Developing Writing Competency of Gujarati Speaking Students in English through Communicative Language Teaching (CLT) Approach

By

Praveen Kumar Jain

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Dr. Shashi Chittora Lokamanya Tilak Teachers Trainging College,

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CERTIFICATE

This is to certify that the research work on **"Developing Writing Competency of Gujarati Speaking Students in English through Communicative Language Teaching (CLT) Approach"** is the genuine work of **Mr. Praveen Kumar Jain** and registered as a candidate for the degree of Doctor of Philosophy in the Faculty of Education, Janardan Rai Nagar Rajasthan Vidyapeeth (Deemed) University, Udaipur under my supervision. The best of my knowledge he has made an original contribution in the field of Education.

He has completed the residential requirement as laid down in the university rules.

Dr. Shashi Chittora
Supervisor

Praveen Kumar Jain **Vill-Jhallara**

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CERTIFICATE

This is to certify that the research work on which I am submitting a Ph.D. Thesis, entitled **"Developing Writing Competency of Gujarati Speaking Students in English through Communicative Language Teaching (CLT) Approach"** after pursuing a Ph.D. Course under guidance of Dr. Shashi Chittora, Dean and Principal Faculty of Education, Janardan Rai Nagar Rajasthan Vidyapeeth (Deemed) University, Lokmanya Tilak Teachers Training College Dabok, Udaipur is a original work and to best of my knowledge, no study has previously been made on this line in India.

Praveen Kumar Jain
Ph.D. Scholar

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Praveen Kumar Jain
Ph.D. Scholar

DEDICATE TO MY LOVING BROTHER
LATE SHREE VIPUL KUMAR JAIN

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CHAPTER FIRST

RESEARCH DESIGN AND CONCEPTUAL FRAMEWORK

1.1 Introduction :

We know that language is medium of communication. It is not primary need of students to get theoretical knowledge or analytical knowledge of target language but to have an ability to understand and to be understood in that language within the context and constraints of peculiar language using circumstances.

Today most of people do very little writing in day to day life, and a great deal of what we do write is quite short brief notes to friends, answers of questions forms, diary entries, postcards and etc. Despite this, there may still be a number of good reasons why it is useful to include work on writing in our English lessons. Our students have specific needs to take notes, copy resumes and describe processes. Writing Involves a different kind of mental process. There is more time to think, to reflect, to prepare, to find alternative and better solutions. Writing should be as communicative, or functional, as possible. That is, it should be seen to fulfill the sort of normal communicative purposes, or functions it is used (for) in every day life. Although written English should certainly support and be integrated with grammar and vocabulary learning. The teaching of writing should be recognized as a special part of language teaching with its own aims and techniques.

The present concept of the communicative language teaching has brought about a revolution of thoughts and ideas and it has, infect, become a challenging task for our linguists to understand it in the right perspective. Some of our linguists have tried to prove that all over past efforts of teaching language have been failures just because of ours inadequate understanding or rather misunderstanding the notion as well as the function of language. They argue that much emphasis on the structures and lexical items have not yielded desirable results.

The above discussion compels the investigator to know the way English being taught in this country. To begin with, teaching of English at present at all levels is either

limited to structure or grammar or translation method. At the primary and secondary school levels, structure and vocabulary are taught through a structure of syllabus and grammar translation method. It is believed that this would help the learner construct the English sentence with the help of structure learnt over the year. At higher education level the structure are revised and more exposure to English is provided with the help of literary text. In spite of their wide application, the existing teaching approach and method often come under severe criticism for the mere fact that the learners who learn through these approaches do not learn the language English in real sense. Students who have received several years formal English teaching frequency remain deficient in the use of language, in normal communication whether in spoken or written form. It might just as well as be arranged that what is actually learnt by the existing teaching approach is the ability to compose correct sentence. The difficulty is that the ability to compose is not the only ability we need to develop. Communication takes place when we make use of sentence to perform a variety of different act of an essentially social nature.

In fact we don not communicate just by composing sentence of different kinds but by using sentence to describe, record, classify, and so on, or to ask questions, make request, give order, seek and impart information etc.

One may argue that our existing teaching approaches have made the learners' structure competent and have developed in them the ability to produce grammatically correct sentence. The truth is that they are unable to perform a simple communication test. These structures competent but communicatively incompetent learner knows the grammar but lack of the ability to be appropriate as well as fluent.

These learners perhaps do not know how to say a particular thing at a particular time. However they know the rules of grammar but do not really know the rules of use of the language.

In India teaching of English is more or less content based not skill based. The four fundamental language skills namely LSRW have been generally neglected. This is the reason why we find our students weak at writing. At the secondary school level, students remember by lead leave, application, story, essay, and paragraph and get through final examination but later on forget most of things learnt or remembered.

What is taught in schools are applications, letter to friend and family member, essay, stories which are taught through the grammar translation method and some time through the structure method but we know that after completing school education, a person is required to write in English social letters, application for job as well as leave application. He has to write invitation, greetings and good wishes, complaints diary etc. Some times while one is in-service, one has to write minutes of a meeting, appointment letter, and office order notices and telegram description.

In offices newly appoint officers frequently fail in writing notices, orders etc. The situation is so bad that our students can neither write nor reply to an invitation letter. They are not able to see the differences between the spoken and written and formal and informal forms of language. As a resist one can see the students using formal language in formal letter producing funny and inappropriate expression in writing. Students even after several years of learning through the existing approaches fail to impart and seek personal information such as describing where they live or inquiring and making statements about their professions expressing like and dislike, requesting other to do something and expressing agreement and disagreement.

Students mostly fails to communicate what they really want to do, not because they lack ideas, thoughts and feelings but because they have not been taught so far how and when these communication tasks and acts are performed. Consequently they are not able to communicate and whatever they communicate is enough proof that their communication competence needs to be developed. Such kinds of contrastive and different arguments, ideas, opinion and view of linguists and theorists' methodology and pedagogies and the English language teaching scene in this country gave rise to the following quarries in mind of the Investigator.

1. How one can say that existing teaching approaches does or does not develop learner's writing competency without actual finding fact and reality?
2. Does linguistic competence helps to develop learners' writing competency in English?
3. Does a lot of exposure to English grammar to develop Learners' writing competence?

4. Does a lot of exposure to the language as a whole to develop Learners' writing competency?

5. Can writing competency in English be developed through CLT?

6. What are our learners' writing needs? What are the things which they want to write about? What they wish to communicate through writing in English in the society where they live?

7. What are the teaching strategies required to be developed in order to develop learners' writing competency in English?

8. Which teaching approach (Traditional or Communicative Language Teaching (CLT) is more effective in developing writing competency in English?

These were some of the puzzling questions with which the research has been obsessed. The survey of related literature indicates that no much study had been in past. The researcher wanted to find out the facts and reach certain valid and reliable conclusion and it was not possible without   actually conducting an experiment in the class room. The investigator found out it worth while to conduct and experiment in order to find out whether writing competency of students could be developed by communicative language teaching? This led investigator to work on the problem as:-

1.2   Statement of the Problem:-

"Developing Writing Competency of Gujarati Speaking Students in English through Communicative Language Teaching (CLT) Approach"

1.3   Conceptual Framework

1.3.1   Language and Communication

The different languages are spoken in the world. The different languages are used all over the world. There are many varieties within the language. How these languages are originated, it is very difficult to know. It is believed that people started conveying message through signals, postures, gestures and sign etc. The Researcher has made it clear that the language is a medium through which a one can express his ideas, thoughts, feeling and message. **Robins** rightly points out those definitions tend to be trivial and

uninformative but he does list and discuss a number of silent facts that must be taken into account in any seriously intended study of language. He notes:

> Language is a symbol system based on pure arbitrary conventions…infinitely extendable and modifiable according to the changing needs and conditions of the speakers.

Every language choices some symbols from the alphabet of the language and joins in different combinations to form meaningful words. Language conventions are not easily changed. Language is extendable and modifiable. Language is the method of human communication. **Edward Sapir** quotes:

> Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.

In their Outline of Linguistic Analysis **Block and Trager** wrote: "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." Collins Cobuld Essential English Dictionaries define language as:

> Language is a system of communication through which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.

Darbyshire noted: "Language is undoubtedly a kind of means of communication among human beings. It consists primarily of vocal sounds. It is articulatory, systematic and arbitrary." Language is a fully developed for means of communication. Language has changed human relations and made it possible for human beings to grow into a human community in this world. Cambridge International Dictionary of English (1995:795) defines the term "language" as:

> …a system of communication consisting of small parts and a set of rules which decide the ways in which

these parts can be combined to produce messages that have meaning.

Noam Chomsky Syntactic Structures observes: "A language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." The Cambridge Concise Encyclopaedia defines the term "language" as:

> A specific communicative ability, restricted to humans, which involves the use of sounds, grammar, and vocabulary, according to a system of rules. Though other animals can communicate vocally and by gestures, they are restricted to a participate set of messages, genetically given, which cannot be creatively varied.

In his *Essays on Language* Hall notes: "Language is the institution whereby humans communicate and interact with one another by means of habitually used oral auditory arbitrary symbols." Encyclopaedia Britannica comments:

> Language is a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate.

The teaching of language is basically conditioned by the nature of the subject. Language is the manipulation of experience by the use of symbols. The concept of language as a learning task is a complex of interrelated and interdependent experiences and elements, in which growth proceeds simultaneously but in varying degrees, dependent on points or emphasis and interest.

