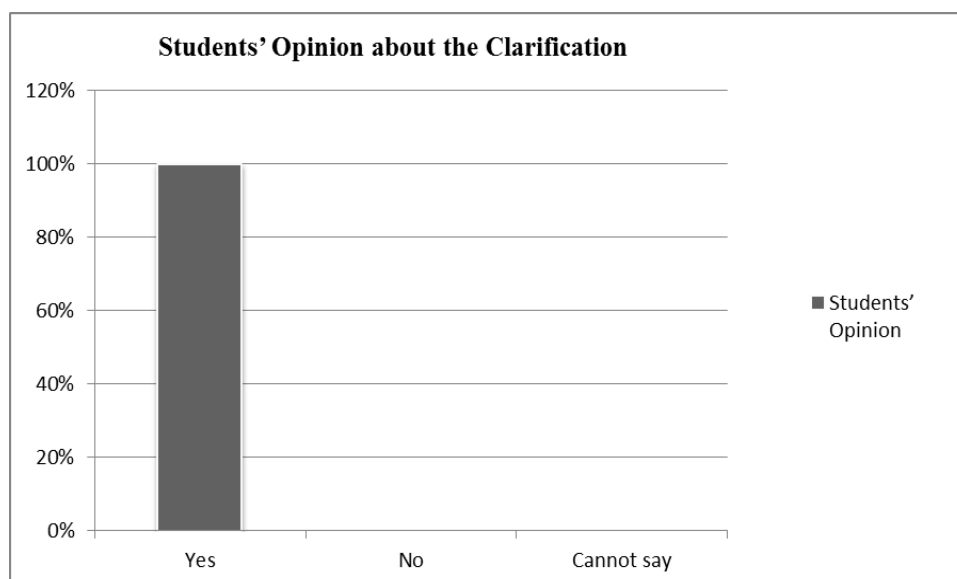
Table No.5.5.34 makes it clear that 100% students were satisfied with the clarifications made by the researcher for the difficult points.

- When the students were asked to whether their communication skills in English had enhanced through the programme.

Table No. 5.5.35

Percentage-wise Presentation of the Students' Opinion about Skill-Enhancement through the present programme

Sr. No.	Response	Yes	Percentage
1	Yes	27	100%
2	No	00	00%
3	Cannot say	00	00%
	Total	27	100%

Table No. 5.5.35 shows that 100% students realized that their communication skills in English were definitely enhanced through the programme.

- Students were asked to give their opinions about self-judgment about their skill-enhancement. They were guided to write frankly about the skill which they found developed first and gradually the other skills in sequence as they had assessed their skill enhancement. Table number 5.5.36 presents its detail.

Table No. 5.5.36

Percentage-wise Presentation of the Students' Opinion on Gradual Skill-Enhancement through the present programme

Sr. No.	Skills	First (Developed)	Second (Developed)	Third (Developed)	Fourth (Developed)	Total
1	Listening	05 / 18.50%	08 / 29.63%	07 / 25.93%	07 / 25.93%	100%
2	Speaking	16 / 59.30%	05 / 18.52%	02 / 07.40%	04 / 14.80%	100%
3	Reading	01 / 03.70%	09 / 33.33%	12 / 44.45%	05/18.52%	100%
4	Writing	05 / 18.50%	05 / 18.52%	06 / 22.22%	11 / 40.74%	100%
	Total	27 / 100 %	27 / 100 %	27 / 100%	27 / 100%	100%

Figure No. 5.5.36

Figure Showing the Students' Opinion on Gradual Skill-Enhancement through the present programme
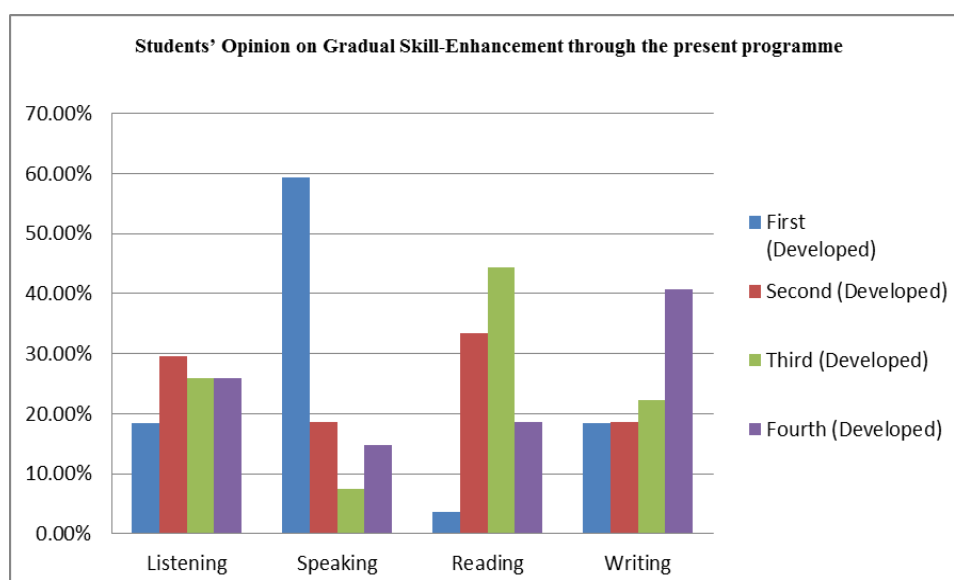
- **Students' Opinion about the Listening Skill Enhancement**

    It was found from the table number 5.5.36 that 18.50% students found that their listening skill developed first. 29.63% students believed that their listening skill developed after the development of other skill. 25.93% students believed that their listening skill developed after the development of the other two skills. 25.93% students believed that their listening skill developed last and after the development of the other three skills.

- **Students' Opinion about the Speaking Skill Enhancement**

    It was found from the table number 5.5.36 that 59.30% students found that their speaking skill developed first. 18.52% students believed that their speaking skill developed after the development of other skill. 07.40% students believed that their speaking skill developed after the development of the other two skills. The 14.80% students believed that their speaking skill developed last and after the development of the other three skills.

- **Students' Opinion about the Reading Skill Enhancement**

    It was found from the table 5.5.36 that 3.70% students found that their reading skill developed first. 33.33% students believed that their reading skill developed after the development of other skill. 44.45% students believed that their reading skill developed after the development of the other two skills.18.52 % students believed that their reading kill developed last and after the development of the other three skills.

- **Students' Opinion about the Writing Skill Enhancement**

    It was found from the table number 5.5.36 that 18.50% students found that their writing skill developed first. 18.52% students believed that their writing skill developed after the development of other skill. 22.22 % students believed that their writing skill developed after the development of the other two skills. 40.74% students believed that their writing skill developed last and after the development of the other three skills.

- In order to make the students evaluate themselves 'before' and 'after' the programme from average to better, from better to best or from best to better, the question regarding it was asked.

Table No. 5.5.37

Percentage-wise Presentation of the Students' Opinion on Gradual Skill-Enhancement

through the present programme

Level	Average to Better	Better to Best	Average to Best
After Intervention	05	01	21
Total	18.52%	03.70%	77.78

Figure No. 5.5.37

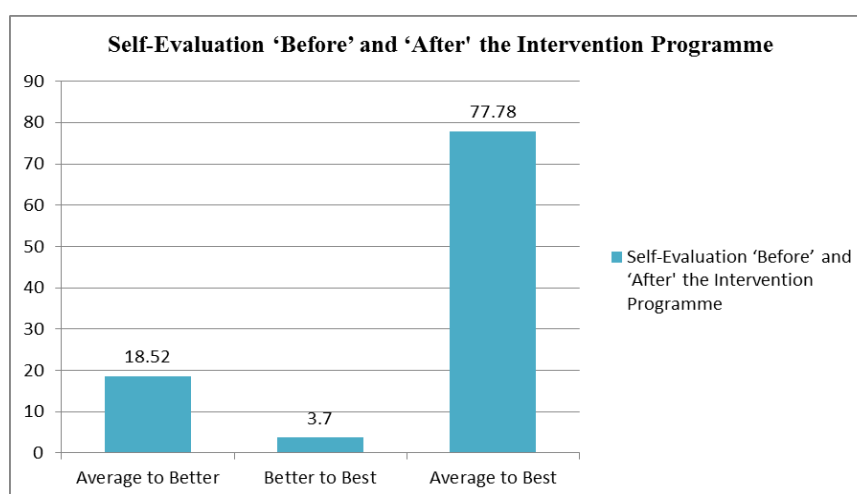**Figure Showing the Students' Self-Evaluation 'After' the Intervention Programme**

Table number 5.5.37 makes it clear that 18.52% students found themselves from average level to the better level, 3.70% students found themselves from the better level to the best level and 77.78% found themselves from the average level to the best level.