The primary functions of language are communication, self-expression and thinking. The expression of feeling and meaning become more exact. The command of words and groups of words grows with practise and with the complexity of ideas and reactions to be expressed. The communication function is obvious. The use of language as a means of clarifying ideas and feelings is equally real. Language is a means of clarifying perception

of discovering likeness and differences in things observed, of forming general ideas, and of discovering relationships.

It has been observed in the first place that language is a vital part of the growth process. Language is a social act, a means of adjustment to control over other people. The entire process of socialization is largely a process of language development.

In the second place, it has been noted that, native equipment gives potentialities of growth. It is a vital part of the process of adjusting to life, physical and social. Language is a means of gaining control of people and thought. It is a means of bringing order into a bewildering world. Command of language is an important factor in the development of total personality of the child. Command of language gives a feeling of confidence, satisfaction and security. Such mastery is a wholesome influence that affects the whole life of the child.

Language is purposeful, not a mechanical. The purpose is largely utilitarian. The fourth important implication is that language develops as a whole. The fifth principle relates to grading and sequence.

Language is used to communicate our thoughts and ideas. Language is essential for our survival and development as human being. Language is a result of cultural experience. Language is also a system of phonetics, grammar and vocabulary. English Language has a set of sounds peculiar to it. Language is learnt by imitation. With patience and time, every language can be mastered. No language is inferior or superior. Every language represents its culture in the best possible way. Few characteristics are given of Language:-

Language is a very important means of communication

Language is symbolic

Language is dynamic

Language is structured system

Language is unique system

Language is a carrier of civilization and culture

Language is a form of social behaviour

Language is arbitrary

Language is medium of instruction

Language is made up of habits

Language is a symbol of system

Language is as important as the air we breathe

Language is the most valuable passion of man

Language is an inseparable part of human body.

Our approach to language teaching is called CLT, or communicative language teaching. CLT has its roots in the idea that the goal of language learning is to become good at using language for communication. That simple notion is surprisingly profound.

Although languages have been taught around the world for many centuries, this seemingly obvious idea is fairly recent. Beginning in the 1960s, British applied linguists developed the communicative approach as a reaction away from grammar-based approaches such as the aural-oral (audio-lingual) approach. CLT didn't take the teaching world by storm for another 20 years.

1.3.2 Communicative Competence.

Communicative language teaching enables learners to acquire a language by focusing on the development of communicative competence. To do this, communicative language teachers use materials that focus on the language needed to express and understand different kinds of functions. (Examples include asking for things, describing people, expressing likes and dislikes and telling time.)CL teachers also emphasize the processes of communication – for example, using language appropriately in different types of social situations. They encourage students to use their second language to perform different kinds of tasks, like solving puzzles and getting information. They also stress using language to interact with other people. The following Venn diagram helps explain.

Communicative Competence

The theory behind CLT suggests that we learn language by using it. However, we use language in four different ways, which we can think of as competencies. The best way to develop communicative competence is for learners to strengthen these areas of competence. In the diagram, the learner's discourse, grammatical, sociolinguistic and strategic competencies overlap in areas high in communicative competence.

- **Discourse competence** refers to the learner's ability to use the new language in spoken and written discourse, how well a person can combine grammatical forms and meanings to find different ways to speak or write. How well does the student combine the language's elements to speak or write in English? Teachers often call this ability the student's **fluency**.

- **Grammatical competence** refers to the ability to use the language correctly, how well a person has learned features and rules of the language. This includes vocabulary, pronunciation, and sentence formation. How well does the learner understands the grammar of English? Teachers call this **accuracy** in language use.

  Fluency and accuracy are traditional measures of effective language learning. The other two competencies are less obvious.

- **Sociolinguistic competence** refers to the learner's ability to use language correctly in specific social situations – for example, using proper language forms

at a job interview. Socio-linguistic competence is based upon such factors as the status of those speaking to each other, the purpose of the interaction, and the expectations of the players. How socially acceptable is the person's use of English in different settings? This competency is about **appropriacy** in using language.

• **Strategic competence** refers to strategies for effective communication when the learner's vocabulary proves inadequate for the job, and his or her command of useful learning strategies. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. Can the learner find ways to compensate for areas of weakness? If so, the learner has communicative **efficacy**.

1.3.3 The Heart of Language.

The rest of language learning can be illustrated in a parallel diagram, shown below. This model applies to all languages, regardless of the method or approach the teacher uses, and it is relevant irrespective of your approach to language teaching.

In the heart of this diagram lie the three components of language: phonology, lexis and structure. Together, they comprise the content of language

Around the periphery of the graphic are the four language skills. These are speaking and

writing, the productive or active skills; and listening and reading, the receptive or passive skills.

1.3.3.1 Language Content.

Let's begin with language content.

➢ Phonology refers to new features of the sound system of the language. For example, focusing on the difference between the words "rip" and "lip" is a phonological exercise. A more common way to teach phonology is simply to have students repeat vocabulary using proper stress and pronunciation.

➢ Structure refers to the rules we use to make correct sentences. For most purposes, we can think of structure as being the same as grammar. When we teach language structure, we almost always introduce these as examples or model sentences, and they are often called "patterns".

➢ Lexis is about words. When we say we are introducing a new "lexical item" in a lesson, we usually mean a new bit of vocabulary. It is sometimes difficult to decide whether an item is structural or lexical. For example, when we study phrasal verbs like "chop down" or "stand up" in a class, we can address the topic lexically or structurally.

Every language, including sign language, has these components. Lexical, structural and phonological content lie at the heart of the language. But to make the language come alive requires the behaviors related to listening, speaking, readingand-writing.

1.3.3.2 Language Behaviour.

In language teaching, the term "language skills" refers to the mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills. We deal with each of these topics in some detail elsewhere.

Speaking and writing are sometimes called the active or productive skills, while reading and listening are called the passive or receptive skills. As we discuss elsewhere in this text, it is possible to consider thinking in the second language as another highly desirable ability. Some call it the fifth skill.

So there you have it. What defines CLT is its focus on the need to develop communicative competence. Like all language teaching systems, however, it can only be judged by its ability to help learners practice using the content of language – phonology, lexis and structure. And that content can only be practiced through the behaviors known as listening and speaking, reading and writing.

(Posted by Peter McKenzie-Brown at 8:23 PM)

1.3.4   Writing Needs

Students can convey their ideas etc. in a better way if their Communication needs are spelt out by teachers.

Richterich's (1973) says that ''Language needs are the requirements which arise from the use of language in the multitude of situations which may arise in   the social lives of individuals and group''. (28)

''Before deciding what to teach the learner, one wants to Know his requirements in terms of, for example, communicative mode and activities, and the relationship between him and his interlocutors. In other words, the specification of communication requirements or needs are prior to the selection of speech functions or communicative acts to be taught by drawing up a profile of writing needs, one can more validly specify the particular skills and linguistic forms to be taught. (29)

In recent years some attempts have been made to spell out learners' writing needs. A document which has proved particularly valuable for this purpose is the council of Europe's Threshold Level which helps the teacher to answer questions such as:

1.   What situations might the learners encounter?

2. What language activities are the learner most likely to take part in?

3. What functions of language are likely to be most useful?

4. What topics are likely to be important?

5. What language forms should the students learn, in order to specify the writing needs that have been described? (30)

After specifying Writing needs, "There are a number of ways in which information can be gathered about needs. The most frequently used are: questionnaires, interviews, observation, …informal consultations with sponsors, learners and others. "(31)

1.3.5 Methods and Approaches in English Language Teaching

1. The Grammar-Translation Method:

The Grammar-Translation Method is the oldest method of teaching English. This method is also known as the Classical Method. The Grammar-Translation Method dominated European and foreign language teaching from the 1840s to the 1940s.

The Grammar-Translation Method was used for the teaching of English in the beginning, under the influence of classical languages like Latin, Greek and Sanskrit. In The Grammar-Translation Method the students first study the parts of speech and syntax in detail. The sentences in English and the mother tongue were compared and contrasted side by side. The Grammar-Translation Method was the offspring of German scholarship. It was first known in the United States as the Prussian Method.

The Grammar-Translation Method is called old method of teaching. To use of this method is vary easy for teacher. This method is also called classical method because it is very helpful in learning the classical language like Sanskrit, Persian, Arabic, Latin and Greek etc. In this method the mother tongue is used to teach English. This method is very famous in average teacher because it is very easy for them to use this method. In English words, phrases and sentences are taught with the help of this method. It tells that every thing in English should be taught by translating into mother tongue. It is believed that vocabulary and phraseology of a foreign language can be learnt through translating its meaning into the mother tongue and the teacher points out the grammatical points and rules.

2. The Direct Method:

Child learns his mother tongue naturally and without practice. It means child learns mother tongue directly. It is known as the Direct Method. It is also called natural method because it is learnt naturally like mother tongue or first language. It is very difficult to bring exact environment in which mother tongue or first language is acquired, so later the same method became popular called Direct Method. This method was against of Grammar-Translation method. The extreme use of mother tongue affected the naturalness of language. The students did not learn language but practiced of acquiring mother tongue or first language. In this method same environment is created to learn second or foreign language but learning SL is not natural process. It depends on the will of the learner to learn for his own development. So teaching of SL or FL by observing the principles of language acquisition is the Direct Method. Prof. P. Gurrey in *Teaching of English as a Foreign Language* (1966) comments:

> Essentially, it (The Direct Method) is a Principle, not a teaching method, a system that operates through many methods, a way of handling the new language and of presenting to the class. It demands a direct bond that is a direct association between word and thing and between sentence and idea, between experience and expression instead of an indirect one through the mother tongue.