Then the students were also asked to give their opinions on the overall usefulness of the programme through which they had undergone. 100% opined positively as an effective programme for enhancing their communication skills in English.

5.6 Discussion

In order to achieve the objectives of the present study, the researcher collected the data from the information sheets, pre-test, post-test and the questionnaire. The data

were analysed qualitatively and quantitatively. Through the collected information from the information sheets, it was found that the selected group of the students had assessed their own communicative abilities either poor or good but not better (Table 5.1.11). Looking at the data collected from the pre-test, the achievement test scores presented that 22.37% students were good performers, 1.85% students were found very good performers, 50% students were found average performers and 27.78% students were found poor performers. In the structured interview, no student could perform in an excellent or better way that shows that all the students were not good speakers in English. Their initial level of the communication skills in English was poor in speaking skill. In writing skill, 50%students were good in case of general information related matters and in responding to the language related questions but 90%students were found that were lacking in their communication skills in English. Even in the group discussion of the pre-test, most the students were found poor or average and some were found good. Then the researcher framed two groups on the basis of their matched Mean, Median, Mode and the S.D. this statistical analysis is presented in table number 5.5.38. two groups viz., the Experimental and the Control group were considered as the sample for the present study. The Experimental group was given the treatment whereas the Control group was not given the treatment. The treatment was meant as an implementation of a developed strategy to enhance the communication skills of the Experimental group. For the programme, the researcher developed the strategy using different components appropriate to the students' level of learning. It was implemented on the Experimental group. The researcher played the role of the facilitator throughout the programme which was of 45 sessions. Then, in order to study the effectiveness of the developed and the implemented strategy, the researcher administered the post-test which consisted of the achievement test, structured interview and the group discussion. The criteria of both tests were equal. After collecting the data, the researcher compared the results of both the groups' achievement scores. (Table numbers 5.4.1.2. 28, 5.4.1.2. 29, 5.4.1.30, 5.5.38). It showed that the students of the Experimental group who had undergone the programme related to enhancing their communication skills in English, achieved the higher scores than their own pre-test achievement scores whereas the

Control group students who did not undergo the programme related to enhancing the communication skills in English achieved the average or less marks than their own achievement test scores. That showed a wide difference in the results of the Experimental group and the Control group.

Considering the Speaking skills, the structured interview of the pre-test (Table numbers 5.2.2.1.1 to 5.2.2.1.27 and Table numbers 5.2.2.2.1 to 5.2.2.2.27) showed that most of the students responded to the close ended questions in good way but in case of the open-ended questions, all the students were average performers. They had the same performance in the group discussion also. But after the intervention programme in which the developed strategy was implemented on the Experimental group, it was found that all the students were very much aware of the importance of the enhanced communication skills in English. They were taking keen interest during the intervention programme.

The data collected from the post test were analyzed and interpreted which showed that the students of the Experimental group could become better communicators in English whereas the Control group students remained the same as they were before. Even the scores/grades of both the groups were analysed , interpreted and compared. The comparison showed that there was a significant difference between the pre-test and the post test results of the Experimental group. The difference was calculated on the base of Mean, Median, Mode and S.D that is presented in the table no. 5.5.38.

Table Showing the Mean, Median, Mode and S.D. of Both Groups

Table No. 5.5.38

EXPERIMENTAL GROUP

Scores	Mean	Median	Mode	S.D
Pre-test	45.28	44.16	43	7.86
Post-test	81.20	82.04	82.69	6.61

CONTROL GROUP

Scores	Mean	Median	Mode	S.D
Pre-test	42.87	43.21	43.33	9.50
Post-test	41.76	40.05	37.50	6.60

For the Experimental group, the 't' test was done where the calculated value(tc) was 27.36 and the table value of tt was 1.706. Hence 't' test. This shows that the special way of teaching has remained useful and effective to the students.

The above mentioned table shows that the strategy was found to be equally favourable to the students with different intelligence and initial communicative abilities. Students who learned according to this strategy, not only improved their comprehension levels significantly, but also registered significant improvement in the overall language proficiency and communication skills. As compared to the pre-test, the students of the Experimental group scored more in the post-test. The achievement scores/grades of the students in the post-test helped the researcher to ensure the effectiveness of the developed program.

5.7 Conclusion:

In this way the strategy developed and implemented for enhancing the communication skills in English for the commerce undergraduates has been found to be fruitful. This intervention programme indeed, has rewarded a lot and an average student in communication skills reached the best level. The programme in general and all, the components used therein such as contents, methods, techniques, media, approaches and evaluation were found to be effective in terms of the learners' reflections. Now the next chapter focuses on the summary of the present study.

CHAPTER VI
SUMMARY

6.0   Introduction

The present chapter entitled 'summary' mainly deals with the major findings, conclusion and the suggestions based on the findings of the study. In this study, the aspects related to the development and implementation a strategy to enhance communication skills in English for the Commerce undergraduates are focused. Based on findings of the present study, the researcher has also provided some suggestions. These suggestions are provided based on limitations of the present study.

6.1   Importance of Communication Skills in English: Present Scenario

Effective communication skill is a product of a conscious effort, methodical learning and preserving practice. Learning by rote or by undergoing a short-term rapid course would not help in laying firm foundations for communication capabilities of a high order that is required for a professional.

Developing communication skills means knowing how to discover the hidden agendas and how to exploit the language beautifully to convey the message. It also means overcoming barriers to communication.

For many years there has been some concern about the effectiveness of training students for their future careers. This concern is manifest in schools through the desire to produce students with the skills in presentation and communication necessary for obtaining employment or a satisfactory place in higher education. Similarly, in further and higher education, the concern is not particularly with deficiencies in subject knowledge. Instead, the concern is expressed in terms of such factors as 'poor personal motivation and little professional commitment; lack of flexibility, breadth of vision and creativity in problem solving; indeed of close supervision; and deficiencies in interpersonal and communicative skills.

We are in competitive age where in order to succeed; one must have certain qualities and skills surpassing others. There are many persons who, though possess

good knowledge and mastery over the matter, fail to express the same when required to do so in particular time and that failure is due to lack of properly enhanced communication skills. Under such situation, possessing good and effective communication skills is a must for everybody.

6.2   Rationale for the Present Study

Effectiveness of communication depends on acquired language skills. An effective communication is indispensable for effective human relations in this competitive world. The students are now being challenged to exhibit the ability to think, write, listen and speak effectively. The right purpose of communication is the right perception, proper use of information, analysis of situations, creation of impulses and finding ways to put across.

Language is an expression of human activities. In the age of communication, information and wide access to it is considered as wealth. One of the keys to such a source lies in the application of information retrieval technique which has contributed a lot for the emersion of new communication skills.

The English language and communication skill for Commerce along with the scientific, technological and technical purposes is now becoming one of the quintessential branches of learning English. It has been considered of a greater significance in the global context. English language and communication skill course in such an environment is to improve students' ability in communicating successfully. The recent high demands in education in India has led to the severe issues and concerns of the graduates that these graduates are lacking English competency and enhanced communication skills.

With the rapid industrialization and economic growth in the country, there has been an enormous increase in the number and size of professional organizations related to production and service industry. As communication plays a vital role in the smooth functioning of an organization, the need to enhance the communication skills has assumed a great importance in various fields. With the tremendous advancement

in the field of PLG (Privatization, Liberalization and Globalization), 'Success is the first priority in profession for everyone'. As such, English plays an important role as a 'link language' from local to global level. The present era of globalization, liberalization, tourism, international trade and career opportunities has made proficiency in English necessary since it is recognized as international language. Considering all these aspects, it is very important to prepare the Commerce students to communicate in English as they aspire to enter into the world of business which can be from local level to the international level.

6.3   Statement of the Problem

Development and Implementation of a Strategy to Enhance Communication Skills in English for the Commerce Undergraduates.

6.4   Objectives of the Present Study

1.   To study the initial level of Communication Skills in English possessed by the First Year B.Com. students.

2.   To develop the strategy to enhance Communication Skills in English possessed by the First Year B.Com. students.

3.   To implement the developed strategy for the First Year B.Com. students.

4.   To study the effectiveness of the strategy developed.

   a)   In terms of the achievement of the Communication Skills of the F.Y.B.Com.students.

   b)   In terms of the students' reflections about the strategy.

6.5 Delimitation of the Present Study

The present study was delimited to the First Year B.Com students (who had studied in Guajarati medium schools at the higher secondary level) of Tolani Commerce College, Adipur (Kachchh) ,affiliated to the Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj –Kachchh (Gujarat, India).