The Direct Method was quite successful in private language schools. The Direct Method overemphasized and distorted the similarities between naturalistic of first language learning and classroom foreign language learning. This method represented the product of enlightened amateurism. Henry Sweet viewed that it offered innovations at the level of teaching procedures but lacked a through methodological basis. Its main focus was on the exclusive use of the target language in the classroom. **Sauveur** opened a language school in Boston in the late 1860s. His method soon became referred to as the Natural Method. Sauveur and other believers in the Natural Method argued that a foreign

language could be taught without translation or the use of the learner's native tongue. Webster's New International Dictionary notes:

> Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.

The German scholar Franek wrote on the psychological principles of direct association between forms and meanings in the target language. For him a language could best be taught by using it actively in the class room. Teacher must encourage direct and spontaneous use of the foreign language in the class room. Learners would be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with proper attention to pronunciation. Famous words could be used to teach new vocabulary, using name, demonstration and pictures. These natural language learning principles provided the formation for what came to be famous as the Direct Method.

Enthusiastic supporters of the Direct Method introduced it in France and Germany. It becomes widely known in the United States through its use by Sauveur and Maximilan Berlitz in successful commercial language schools.

3. The Bilingual Method:

India is very big country. Many languages are spoken in India. To make teaching effective, the appropriate methods have to be applied in teaching learning process. For this process we need huge fund. We know that teaching materials are very costly so we can not use them in teaching activities. There are basic requirements like school building, blackboard, language laboratory, language rooms and problem of over crowed class. How can we solve these problems? We need large amount for this. Through specific method of

the teaching can be made effective but there are many problems. Only there is one obstacle which can solve this problem and that is use of mother tongue in teaching of English. This method is improved version of audio visual aid. **Dr. C.J. Dodson** of the University College of Wases has developed this method during 1967 to 1972. This method is known as Bilingual method because of proper use of mother tongue is allowed. The use of mother tongue is one of the resources of this method. There is drilling of the pattern to enable learners to master basic required sentence pattern which is effective practice of this method.

In the Bilingual Method, two languages, that is the mother tongue and the language to be learnt are used. In this method, the mother tongue is used only to explain the meanings of difficult words. Mother tongue equivalent of English words are given and the use of the mother tongue is gradually dropped as the students' progress in learning the language. Thus the Bilingual Method recommended a restricted use of the mother tongue only by the teacher and not by the pupils. It also provided for intensive practice of patterns in English, helping the formation of correct language habits.

4. The Reading Method:

Dr. Michael waste was the Director of education in Bengal before partition. He was an innovative professor in Dacca. His through study in field of teaching raised some of the basic knowledge of teaching English. At that time the direct method was being used by teacher and the result was very weak. Dr. Waste drew his attention toward the utility and aims of teaching English particularly to Indian learner. Dr. Waste said that "English language was the need of the time because it was the language that provided the easy channel for communication with the international community. In his opinion the Indian were learning English to open the window of the world to look in the advancement in the field of science and technology. These all information are available in English language. To get this knowledge, speaking is not necessary but reading is necessary. He emphasized the silent and loud reading.

5. The Audio-lingual Method

This method is based on the principles of behaviour psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue based on the principle that language learning is habit formation. The method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced : Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and Learnt in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids.

There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

6. The Silent Way

➢ **Procedures**

This method begins by using a set of colored rods and verbal commands in order to achieve the following: To avoid the use of the vernacular. To create simple linguistic situations that remains under the complete control of the teacher. To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime. To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre and

intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.

To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue. To provide duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start.

➢ **Materials**

The complete set of materials utilized as the language learning progresses include:

A set of colored wooden rods A set of wall charts containing words of a "functional" vocabulary and some additional ones; a pointer for use with the charts in Visual Dictation A color coded phonic chart(s) Tapes or discs, as required; films Drawings and pictures, and a set of accompanying worksheets Transparencies, three texts, a Book of Stories, worksheets.

1.3.6 Approaches

(i)   Structural Approach:

The structural approach means the arrangement of words in such a way as to form a suitable pattern of sentence. The mastery of sentence structure in considered being mare with than the acquisition of vocabulary.

In structural, content words are also taught. The selection of content words is directed by their usefulness, simplicity and teachability. A appropriate situation should be created to practice the structure and to relate its meaning to it and to build up a vocabulary of content words even structure is separately taught. The term is predated in a appropriate situation by the teaching.

Generally the Structural approach to teaching English refers to the way the language material is organised for presentation. It is the way some English sentences all carefully selected and graded are arranged to form a syllabus.

Structural approach is based on the theory of behaviourist. To teach language through this approach we have to understand the pattern and structure of the language. Each and every Language has its own structure. Every language differs structurally. There are structural difference between Gujarati and English.

In Gujarati the verb is placed at the end of the sentence but in English the verb is placed after subject and after the object or adverb according to sentence. The learners have to practice this pattern thoroughly for naturalizing habits. C.C. Fires says:

> Only after much practice of the same "Pattern" with diverse content do the pattern themselves become productively automatic.

(ii) The S–O–S Approach/Method*(The structural–oral–situational approach)*

➢ **Scope**

An eclectic approach evolved through the combination of certain aspects of the direct Method, the Oral approach and Audio lingualism came to be known SOS (Structural – Oral – Situational Approach) in India. The basic assumptions of this approach are as follows.

1. Learning a language is not only learning its words but also the syntax.

2. Vocabulary is presented through graded vocabulary lists.

3. Skills are presented in the following order: listening, speaking, reading and writing (LSRW)

4. Sentence patterns exist and can form the basis of a language course.

In 1950, the SOS approach was officially accepted by the Madras Presidency (consisting of the states of Andhra, Kerala, Karnataka and Tamil Nadu). A massive teacher training programme known as the MELT (Madras English Language Teaching).

Campaign was organized to train all teachers in this new methodology. Later the CIEFL, Hyderabad and the RIEs at Bangalore and Chandigarh also propagated this approach. For four decades, till the 1990s, the SOS has been practiced in schools in South India. Recently there have been attempts to shift to the communicative paradigm, and there has been some resistance to this move.

> **Classroom Procedures:**

A typical lesson in S-O-S approach is completed in three phases:

a. **Presentation:** introduction of new vocabulary / grammatical items in contexts.

b. **Practice:** Oral but controlled practice of the items.

c. **Production:** a free practice in the language items learnt in phase.

> **Critical Evaluation:**

1. It helps to develop a learner's competence in the use of structures in the target language.

2. Its emphasis on the use of language in contexts and situations that are in immediate environment made it more viable.

3. Concrete linguistic items are taught through demonstration and abstract ideas through association.

4. Class room teaching and learning are made enjoyable.

(iii) An Eclectic Approach

At present, teachers of English around the world prefer some form of communicative teaching and learning, rather than the audio-lingual method and its derivatives. However, we must remember that a successful TESOL teacher is not necessarily biased in favor of one method or another. She should be first of all competent in and comfortable with the methods she wants to use. She tends to select different

teaching strategies from different methods, and blends them to suit the needs of her materials and students.

It is important that the students are given ample opportunities to practice English in the class as well as outside the classroom, even as it is important for them to have time and freedom to digest, reflect and analyze what has been exposed to them. Internalization of the linguistic structures and their ready and easy retrieval for communication are achieved in many ways.

A diligent TESOL teacher continually learns new techniques from her peers and her students, as she interacts with them. She needs to know the new directions in teaching of English to speakers of other languages which are debated in the journals and demonstrated in new textbooks. Her own English speech, pronunciation, and writing should be as close to the "standard" as possible, or native-like, if she is not a native speaker of English. She may use regional characteristics of English to inform and entertain, but she should be able to switch to the "standard" for presenting her lessons.

Her writing in English should be simple, straightforward and plain. She should have a good command and conscious knowledge of the grammatical structures of the language and should be at home with the grammatical terms used to describe the structures. She should be sensitive to the background and the needs of her class.

She should have a clear voice, and should be energetic and enthusiastic so that the class will come alive in her presence. It is important for her to get all her students involved in the drills and exercises conducted in the class.

(iv) The Situational Approach

This approach is also known as situational language teaching. British applied situational approach developed by linguists. It dated from 1930s to the 1960s and which had an impact on language courses. Many teachers are still using this approach.

This approach is based on the structural view of language. In this approach speech is emphasized as the basis of the language and structure is very important for developing speaking ability. In this method there is direct bond between speech and expression. This

approach suggests to present different structures in meaningful situations. Learners are to know the situation in which different structures are used for transmitting message or expressing ideas. The American psychologist also insisted this approach. British linguists Firth and Halliday gave the idea that structure must be used in different situations in which they could be used. So they gave its distinctiveness to Situational language teaching.

➢ **Principles:**

The situational approach is based on the theory established by the behaviourists. It includes the following principles:

1. Language learning is just a habit formation.
2. The mistakes should always be avoided because they create bad habit among learner.
3. The language skill can be learnt more effectively if they are presented orally first and after in written form.
4. Similarity is better foundation for language learning than analysis.
5. The meaning of the words can be learnt only in a linguistic and cultural context.

➢ **Advantage:**

1. This approach is very useful in teaching of foreign language. Through structural items and creating situation, the subject matter can be explained easily.
2. With the help of situation the students can understand effectively and can master the structure effectively and have durable impression in their mind.
3. It helps to introduce the vocabulary including abstract vocabulary by using real as well as planned situation.
4. It makes teaching very effective and interesting and alive instead of a burdensome process.

➢ **Disadvantage:**

It is useful in lower class only. Higher class students are not benefited by this method. Only few selected items can be taught through this method not all language items.

Such as a prose, poetry, rapid readers, and composition items can not be taught through this approach. Only intelligent and bright students can take the benefit of this approach, not average students.

(v) Total Physical Response Approach

James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation.

➢ **Basic Tenets**

1. Understanding the spoken language before developing the skills of speaking.
2. Imperatives are the main structures to transfer or communicate information.
3. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

➢ **Technique**

Step-I   The teacher says the commands as he himself performs the action.

Step-2   The teacher says the command as both the teacher and the students then performs the action.

Step-3   The teacher says the command but only students perform the action .

Step-4 The teacher tells one student at a time to do commands

Step-5   The roles of teacher and student are reversed. Students give commands to teacher and to other students.

Step-6   The teacher and student allow for command expansion or produces new sentences

(vi) Communicative Approach:

In 1972, a new language course was proposed in Europe which aims to make communicative competence the goal of language teaching. Here the focus was on what the learner needed to understand and express through the target language and not on the accumulation of grammatical items and structures.

The communicative approach is a learner centred approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say. How to say, when to say and where, in order to satisfy his daily needs as larger aim. In this approach, apart from fluency, accuracy and appropriateness are equally important. Thus an effective use of language needs to produce grammatically well formed.

This approach tries to develop both the accuracy and fluency from the very beginning of language learning. In this approach the role of teacher is that of a co-participant not that of an authoritarian master. Teacher should provide all the resources necessary for communication to be effective in every context.

Communicative approach stresses the purpose of writing and audience of it. So teachers using this approach have extended the readership.

The goal of communicative approach is to make learners communicative competency. In this approach the teacher is seen as facilitators of his students' learning.

Communicative approach is based on the idea that the aim of learning second language is to gain communicative competency. In this approach learner have to knowledge of the rules of use of language to generate language appropriately for certain situations. He should have also the knowledge of the use of techniques to communicate effectively. This approach draws attention toward on the use of language in every day life. Communicative Language teaching emerged in the 1970s and 1980s.

The "term communicate" meant to express or convey the ideas verbally or non-verbally. This approach emphasizes the communicative capability of the learners. In English language teaching, the teacher tries to develop communicative ability in learners. Communicative capability is also known as communicative competence includes the following competences.

Communicative Competence :

1. Grammatical Competence
2. Speech Competence
3. Technical Competence
4. Socio-Linguistic Competence

➢ **Communicative Competence:**

This concept was introduced by Dell Hymes. According-to him the speaker of English should have knowledge of more and more grammatical competencies to become good speaker in English language or other language. The learner of EFL\ESL have to know that how a language is used by the member of the speech community to accomplish their purpose?

There are eight aspects of communicative competences. They are grouped into two parts.

1. Linguistic aspect
2. Pragmatic aspect

(A) Linguistic Aspects:

1. Phonology and grammatical description
2. Grammar
3. Vocabulary
4. Discourse

(B) Pragmatic Aspects:

1. Functions
2. Variations
3. Interaction skill
4. Cultural Framework

For Savignon (1983) observes:

> A communicative competence is relative, not absolute. It depends on all participants who cooperate in this process. We know that human beings are social creature but which things make them social creature. Their capabilities of exchanging ideas, thoughts and the way of conveying message makes them social creature. With the help of communication, people can establish interpersonal relation. So communication is the soul of human interaction. Communication plays important role in developing relation among people. So teacher should emphasis on communicative aspect of language.

Language is a mean or tool of communication so all communicative competence should be developed very carefully and effectively in learners and people. The above competences are very important with a view to developing integrated skill of communication.

➢ **The Aim of Communicative Approach**

The aim of communicative language is to develop the communicative competence among learner. Functions of communicative language teaching are below:

1. Instrumental function of language is using language to get things.
2. Regulatory function of language is using language to control the behaviour of others.
3. Interaction function of language is using language to create interaction with others.
4. Personal function of language is using language to express personal feeling and thoughts.
5. Imaginative function of language is using language to create the world of imagination.
6. Representational function of language is using language to communicate.
7. Heuristic function of language is using language to learn and discover.

➢ **Characteristics of Communicative Approach:**

1. Communicative approach emphasis on communication of language because it plays important role in development of sociality of human creature.
2. The message or thoughts expressed in communication are always in form of function so this approach is very useful.
3. If this approach is used in classroom activities then it will be very useful for learners because in many classes language is taught as to pass examination only so this approach enables students to develop communicative ability which is very important activity of life.
4. Through communicative approach, the leaner learns target language as he learns mother tongue. It means that the atmosphere of English language is created so that student could learn English directly.

5. Communicative approach enables student to learn language naturally because the environment of target language learning is created.

6. All the teaching learning materials are prepared according to child attitude and interest or individual difference so that child could learn language easily and effectively. This approach is learner centred.

7. In communicative approach every where, in schools, classroom, on stages, and seminars, we can say that the learner are taught as a native person learn his language.

8. The students should be provided real life situations. Creativeness of role play, simulation, projects should be produced in students so that they could connect these all with real life situation.

9. In communicative approach, the emphasis on active mode of learning is given. Thus it makes students active in their activities including pair work and group work.

10. The learners have to develop skill of language. Speaking and listening aspect of language are too important for oral communication so oral expression is more emphasized. The oral communication and written communication are distinctively taught in this approach.

11. In this approach the visual aids are permitted. These aids help to provoke practical communication. They help to motivate and focus pupils' attention.

12. The language is never static: it is dynamic. This approach helps the learner to use language naturally and according to accepted form and usage.

13. The active use of lexical items help learner to develop vocabulary. There should not be passive use of lexical items. They need active command of using words in meaningful message, so in this approach the lexical items are taught in context.

➢ **Principles:**

1. How to use the language is basic principle of this approach. The communication is soul of the human lives. People use communication for verbal communication.

2. Communicative approach is based on natural acquisition of language. Natural Acquisition is principle of this approach. When learner learns language naturally then that is real and authentic.

3. The teaching should be related to real life situation so that students could understand the reality of the life. The teaching without relating real life situation is useless and vague.

4. We should not take language as a subject. In school it is taught as a subject. Students study it only to pass examination but it is not proper. Teacher should teach it as a skill. He should make his students to speak perfectly so that they could use it in their real life. So it should be accepted as skill.

5. In this approach teacher is a main hero and his role is different than conventional teacher teaching other subjects. The teacher should teach with heart but not the brain.

6. Developing communication ability is other principle of this approach. Four sub skills are main key of this approach. The four sub skills are LSRW which should be developed in student orderly. It combines active and passive skills to design learning tasks.

➢ **Merits:**

1. Main function of communicative approach is to develop communication competence, so they are provided with optimum opportunities to use the language.

2. This approach creates communicative environment among learners, teachers, and society. They are motivated to form the bridge of communication and to make use of real life language, in other words language in use.

3. This approach is learner centred. So it is very scientific. All the teaching materials are prepared according to mentality and interest of the students.

4. In this approach the modern methods are used to make teaching very effective and interesting.

5. In this approach every leaner are active during teaching because there is interaction among learners. They communicate verbally and non-verbally to each other, so every student is active.

6. This approach provides sufficient opportunity to students for practice of communication with other students or people.

➢ **Communicative Language Teaching(CLT)**

CLT describes an approach to language education that focuses on developing learners' communicative competence (Brown, 2001; Canale & Swain, 1980; Hymes, 1972; Richards & Rodgers, 1986). Both a weak and a strong version of CLT have been described (Howatt, 1984). In the weak version, activities that promote communication are incorporated into a wider language program that allows for the pre-selection of target language forms and functions. In contrast, learners' use of the target language drives learning in the strong version of CLT, and creates opportunities for incidental 'noticing' of formal features in the target language (Richards,2006).

CLT is a "learner-centered and experience-based view of teaching" (Richards & Rodgers, 1986, p. 69), which promotes learner independence and requires classroom cultures with more equal relationships between teachers and learners than those in many EFL contexts (Canh, 1999; Chowdhury, 2003; Stapleton, 1995). In a CLT approach, the teacher functions as a facilitator or guide, supporting learners as they try out new language and giving feedback on errors as a necessary step in the language learning process (Nunan, 1991; Richards, 2001). Using an integrated skills approach, many CLT activities are done in pairs or small groups, so learners have opportunities to use the target language in a variety of roles and contexts that aim to approximate authentic situations to develop learners' situationally appropriate use of the L2 (Richards & Rodgers, 2001).

1. **Classroom activities used in CLT**

Example of activities

Role play

Interviews

Information gap

Games

<u>Language exchange</u>

Surveys

Pair work

<u>Learning by teaching</u>

However, not all courses that utilize the communicative language approach will restrict their activities solely to these. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance.

(i)   Role Play in CLT

The Communicative approach emphasize the importance of the games and role play as way of setting limits to activity that are sufficiently well defined, yet also sufficiently wide, to promote practice in using language freely over longer period of time.

The teacher can ask students to repeat a line from dialogue and give answer himself. He can then ask individual students the questions and promote individuals answers. When he is sure that students are competent (not necessarily perfect) in handling the language, he can put the students into pairs and ask them to practise the dialogue with each member of the pair taking it in turns to perform the two roles and make appropriate substitutions. "(76). Role-cards and pair-cards are extensively used to help learners play the assigned roles.

(ii)   Simulation in CLT :

Among classroom activities, "Role plays and simulation rate highly as vehicles to use in a communicative approach. Used well, they can reduce the artificiality of classroom, provide a reason for talking and allow the learner to talk meaningfully to other learner. "(77).

"In a simulation the learner is given a task to perform or a problem to solve; the background information and the environment of the problem is simulated. ''(78).