6.6 Population of the Present Study

The First Year B.Com. Students (who had studied in Gujarati medium schools at the higher secondary level) constituted the population for the present study.

6.7 Sample of the Present Study

The purposive sample was selected for the present study from the First Year.B.Com. Class. The sample constituted of 54 students out of which 27 students were randomly assigned to the Experimental group and 27 students were assigned to the Control group.

6.8 Tools for the Present Study

To achieve the objectives of the present study, the following tools were prepared by the researcher for collecting the required data and these tools were finalized by the experts having specialization in the field of communication skills in English.

1. **Information Sheet**

2. **Pre-Test and Post-Test**

A. **Achievement Test**

B. **Structured Interview**

C. **Group Discussion**

3. **Questionnaire**

6.9 Data Collection

For the present study, the data collected were in the form of achievement scores/grades obtained from the students of the Experimental group and the Control group as well as the responses received from the questionnaire given to the students of the Experimental group. Achievement scores/grades were obtained from the pre-test and the post-test administered to both the groups while the responses received through the questionnaire were in terms of the reflection given by the students to the different items of the questionnaire.

6.10 Data Analysis

In this research, the data collected as mentioned above were analyzed qualitatively and quantitatively. The data obtained through the pre-test and the post-test were analyzed using mean, median, mode and the significant difference between the pre-test and the post-test results while the data obtained through the questionnaire were analyzed qualitatively (i.e. Content analysis).

6.11 Major Findings Obtained from the Analysis of the Data

This section provides a detailed review of the findings obtained from the outcome of the distribution of Information Sheet, the Pre-test, the Post-test and Questionnaire. The data were analyzed, keeping in mind, the objectives of the present study, which lead to the following findings in context of -

a) Information Sheets, b) Pre-Test, c) Post test d) Questionnaire

6.11.1 Major Findings Obtained from the Data Analysis of the Information Sheet

- In case of the students' knowledge about English language, it was found that 79.63% students could only understand in English, 3.70 % students could try   to speak in English whereas 96.30% students could not speak in English.It was found that 74.07 % students could read, 25.93% students could not read in English, 68.52% students could write in English but 31.48 % students not write in English.

  - The educational qualification of their parents showed that 78 % parents had schooling, 18 % parents were graduates and 4% parents had no schooling.
  - It was found that 45 % students assessed their communication in English 'poor'

whereas 50 % students were of the opinion that they were 'good'.

6.12 Findings Obtained from the Data Analysis of the Pre-Test

The Pre-test consisted of the achievement test, structured interview and a group discussion .The pre-test and the post-test were parallel. The data collected from the achievement test, structured interview and the group discussion before the intervention programme were considered as the data of the pre-test.

6.12.1 Findings Obtained from the Data Analysis of the Achievement Test

Through an achievement test, the researcher was able to collect the relevant data regarding the Communication Skills other than the Oral Communication Skills possessed by the F.Y.B.Com. students.

- From the written test of these students, it was found that no student had the basic knowledge of general writing such as using 'Miss' , 'Mr.' before the name and the meanings of the words 'designation' or the 'financial year'.

- It was found that 81% students could arrange the words into alphabetical order.

- It was found that 59.25% students could not frame the sentence from the given words. 26% students did not have a clear idea about the grammar so they could not differentiate between the grammatically correct and incorrect sentences.

- It was found that 59.48% students could not write a simple paragraph in English.

- It was found that 31.48% students could not group the sentences according to the type of sentence.

- It was found that 96.29 % students did not know about the 'non-verbal' communication'.

- It was found that 66.66 % students could not write the date in proper method.

- It was found that 98 % students did not know about the inside address.

- It was found that 92.59 % students could not write any type of the formal salutation.

- It was found that 81.48 % students could not re-write the given address either in proper capitalization or proper punctuations or proper form.

- It was found that 77.77% students were unable to arrange the sentences into logical sequence.

- It was found that 96.29 % students were average in writing an application.

- It was found that 98.14 % could not draft a simple letter of agency.

- It was found that 91 % could properly attempt the questions related to a comprehension.

- Some of the significant causes thwarting comprehension of the learners included lack of knowledge of structural usage, lack of semantic knowledge, vocabulary items, phrases and grammar.

6.12.2 Findings Obtained from the Data Analysis of the Structured Interview

- It was found that 90% students tried to respond shortly to the questions asked in English. But 10% students did not even try to answer.