2.   C.L.T. Process

Recently some attempts have been made to develop a CLT Procedure. Hebbord (1986) have done a pioneering work in this direction. A CLT procedure is as follows. (69)

TABLE

CLT Procedure

Communicative Task-1	Presentation and Drills	Communicative Task-2
Students use whatever language they have at their disposal. Errors are not corrected.	The teacher presents the require form and drills to fluency. Errors are corrected.	Students are given an opportunity to use the new forms.

3.   Role of Mother Tongue in C.L.T.

D.L. Freeman (1986) spells out the role of mother tongue of students and says the first language should be used not only during communicative activities but, for example, in explaining the activities to the students or in assigning homework. The students learn from these classroom management exchanges, too and realise that the target language is vehicle for communication, just an object to be studied.

4.   Difference between Communicative and Non Communicative Language Teaching

(A)   NON- COMMUNICATIVE ACTIVITIES

1. No communicative purpose
2. No desire to communicate
3. Form, not content
4. One language item
5. Teacher intervention
6. material control

(B)   COMMUNICATIVE ACTIVITIES

1. A communicative purpose
2. A Desire to Communicate
3. Content, Not form
4. Variety of language items
5. No teacher intervention
6. No material control

5.   How Do The Roles Of The Teacher And Student Change In Communicative Language Teaching?

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal,

the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

6. The Advantages of Communicative Language   Teaching

Rebecca Belchamber r.belchamber {a t} latrobe {d o t} edu   {d o t} au La Trobe University Language Centre (Melbourne, Australia)

As a teacher trainer working with international groups, I am frequently asked to include an overview of communicative language teaching (CLT), and discuss ways of adapting materials to make lessons more communicative or interactive.

Most groups are enthusiastic about the lesson opportunities which CLT offers. However, some also indicated they felt constrained by the system under which they operated, especially those teaching in settings which are particularly exam-focused. In addition, they queried the relevance of CLT to their situation, where many of the students never used English outside the classroom. In contrast, I had shifted across a spectrum of learners, enthusiastically taking CLT along with me as universally appropriate.

Taking my colleagues' concerns on board, I began to question the appropriateness of CLT for some of these diverse learner groups. This was supported by current reading on the topic; the titles of some articles made me think I should give up the support for CLT then and there. However, the more I read on the topic, the more I defended the continued suitability of CLT. It really does benefit the students in a variety of ways.

7. Elements of CLT

➢ **Communication – According to Ability**

Whether CLT should be considered an approach or a methodology is a more abstract debate and here I want to deal with its more practical aspects. In fact, it is those very elements, and the name itself, which have been used to challenge the future relevance of CLT. Firstly, the label implies a focus on communication and some might argue that this method can't be employed genuinely with low levels as there is no authentic communication, due to a limited vocabulary and restricted range of functions. Initially, many of a learner's utterances are very formulaic. As an aside, consider just what percentage of our own English expressions are unique, and how often we rely on a set phrase; just because it is delivered unselfconsciously and with natural intonation does not make it original. The aim is that the length and complexity of exchanges, and confident delivery, will grow with the student's language ability.

With the emphasis on communication, there is also the implication that spoken exchanges should be authentic and meaningful; detractors claim that the artificial nature of classroom–based (i.e. teacher - created) interactions makes CLT an oxymoron. Nevertheless, a proficient teacher will provide a context so that class interactions are realistic and meaningful but with the support needed to assist students to generate the target language. We need to consider that producing language is a skill and when we learn a skill we practice in improvised settings. For example, before a nurse gives a real injection, they have punctured many a piece of fruit to hone their technique.

➢ **Accuracy as Well as Fluency**

It might also be argued that the extent of some of the structures or functions may never be used in real life. One example is adjective order; I have given students an exercise where they have to produce a phrase with a string of adjectives, such as "a strong, orange, Norwegian, canvas tent."   This is very unnatural, as most times we only combine two or three adjectives. The other example is directions – we have students follow a map and negotiate exhaustive directions which suggest maze-like complexity. In reality, most of us probably are only involved in a three-phase set of directions. In fact, what we are doing with these exercises is exposing students to patterns which they can

later   activate.

This focus on accuracy versus fluency is one of the issues not often considered in a discussion of CLT. The teacher decides to pay attention to one or other end of this band, depending on the type of lesson, or the stage of a particular lesson, and accuracy is their choice if they want to deal with students getting things right, take an opportunity for correction, or gauge the success of their teaching, for example. Freer speaking involves more choice, therefore more ambiguity, and less teacher intervention. While CLT implies the lessons are more student-centered, this does not mean they are un-structured. The teacher does have a very important role in the process, and that is setting up activities so that communication actually happens. There is a lot of preparation; accuracy practice is the bridge to a fluency activity. By implication, CLT involves equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully.

The reference to strategies introduces the matter of grammatical versus communicative competence. If we view the two as mutually exclusive, then we are likely to champion one over the other, in terms of approach, curriculum or whatever else determines and defines our classroom teaching. In fact, Canale and Swain's model of communicative competence, referred to by Guangwei Hu, includes four sub-categories, namely grammatical, sociolinguistic discourse and strategic. They consider someone competent in English should demonstrate both rules of grammar and use.

➢ **Promoting Learning**

This returns us to the consideration of who we are teaching, and why. Are our students aiming to learn or acquire English? Do they need to know lexical items and linguistic rules as a means of passing an exam, or do they want to be able to interact in English? For those inclined to maintain the dichotomy between learning and acquisition, and who argue that our primary focus is learners, CLT still has relevance. It is timely to review an early definition of CLT. According to Richards and Rodgers, in Guangwei Hu, CLT is basically about promoting learning.

Then again, Mark Lowe suggests that we follow Halliday's lead and drop the distinction between learning and acquisition, and refer to language mastery instead. After all, if the students master the language, they will certainly be able to perform better in exams, if that is their goal. In addition, those who do see a purpose beyond classroom-related English will be better equipped for using the language socially.

➢ **Motivation**

One of the constant discussions in all my teacher training groups was how to motivate students. This suggests that the focus on passing the exam was not always enough. Motivation relates to engaging students but also includes confidence building. If there is a climate of trust and support in the classroom, then students are more likely to contribute. One way of developing this is to allow pair-checking of answers before open-class checking occurs. Another way is to include an opportunity for students to discuss a topic in small groups before there is any expectation that they speak in front of the whole class. Evelyn Doman suggests that "The need for ongoing negotiation during interaction increases the learners' overt participation..." It is this involvement we need to harness and build   on.

Sometimes the participation is hardly what we would define as 'negotiation', but merely a contribution. For a few students, just uttering a word or a phrase can be an achievement. Indeed, some of the teachers in the training sessions said this was the goal they set for their more reticent pupils. And I have had students who, after writing their first note or e-mail in English, expressed their pride at being able to do so.

If teachers consider an activity to be irrelevant or not engaging enough, there are many other tasks which may be more appropriate, such as surveys, using a stimulus picture and prompt questions (Who... Where... When...What...), or a series of pictures which need to be sequenced before a story is discussed. In this respect, CLT addresses another area which constantly challenges teachers, the mixed-ability class. When the lesson progresses to a freer-speaking activity, students can contribute according to their ability and confidence, although I acknowledge both need to be stretched. So there is a challenge for the more capable students, while those with an average ability still feel their

effort is valid. This compares with the less creative opportunities offered by some textbooks, where students read a dialogue, perhaps doing a substitution activity, for example.

A basic responsibility is considering and responding to the needs of our students, so if the course book is inadequate we need to employ the following steps: select, adapt, reject and supplement. Moreover, because each class we teach has its own characteristics and needs, CLT will vary each time we employ it.

1.4   Justification of the Study:-

  ➢ The study will develop writing competence of students in English.
  ➢ Study will be useful for English teacher to make teaching very effective.
  ➢ Study will be useful to develop writing strategies for English teacher.
  ➢ Study will enable students to use English in social context.
  ➢ It will make improvement in language proficiency. The study will reduce many types of errors of students in English subject.
  ➢ Students will take English not only as a subject but as a language so that they could use English in every field.
  ➢ English is international language. The study will remind them that they should learn to speak and write English effectively. .
  ➢ The study will develop interest among students in English.

1.5   Objectives of the Study:-

The specific objectives are:-

1. To develop writing competency of students in English.
2. To find out writing needs of students in social context which motivate them to write in English?
3. To find out teaching strategies of teachers which they use in the classroom teaching for developing writing competency of students in English.

4. To study comparative efficacy of two teaching approaches, Traditional Language Teaching and Communicative Language Teaching for developing writing competency of students in English.

1.6 Research Hypothesis

1. There is no significance difference in the attainment scores on communicative test (C.T.C.C.) between the Scholar exposed to three different types of learning situations.

   ➤ **Experimental Group First** which will be taught by Investigator himself through **CLT** Approach for 40 days (1 an hour per day).

   ➤ **Experimental Group Second** which will also be taught by investigator through **Traditional Language Teaching (TLT)** Approach for 40 days (1 an hour per day).

   ➤ **Control Group** which will be left and no Experimental factor will be applied on this group and will be called at the time of final test.

2. There is no significance difference in the efficacy of **traditional Language Teaching (TLT)** and **Communicative Language Teaching (CLT)** in the five areas of test [RTLAC, PTLAC, RTLAP, PTLAP, CTCC].

1.7 Selection of Sample

Population is whole or entire. It represents the whole thing.

"The term sample should be reserved for a set of units or portion of an aggregate of material which has been selected in the belief that it will be representative of the whole aggregate".

"A statistical sample is a miniature picture of cross section of the entire group or aggregate from which the sample is taken".