- No student was found to be a fluent speaker in English.

- It was found that 90% students were unaware of the proper pronunciation of the particular vowels, consonants and diphthongs.

- It was found that 90% students tried to answer, keeping aside the rules of grammar.

- It was found that 85% students uttered their names only while asked about introducing the self.

- It was found that 78% students could express their ideas clearly about their selection for the Commerce discipline.

- 3% students opined that they never read any newspapers. Only 9% said that they read English newspaper occasionally. 88%were Gujarati newspaper readers.

- It was found that 15% students could not answer at all what they had read in the newspapers and the majority could answer shortly instead of explanation.

- It was found that 79.77% students were not aware of the use of latest technology and they had never sent any e-mail.

- It was found that 80% students could not recall any announcement in English.

- It was found that 35.18% students did not know how to initiate any conversation in English.

- It was found that 46.29% students did not express their views in English about what would they do if caught up by the traffic police.

- It was found that 48% students did not know anything about any international personality. The others, who knew, could recall the name of the personality only and could not tell anything more in English.

- It was found that 25% tried to answer in Hindi or Gujarati due to lack of knowledge in English.

6.12.3 Findings Obtained from the Data Analysis of the Group Discussion

- It was found that 90% students were not able to present their views in English on particular topic.

- It was found that 80% students were unable to discuss the particular topic in correct by sharing their views with the others in group.

- It was found that 85% students could not debate on given issue.

- Those, who tried to discuss in English, were average English speakers with the influence of mother tongue in their speech.

- The students who tried to come on the stage to express their views in English had the 'stage fear'.

- These students could not express their views directly in fluent English.

6.13   Findings Obtained from the Data Analysis of the Post-Test

The pre-test and the post-test were parallel. The data collected from the achievement test, structured interview and the group discussion, after the intervention programme, were considered as the data of the post-test.

6.13.1 Findings Obtained from the Data Analysis of the Achievement Test

- It was found that 100 % Students from the Experimental group did write 'Mr/Mrs/Miss' before their names. But the students of the Control group could not write Mr/Mrs/Miss before their names.

- It was found that 29 % students of the Control group did not understand the meaning of 'designation. Others including all the students of Experimental group knew the meaning.

- It was found that 70 % students of Control group could not write the 'maiden name' of their grandmother but all the students of Experimental group could write the maiden names properly.

- It was found that 3 % students (Experimental group) and 51.85 % students (Control group) did not know either the meaning or answer of the calendar year.

- It was found that 97% students of the Experimental group could develop their vocabulary power.

- It was found that 11.11 % (Control group) could not arrange the words into alphabetical order but all other students along with the Experimental group could arrange the words into alphabetical order.

- It was found that 18.5 (Experimental group) and 96.29 % (Control group) students did not know the spellings of 'grammar' and 'passage'.

- All the students of the Experimental group knew the answers of the opposite words but 66.66 % students of Control group did not know either the meaning or the answer.

- It was found that 92% students of Experimental group could frame the sentences from the given words and 40.75 % Control group could not frame the sentences from the given words.

- It was found that 88% students from the Control group could not differentiate between the correct and incorrect answer. But all the students of the Experimental group could differentiate between the correct and incorrect answer due to their strengthened grammar.

- It was found that 85% students of the Experimental group could write a paragraph properly. But 37.03 % from the Control group students could not write a simple paragraph.

- All the students of the Experimental group could group the sentences according to the type but 33.33 % from the Control group could not group the sentences according to the type.

- All the students of the Experimental group could match the words with their meanings given in column but 77.77 % students of Control group could not match the words with their meanings given in column.

- It was found that 98% students of the Experimental group knew the meanings but 88.88 % students Control group could not know the meaning of the given words.

- It was found that 89% students of the Experimental group could define the word communication. But 59.25 % students of Control group could not define the word communication.

- It was found that 3 % student of Experimental group and 74.04 % students from Control group could not know about body language.

- It was found that 79% students of the Experimental group could write the date in proper method but 77.7 % of Control group could not write the date in proper method.

- It was found that 97% students of the Experimental group knew about the letterhead but 92.59 % Control group did not know about the letterhead.

- All the students of the Experimental group could and 66.66 % Control group could not write the letterhead properly.

- It was found that 93% students of the Experimental group could and 77.77 % students of the Control group could not arrange the sentences in logical sequence.

- It was found that 80% students of the Experimental group could draft an application properly.88.88 % Control group could not write application properly.

- All the students of the Experimental group could write an agency letter appropriately but no student of the Control group could write an agency letter appropriately.

- It was found that 48.14 % students could not find out the answers of the questions set from the given passage.

6.13.2 Major Findings Obtained from the Data Analysis of the Structured Interview

- 100% Students of the Control group did not even try to answer and all the students of the Experimental group could respond properly to the questions asked in English others tried to answer shortly.

- It was found that 85% students of the Experimental group could speak 'good English'.

- It was found that 90% students of the Experimental group were aware of the proper pronunciation of the particular vowels, consonants and diphthongs.

- It was found that 90% students of the Experimental group tried to answer, keeping in mind the rules of English grammar but 85% students of the Control group could not properly responded to the questions in English.

- It was found that 95% students of the Experimental group could introduce their family in a systematic way where as 60 % students of the Control group could utter the names

- All the students of both the group had clear idea about their ambition after completion of their graduation.

- All the students of the Experimental group could express their views on the magazines' topic they had read but 29% students of the Control group replied about the newspaper instead of magazines.

- All the students of the Experimental group were aware of the use of latest technology and they have started internet use.

- All the students of the Experimental group had inculcated the habit of listening to English news daily and they could report what they had listened to last night but 35.18% students from the Control group were not interested in listening to English news and the others who incidentally used to listen to it were not able to tell about what they had listened to on News channel.

- It was found that 95% students of the Experimental group could recall an announcement in English but 39% students from the Control group could not recall any public announcement in English.

- It was found that 96% students of the group knew and 29.62% students from the Control group did not know how to initiate any conversation in English.

- It was found that 85% students of the Experimental group could and 18.52% students from the Control group could not express their views in English about what would they do if caught up by the traffic police.

- It was found that 88% students of the Experimental group could tell something about the business icon but 70% students of the Control group could recall only the name of the business icon and could not tell anything more in English.

- It was found that 17% students of the Control group tried to answer in Hindi or Gujarati due to lack of knowledge in English. But all the students of the Experimental group remained stick to speak in English.

6.13.3 Findings Obtained from the Data Analysis of the Group Discussion

- It was found that 70% students of the Experimental group and 30% students of the Control group were able to present their views in English on particular topic.

- It was found that 85% students of the Experimental group and 40% students of the Control group were able to discuss the particular topic in correct by sharing their views with the others in group

- It was found that 85% students of the Experimental group and 40% students of the Control group students could debate on given issue.

- It was found that 85% students of the Experimental group tried to discuss in English with the other group members.

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- It was found that 75% students of the Experimental group seemed to be confident who could express their views directly in English and the control group seemed to be less confident. These students could not express their views directly in English

6.14 Findings Obtained from the Data Analysis of the Questionnaire

- 100% students having undergone the introductory session of the programme for enhancing the communication skills in English, responded positively. It proves that they followed the basic understanding of communication skills.

- 78% students followed the instruction given during the session means the instructions had properly been imparted to them according to their ability of understanding the communication, while 12% of them meagerly understood the instruction in some session.

- The entire Experimental group was satisfied to have enjoyed the way of learning communication skills in English. It shows that the way selected for the students was quite befitting for them.

- With regard to the programme on developing LSRW skills, all the students except one, showed their full satisfaction about it. So, it can be said that the skills were properly taught to them.

- 74% of the students showed their liking for speaking skill, 22% students were interested in skills of writing and listening whereas the reading skill could attract a few number of the students i.e. only four percent of them liked it.

- Method seemed to have attracted 25 % of the students in all the skills. 14 % students found Content to be useful for all the four skills. Technique proved its usability for 15.5 % students in all. Resource was found to be useful for 15.5 % students in enhancing the skills. 12 % of the students liked Approach. 12 % students found 'Evaluation' useful for writing only. The usefulness of all the Components was found to be varied in different skills.

- Every one of the Experimental group nicely enjoyed all the ITEMS i.e. Warm up, Learning and Evaluation equally.

- For enhancement of Communication skills in English, the present strategy had

entirely been satisfactory with regards to its usefulness in LSRW skills.

- The Time Period provided for the enhancement of LSRW skills in English was quite sufficient for the whole group of the students.

- In order to improve and enhance LSRW skills, the Evaluation Session seemed to be most useful for the entire Experimental group.