The primary purpose of the research is to discover principles that have universal application, but to study a whole population to arrive at generalization would be

impracticable, if not impossible. Fortunately the process of sampling makes it possible to draw valid inference or generalization on the basis of careful observation of variable within a relatively small proportion of the population.

According to Good & Hatt (1952),

"A sample as the name implies, is a smaller representative of a large whole. The observation of some phenomenon in complete details would involve such a mass of data that analysis would be slow and tedious. Moreover, to analysis the large quantity of material is wasteful when a smaller amount would suffice".

1.7.1 Investigator will follow

Investigator will follow three steps to select sample.

1. At first stage **100 students of 10th class of Senior Secondary Schools, Bhiloda** will be selected. They will be given questionnaire to find out the learners' present and future needs of writing in social context.

2. During the second stage of the sample selection **100 English teachers of Secondary Schools of Sabarkanta District (Gujarat)** will be selected. They will be given questionnaire to find out writing needs of students. Further these 100 teachers will be interviewed to find out their teaching strategies which they use in their class room. Both the **male and female teachers** will be included in the sample.

3. The third stage and final stage will be random selection of 120 students of class 10th of senior secondary school Bhiloda, District SabarKantha (Gujarat). The experiment will be conducted with these 120 students. These 120 students will be classified into three groups of 40- 40 students' randomly throwing coin.

    First group of 40 students will be taught by investigator through **CLT Approach**

    Second group of 40 students will be taught by investigator through **traditional approach**.

Third group of 40 students will be left alone and **no experimental factor** will be applied.

Note : 100 students will be selected randomly from 120 students who will be selected for experimental treatment.

In Short

In Experimental study -

1. 40 Students for Experimental Group First through CLT approach
2. 40 Students for Experimental Group Second through TLT approach
3. 40 Students for Control Group (No experimental factor)
    TOTAL= 40+40+40= 120

In Survey study

 Teachers Sample and students' sample

1. 100 English teachers from senior secondary schools of Sabarkantha District of Gujarat State (See Appendix No. 16)
2. 100 Students from senior secondary school of Bhiloda. These 100 students will be selected randomly from 120 students who will be selected for experimental treatment.

1.8   Research Method:-

Research methods are utmost importance in research process, they describe the various steps of plan to be adopted in solving a research problem, such as the manner in which the problem are formulated, the definition of terms, the choice of subjects of investigation, analysis and interpretation of data. So method is a style of conducting a research work, which is determined by the nature of the problem.

The selection of the method should be in harmony with scientific principles and adequate to lead to dependable generalization. The present chapter has been devoted to the description of sampling procedure, method, tools and statistical analysis used in this study.

The explicit meaning clarifies the meaning and importance of method for research work. Proper method leads to systematic proceeding and finally fruitful results. Investigator will use experimental method and Normative survey method to collect data from sample in present study.

1. **The experimental method** in present study the pre test – Post test research design will be used by investigator to investigate problem and to conduct the experiment. The students(subjects) will be assigned to three groups. Experimental Group-1(EG1) and Experimental Group-2 (EG2) and Control group.

Basic Design

GR.	EGI	EG2	Control Group
1	Pre- Test	Pre- test	Pre- Test
2	Experiment (CLT)	Experiment (TLT)	Control Factor
3	Post- Test	Post- Test	Post- Test

Comparison of difference

All the groups including EG1, EG2 and Control group will be first given pre test and then the experiment will be conducted with the EG1 and EG2 and Control group will not be given any experiment treatment. At the expiry of the experimental treatment period, all the groups including control group will be given post test. Finally statistical treatment technique will be used to compare the gains of difference of three groups and conclusion and findings will be reported.

2. **Survey Method**

"Survey research is that branch of social scientific investigation that studies large and small population by selecting studying sample chosen from the population to

discover the relative incidence, distribution and inter relation of sociological and psychological variables".

The term 'normative survey' is generally used for the research which proposes to ascertain what is normal or typical condition or normal practice at the present time. The type of information, the normative survey method procure is capable of rendering important services because it determines the present trends and solves current practical problems. It also suggests the course of future planning. These types of research bring into focus our attention to the existing problem and also suggest the way of meeting them. Thus normative survey method has been preferred to others in view of its suitability for the purposes of mentioned as under:-

a. The survey method gathers data from a relatively large numbers of cases at particular time.

b. The study is of cross sectional type, mostly of 'what exists' type.

c. The study is not concerned with the characteristic of individual but with generalize statistics of the whole population or sample there.

Normative Survey Method-

Investigator will use normative survey method to collect data regarding secondary school students' present and future writing needs in social context. For the construction of diagnostic test for the preparation of teaching material, the normative survey will also be used. Normative survey method also will be used to find out the teaching strategies of English teacher which they use in the classroom. 100 English teachers will be selected from 50 schools of Sabarkantha District (Gujarat)[See Appendix No. 16].

1.9   Tools and Technique:-

The success of my research work depends upon the selection of appropriate tools for the collection of relevant data.

According to Best,

"A great variety of research tools has been developed to aid in the acquisition of data. These tools are of many kinds and imply distinctive ways of describing and qualifying the data. Each tool is particularly appropriate for certain source of data fielding information of the kind and in the form that would be most effectively.

After making a preliminary preparation through the survey of related literature the choice of tool will be made on the basis of through study of related researches and tool used by different researcher in the allied investigation.

The investigator will use standard tools in the study.

1. Diagnostic tests
2. Pre and post test for secondary school learners (Communicative Test).

1. Diagnostic tests

➢ **A questionnaire** for school level students to find out present and future writing need of students in social context.

➢ **A questionnaire** for Secondary School teachers of English to find out present and future writing needs of students in social context. .

➢ **A structured interview schedule** for secondary school teachers to find out their teaching strategies which they use in the classroom.

2. **Pre and post test for secondary school learners (Communicative Test) -** In the Communicative test **receptive** and **productive** type of questions related to accuracy and appropriacy and **comprehensive** type of questions will be included. .

1.10 Statistical Treatment:-

In the study investigator will apply following statistical treatment.

1. Mean
2. Standard Deviation.
3. T. Test

4. F Test (ANOVA)

5. Percentage

6. Correlation   [See Appendix No. 18]

1.11   Delimitation of the Study

1. The study will be delimited to only the Secondary School Learners in Gujarat state.

2. The study will be delimited to only sub urban schools of Gujarat state.

3. Study will be delimited to only SabarKantha District of Gujarat State.

4. The study will be delimited to only the variable "Writing Competency in English".

5. The study will be delimited to communicative approach to English language teaching.

6. The study will be delimited to traditional approach to English language teaching.

7. Experiment will be delimited to only for 40 days on experimental groups of 10th class.

1.12   Definition of Special Words:-

❖ **Writing Competency- is** effective and correct use of grammar, vocabulary. There is functional, social and cultural purpose behind the effective writing. There are specific competencies include the ability to write something that includes the following components:

    1. A clear stated objectives

    2. Ability to present supporting evidence

    3. Clarity in sentence structure and words choice.

    4. Reasonable freedom from mechanical errors.

❖ **Social Context-** Here **social** means circumstance or situation and **context** includes place, time, setting, role, and relationship in which person makes use the

form of writing referred to above and it also refers the knowledge of the role and relationship between the reader and writer made of communication difference between formal and informal use of the language. It extensively refers to the context in the society in which people are supposed to communicate through writing.

❖ **English Language Teaching (ELT)-** includes content, Approaches, method, procedure, devices, techniques, practical and theories of teaching English.

❖ **Communicative Language Teaching (CLT)-** is a recent development in the field of the ELT aims at teaching language as and for communication and it advocates the extensive role of simulation, Dialogues, group work, language exchange, and focus teaching is on linguistic appropriateness, fluency, and feasibility of expression. The term CLT also includes the communicative approach to language teaching.

❖ **Traditional Language Teaching (TLT)-** refers to use of grammar translation method, bilingual method, direct method, audio lingual method are used by teacher. These all methods except CLT approach are considered traditional method.

❖ **Receptive Type Questions-** The test refers to the questions which consisted of the multiple choice answer and which aimed at finding out whether the learner could receive or recognize the right response. Four alternative responses are given.

❖ **Productive Type Question-** The test refers to the questions which consisted of testing item without multiple choices aimed at finding out whether the learner can give correct answer of question without choice own.

❖ **Comprehensive Type Question-** This test is both receptive and productive in the sense that is not only provided visual information but also asked the learners to reproduce the information in the verbal form. The test in fact, aimed at testing the learners linguistic accuracy, appropriacy, conventionally, fluency and technique of writing such as the use of the punctuation mark, capital letters and presentation and organization of information in the form of composition.

1.13   Chapterization

(i)   Chapter First- Research Design and Conceptual Framework

Chapter first represents the research design and theoretical aspect of the problem. This chapter includes research problem, objectives of the research, Hypothesis, selection of sample, tools and methods of the study.

(ii)   Chapter Second- Study of Related Literature

The second chapter includes the work already done in our country and abroad. The studies have been referred in this chapter in a chronological order as far as possible. Importance of related literature in researchers has also been highlighted.

(iii)   Chapter Third- Research Methodology and Sampling

The third chapter describes the sample, methods tools and techniques used in this study and lays down the procedure of Experimentation test, content for test and statistical analysis of data.

(iv)   Chapter Fourth- Description of Communicative Competency Tests(Tools)

The fourth chapter describe the use of research tool, detail description of tool, criteria for item selection, scoring scheme, administration of tools etc.

(v)   Chapter Fifth- Preparation of Teaching Material

The fifth chapter concerned with the procedure adopted for preparation of the instructional material, selection of the content, objectives in the behavioral term, planning of the construction of pre and post test, teaching strategies and lesson and unit plan and try out of the material.