- 25%of the students from the experimental group seemed to have come across some difficult points during the programme. But once the facilitator made the points clear, the entire group of the students felt fully satisfied with her clarifications.

- All the students of the experimental group believed that communication skills have definitely enhanced through this programme.

- Evaluation for the students regarding the enhancement of communication skills in English showed that before the intervention programme 96.3 % of the students were at an Average Level and only 3.7 % of them were at Better Level. But after the programme, 81.5 % achieved the Best Level and 18.5 % of them were at better level.

- A majority of the Experimental group felt that the speaking session and feedback session could help them a lot. They confessed that however, in the beginning, they were very weak in the programme, but their stage fear has completely vanished.

- All the students of the Experimental group liked the selection of components and were of the view that the programme was really much useful for enhancing their communication skills in English at present and in future, too.

- The experimental group's students found this type of programme to be very useful and interesting. It has wholly changed their skills in English from average to the best level.

- Therefore, most of the students opined that this programme should be arranged more frequently and can be introduced in the Higher Secondary schools also.

6.15 Discussion

Based on the previous data collection and analysis as well as the interpretation, it is very clear that the students who were poor in communicative abilities in English could improve their skills through their exposure to the English language through the programme related to the enhancement of the communication skills in English. In the beginning of the data collection, it was clear that the students who were selected as the sample for the present study were very weak in all the communication skills in English, such as 'Listening', 'Speaking', 'Reading' and 'Writing'. The Pre-test results also showed that those students could not properly write in English and they were unable to communicate effectively.

The mean, median and standard deviation of the pre-test results of the groups viz., the Experimental group and the Control group showed that both the groups were matched groups. After collecting the information regarding the F.Y.B.Com. students' initial level of communication skills in English through the information sheet and the pre-test results, the researcher developed the strategy with the combination of different components suitable to the students level of enhancing their communication skills in English. Then, the researcher implemented the developed strategy on one group (the Experimental group) whereas the other group (the Control group) did not receive any treatment. The treatment was considered as the experiment of the present study.

During the experiment, the researcher realized the learners' real potential. The instructional strategy for enhancing the Communicating skills in English was found very effective as all the students were benefited from it. The responses received through the questionnaire given to the students of the Experimental group also showed that the students, not only enjoyed the programme, but they also realized that their communication skills in English were definitely enhanced due to the implementation of the developed strategy like the present study strategy. Thus, the present strategy proved to be very effective as it helped the students to enhance their Communicating skills in English. As a result of this, they were able to communicate effectively. The overall opinion of all the students of the Experimental group was also favourable towards the evolved strategy. The evolved strategy was found to be successful in terms of improvement and enhancement in the students communicating skills in English.

Thus, after the implementation of the evolved strategy, it was found that the students who had undergone the intervention programme, performed better in terms of

communicating in English effectively. On the basis of their performance in the posttest, it was found that the majority of students improved their Communicating skills. The intervention strategy was proved to be effective as a significant difference was found in both the tests showing that the students scored high points in the post-test. The use of demonstration as one of the important components in the strategy proved to be effective as it enabled the students to improve their communication skills in English.

6.16 Conclusion

The purpose of the development and implementation of the present strategy was to develop the students' ability to communicate clearly, correctly and effectively in English on matters having relevance to day to day communication with an emphasis on quality communication. Use of appropriate words, proper construction of sentences, decorous language and coherent presentation conforming to widely accepted corporate practice, make communication effective.

An attempt has been made in the coverage given in this study, to give an exposure to the students for the various communication situations in personal life generally and in public life particularly. Use of appropriate methods in internal and external communication in English has been mainly focused for enhancing their communication in English.

Many times researcher was able to bring about some improvement in the students communicating skills in English without using any advanced technologies aids. This shows that it is possible to carry out such experimental studies within the framework of the existing system. Once the students are tuned to these several techniques, skills and practices, they will be able to pick up the required competencies. They will be able to improve their presentation skills. This will also help them to shape their personality and become effective speakers.

6.17   Suggestions

As the researcher was enriched with new experiences and came to know about many things, she would like to make some suggestions for further exploration.

- This strategy can be used for the students of other faculties also with necessary modifications and changes if necessary.

- The components of this strategy can be used for teaching other subjects also with necessary modifications where needed.

- Similar modules and packages may be developed by the teacher for different stages.

- An evaluative scale may be developed for the effective communication skills.

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APPENDICES A to H