(vi)   Chapter Sixth- Experimental Teaching Process

The sixth chapter deals the description of the experimental strategies including CLT and TLT strategies used in the present study. The four stages of teaching the experimental group will be described in the chapter.

(vii)   Chapter Seventh- Data Analysis and Interpretation – Learners' Writing Needs and Teachers' Teaching Strategies

The Seventh chapter deals with the analysis and interpretation of the data regarding secondary school learners' writing needs and secondary school English teachers' teaching strategies.

(viii)   Chapter Eighth-Part-A(8.1)-Data Analysis and Interpretation- Development of Learner-Communicative Competency Test (C.T.C.C.).

The Eighth Chapter (Part-A(8.1) analyses and interprets the data regarding learners' communicative(C.T.C.C.) competence; ANOVA used in the study will be explained.

(ix)   Chapter Eighth-Part-B(8.2)- Comparative Efficacy of the CLT and TLT Approaches-The Eighth Chapter(Part-B(8.2) Aims at analyzing and interpreting the data regarding the comparative efficacy of the CLT and TLT method, ANOVA used in the study will be explained.

(IX)   Chapter-Ninth-Research Summary, Main Findings and Suggestions

The ninth chapters deals with the research summary, findings and suggestion for further research.

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CHAPTER SECOND

STUDY OF RELATED LITERATURE

2.1 Introduction

This chapter includes the study of related literature done by investigator. The investigator studied the research done in India and in foreign countries to justify his research problem.

2.2 Meaning of Related Literature

The meaning of related literature under the process of research is with all types of books, magazines, various dictionaries and records as well. Therefore, the researcher prepares the accurate layout of research with the help of referenced material and thus he selects problems and all the hypothesis connecting to that. Due to the survey or determined study procedure, the researcher receives several benefits. The description of which has been given below—

2.3 Advantages of Related Literature Study

The following advantages of related literature and to be taken in mind written as under—

(1)   On account of studying related literature, the researcher gets the help in delimiting the problem.

(2)   The researcher can prepare his role easily, thereafter the perfection of study of the determined work.

(3)   On account of studying related to literature, the researcher receives all

         the new information related with the research field.

(4)   On account of having been established the conclusions entirely, the researcher can avoid of perform re-research work.

(5)   Due to studying related literature, more easiness can be achieved in constructing hypothesis.

(6)   Studying related literature is a great source of receiving entire information's in connection with research approach, law, various equipments and data as accordingly.

(7)   The researcher can easily select all the concerning results clearly due to studying related literature.

(8)   More over the researcher can provide his own recommendations for performing research on other sides due to completing the study of related literature.

(9)   Due to the medium of related literature, the researcher gets the complete knowledge of sources of concerning materials as well as he gets the knowledge about concerning scholars.

(10)   The researcher feels more easiness in selecting the correct problem under this process.

2.4   Functions of the Review of Literature

Various Scholars have described about five main functions relating to review of literature written as under-

(1)   Due to this process, the researcher finds out the knowledge, what position is there of research under this problem? When, where, what and how the research work have been performed?

(2)   This study provides the knowledge of this fact, to what extent this research work will get success?

(3)   The review of related literature prepares the necessary background for performing of research work and thus it inspires the researcher going towards easy way.

(4)   The review of literature provides clarification of total correct and appropriate methods to be used for analysing the appropriate equipments and data.

(5)   Due to the review of literature, the researcher finds more advantages in constructing various hypothesises along with the definization of problem, creation of concepts and delimiting the problem as well.

2.5   Importance of Survey of Related literature

It is very obvious to note that the literature keeps its own fruitful importance directly or indirectly in the life of modern man. In this position lacking of literature for

various research works get no reliance. Therefore, we know it well that the review of related literature has its own importance in performing the research. Thus the researcher can not go ahead on research for a single step in lack of review of related literature. Thus several scholars and educationists have described the importance of survey of related literature written as under—

1. According to **John W. Best**, "Practically all human knowledge can be found in book and libraries, unlike the other creature that must start a new with each generation, human society accumulates and records the knowledge of the fields. His constant adding to the vast store of knowledge makes the progress possible in all areas of human endeavor.

2. In the words of **Good, Bar and Scates, "**The competition physician must keep abreast of the latest discoveries in the field of medicine obviously the careful students of education, the research worker and investigator should become familiar with the location and use of sources of educational information."

3. In viewing with the above mentioned descriptions, we can quote definitely that the survey or review of the literature in the fundamental need of human life and thus it is more important in the field of research.

2.6 Foreign Study

1. **Gottlibeb Margo [1985]** studied the role of communicative competence in the first and second language achievement as demonstrated in communication and concept achievement. The purpose of the study was to examine the communicative competency and the academic proficiency of 1st and 2nd language learners with the intent of improving current student assessment practice. The sample consisted 304 intermediate grade level student in the 3rd target school distract in Illinois

    The data were analyzed by grade and across grades. Specific situation procedures, namely, analysis of variance PPM, correlation were used. The findings indicate

that the development of entry and exit criteria for education programme should rest on both theoretical research and classroom practice.

2.   **Heath Inez Avalon [1987]** studied and investigated the relationship between creativity and communicative competence strategies among bilingual and bi-dialectical adolescents. The purpose of the study was to investigate creativity in relation to adaptively. Adaptively are defined as native language and cultural limits by speaker of English in developing communicative competence in the target languages. The results are:

(a)   If oral languages is used effectively in teaching writing. It can serve in the capacity of clarifying and checking language in the process of developing the written product. A significant relationship was found between score on oral and written task

(b)   Acquisition of a second language correlates significantly with creative development.

3.   **Sarignon S.J. [1992]** conducted an experiment study to

(1)   Develop test of communicative competence suited to the beginning level of college French.

(2)   Evaluate the effectiveness of French in communication act as part a beginning college French course in developing both linguistics and communicative competence.

(3)   Explore the correlation of various attitudinal motivation factors with achievement during the first semester of college French in a Midwestern uncultured community.

(4)   Asses the effectiveness of training in communicative activities as a part of a beginning college French course as meant of influences attitudinal and motivational factor.

Three groups of beginning college French students, two experimental   and one control group participated in the study which runs for 18 weeks and included a total of 42 students. Each group in the study corresponded to a class section in the

multi-sections beginning French programme at the University of Illinois at urban Champaign. This programmed used a modified audio-lingual approach to teaching French with emphasis on dialogue memorization and oral drilling of linguistic pattern, particularly in the beginning stages. All the three groups met for 80 minutes periods, a week for the same basic course of instruction in French.

In this investigation, students, in the experimental, communication skill programme which consisted of one an hour per week supplementing the regular audio lingual type of courses were given the opportunity to speak French in a variety of communication setting. These ranged from (1-2 minutes) exchange between a student and fluent speaker of French in a simulated situation to whole group discussion on topic of current interests. Emphasis was put on acting meaning across. Students were urged to use every means at their disposal to understand at in turn to make them understood. Grammar and punctuation errors were expected and were always ignored where they did not interact with meaning.

An attitude questioning and test of achievement in linguistic and communicative competence were administered to all students. No significance differences were found among groups on the independent variable recorded language aptitude verbal intelligence and high school class rank A. A one way analysis of variable was then used to test for difference by teaching strategy on the measures of achievements.

The communication skill group E1, performed significantly better than the either cultural group E2 or the control group C, on the test of communication skill. These findings were interpreted as evidence of the need to distinguish between communication competences on the one hand and linguistic competence on the other hand, nothing that it is the letter which is typicality rewarded in the foreign language classroom.

4. Computer Mediated Collaborative Learning within a Communicative Language Teaching Approach: A Socio-cultural Perspective **March 2010**

Author Long Van Nguyen**.** Massey University, New Zealand

Abstract

The article aims to discuss the roles of computer mediated collaborative learning (CMCL) in English as a Foreign Language (EFL) classroom equipped with a communicative language teaching (CLT) approach. The discussion moves from an overview of the principal domains of socio-cultural theory (SCT) applicable to collaborative second/foreign language learning to the review of the current CLT approach, the main focus of which is the context of Vietnamese language education. CMCL is then analyzed in terms of how it is able to support and enhance language improvement in the given CLT context. The conclusion drawn from the discussion is that CMCL with its potential benefits is capable of helping resolve certain issues raised by the introduction of a CLT approach into the Vietnamese language classroom, including Confucian educational values, examination-oriented educational system, class management, and authentic communication. It is thereby argued that CMCL may possibly flow smoothly on a CLT foundation when the whole context is viewed through a SCT lens, and that though the focus is on the particular Vietnamese social setting, there is no reason that the concerns considered in this paper cannot be shared in other relevant settings.

Keywords: Socio-cultural theory, communicative language teaching, computer mediated collaborative learning (CMCL), EFL.

5. The Applicability of Principles for Instructed Second Language Learning: A South Korean Perspective **March 2010**

Author

Jocelyn Howard and Susan Millar *University of Canterbury, Christchurch, New Zealand*

Abstract-   Communicative language teaching (CLT) approaches in second language (L2) education have been central to recent curricula innovations in a number of English as Foreign Language (EFL) contexts, including South Korea. Research indicates that teachers can face challenges in implementing these initiatives and feel frustrated by constraints perceived to be outside their locus of

control. A variety of alternative approaches which take into account specific contexts are therefore proposed in the literature. General principles and frameworks for guiding L2 acquisition have also been considered in terms of their applicability in a variety of language learning and teaching settings. This study examines South Korean teachers' perceptions of the applicability to their contexts of the general principles for effective instructed second language learning proposed by Ellis (2005). The findings indicate that contextual constraints would impede the application of some of the principles, but that an awareness of them may give EFL teachers a sense of agency, despite wider socio-cultural constraints. The authors suggest that an understanding of research-informed principles, such as those proposed by Ellis, will assist teachers to engage in self-reflection and praxis, and provide common points of reference for language teachers and researchers in the international community.

Key Words: Ellis, principles for effective instructed second language learning, Communicative Language Teaching (CLT), English as a Foreign Language (EFL), curriculum innovation

6. **Redefining Communicative Competence for International and Local Communities and Local Communities (<u>March 2010</u>), Author** *Petroleum Institute, Abu Dhabi, UAE*

Abstract

This paper is a follow-up paper to Nunn (2005). In combination, these two papers consider the meaning of competence when English is used as an International Language (EIL). This second paper focuses on definitions and concludes with a global definition of competence. 'Competence' is partially defined in relation to the communities in which individual members apply it. In this paper, the meaning of 'community' is considerably developed from the discussion of 'speech community' in the first paper, to include 'discourse', 'bi-lingual', 'local' and 'international' characterizations. 'Competence' is then contrasted with other related concepts, such as 'proficiency'. Discussion of the holistic, interlocking nature of five different types of competence is developed

from the first paper and five characteristics of International Communicative Competence (ICC) are outlined.

International/global aspects of competence are always applied in specific, 'local' contexts. The middle section of this paper considers just two local educational contexts in Asia. The discussion is supported by a few data samples from projects reported elsewhere, including a full report of a sponsored project conducted at the Petroleum Institute in Abu Dhabi, a university that aims to produce engineers from the local community who are able to perform to international standards and to communicate in English within a multi-national organization (full report available electronically on request). Members of local institutions that aspire to educational excellence in an international field need to learn to interact with various kinds of 'communities' in order to achieve an appropriate balance between international and local conceptions of competence. As a comparison, a very different academic community will be described in a Japanese university where a general English course teaches skills for international communication to all first-year students regardless of academic discipline.

2.7   Research Done In India

1.   **Saraswati–V [1982]** explored the nature of communicative competence in relation to learning a language for specific purpose and on that basis suggested guidelines for designing a course in English for official purposes for undergraduate in Tamilnadu , India. 30 business letters were revised and changes introduced in them and then analyzed. A questionnaire was administered to 125 and business people at different level of official hierarchy. A diagnostic test in written English was administered to 60 final years B.A.B.Sc. Students and 40 final year B.Com. Students of Madras University. An outline of the course was designed on the basis of the response gathered through the tools.

2.   **Singh V.P. [1984]** studies linguistic and communicative abilities of higher school teacher of English in relation to their classroom function. The sample consisted of 60 trained graduate teacher [TGT] and post graduate teachers [PGTS]. Four test

measures were developed. [1] A test of speaking ability [2] A writing ability [3] Sentence completion. [4] Sensitivity to pupil errors teachers' competence was studied. There was significant difference between the subjects, speaking ability and their writing ability. Their speaking ability was better than their writing ability.

3. **Soumini P [1984]**. designed a course based on communicative approach to English language Teaching in regional medium high school. The course was designed for regional medium class 9th and 10th students using science as the content. The parallel group experimental design was employed. The sample consisted of high school students. English proficiency test 1, 2, science pre test, post test questionnaire were used for the study.

    In the case of science pre test gain score of the experimental demonstrated a significant improvement due to communicative approach. The educational implications of the study are:-

    English language teaching through the communicative approach will give the students some capacity both receptive and productive knowledge.

    Activity oriented language learning has to be reshaped by designing suitable task so as the facilitate the development of communicative skill.

4. **Gupta R.L. (1988)** conducted an experimental study to find out the efficiency of language laboratory explosive in developing language proficiency and communicative competency of tribal learners of English. The study was delimited to listening and speaking skill of VIII, IX and X class, tribal learners.

    The experimental Pre- test Post test equal design was used for the study. A standardized test for listening comprehension and another test developed by the researcher were used. It was found that language laboratory exposure developed language proficiency of the tribal learners of English. Language laboratory exposure developed the communicative competency of the learners in English more that the communicative competency in English the audio lingual method developed without laboratory exposure. It was also concluded that language

proficiency in English helped to develop the communicative competency of tribal learners of English.

5.   **Paliwal A.K.(1993)** "Conducted an Experimental study for Developing communicative competence in written English among secondary school learners of Rajasthan". The study was delimited to writing competency of secondary school learners. There were three groups for Experimental Study. The Experimental Pre Test-Post Test design was used for the study. A self made tool of communicative competence was used. It was made reliable and valid. It was found that the students who were taught CLT and TLT approach did scores significantly higher than the students who were not given any special treatment.

[CLT :   Communicative Language Teaching]

[TLT :   Traditional Language Teaching]

2.8   The Points Emerging From The Review Of Related Literature:-

1. Research work in communicative approach is rather scarce.

2. Although a lot of literature on methodology of teaching English as a S.L. is available and some studies on comparative usefulness of two methods, structural approach and direct method have been undertaken both in India and abroad, yet not much work has been done in the process of developing communicative competence in learners of S.L., particularly of English.

3. Obviously a lot of work need to be done into the communicative language teaching to enable it to gain full because it is still an emerging trend in present world.

4. Communicative approach to teaching a S.L., especially in teaching English in Indian situation, is almost a very recent phenomenon. Evolving a strategy based on the approach assumes a venture of pioneering in the field of English language teaching (ELT) because very little has, so far, been done in this field. Lots of researchers are needed to make any strategy function proof.

5. Unfortunately in all the three survey of researchers in (M.B.Buch), no studies on linguistic competency have so far been reported. Only the studies on structural

approach, direct method and attitudinal studies have been reported which of course, are not related to the present research problem.

6. The study of related literature makes it quite clear that there is a need to following four things.

   a. To go for a talk analysis as to what communicative competency means in behaviours term.

   b. To satisfy a communicative approach in teaching writing.

   c. To frame out the communicative- postulate in teaching writing.

   d. To conduct classroom based research in order to test the different components of the communicative approach to language teaching.

   The research studies conducted so far have not been very conclusive regarding the development of communicative competence in learners. There for, there is still scope for replication of research studies on communicative competence in written language

2.9 Conclusion

An over view of the studies mentioned above by and large reveals that a few studies have been taken up in recent years. Attention of educationist and researches has not been directed towards the communicative approach to language teaching. There for, there seems to be a great need to conduct a study on the communicative language teaching. Hence the present study has been planned and conducted and it is delimited to writing competency.

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11	Jocelyn Howard and Susan Millar (**March 2010)** the Applicability of Principles for Instructed Second Language Learning: A South Korean Perspective - University of Canterbury, Christchurch, New Zealand
12	Long Van Nguyen (**March 2010).** Computer Mediated Collaborative Learning within a Communicative Language Teaching Approach: A Sociocultural Perspective - Massey University, New Zealand

CHAPTER THIRD
RESEARCH METHODOLOGY AND SAMPLING

3.1   Introduction

This chapter includes sampling and research methodology used by investigator.

3.2   Research method

Research methods are utmost importance in research process, they describe the various steps of plan to be adopted in solving a research problem, such as the manner in which the problem are formulated, the definition of terms, the choice of subjects of investigation, analysis and interpretation of data. So method is a style of conducting a research work, which is determined by the nature of the problem.

The selection of the method should be in harmony with scientific principles and adequate to lead to dependable generalization. The present chapter has been devoted to the description of sampling procedure, method, tools and statistical analysis used in this study.

The explicit meaning clarifies the meaning and importance of method for research work. Proper method leads to systematic proceeding and finally fruitful results. Investigator used experimental method and Normative survey method to collect data from sample in present study.

3.2.1 The Experimental Method

It is of course an acknowledge factor to use that experimental method for performing research is scientific method entirely. Due to performing it, we find that there is a complete possibility of applying cause and effect relationship. Due to applying this method, the description of some content or aim can not be possible. Therefore this method is quite opposite to descriptive method. As well. In connection with this method, various scholars have given the different definitions as written below.

(A)   According to **Jahoda, "It** is method of testing hypothesis."

(B)   In the words of **F.S. Chapin**, "An experiment is observation under controlled condition."

(C)   According to **E. B. Wilson, "An** experiment is a question framed on the basis of what is known and addressed to nature to elicit further knowledge. It thus transcends mere observation or collection of materials; it is consciously directed, purposeful of all observations.

(D)   According to **Festinger, "**The essence of an experiment may be described as observation of the effect on a dependent variable of the manipulation of an independent variable."

(E)   Describing about experimental research **W.S. Manroe** writes, "Experimentation is the name given to the type of educational research in which the investigation controls the educative factors to which a child or group of children is subjected during the period and observes the resulting achievement."

The following important words like treatment, treatment variable, dependent variable, external variable, controlled group and experimental group have been used in the above mentioned definition given by various scholars. The description of each is given below.

1. **Treatment**- The treatment belongs to the experimental position which is often used for performing the experimental as accordingly.

2. **Treatment Variable**- The variable which the research changes is called treatment variable. It is really an independent variable because its nature is always independent. But in-fact all types of independent variables are not considered as experimental variables because several variables are there in one study. Therefore the researcher can not make a change in all the variables. In this way, only that independent variables will be called treatment to which the researcher can change as accordingly.

3. **Dependent Variable**- The determined variable which affects change of independent variable is called dependent variable.

4. **External Variable**- The words intervening and confounding are used for this type of variable. These types of variables are situated either in the environment of subject or have some qualities of its personality. Thus they affect the coming change in the dependent variable. For example, if we want to know which of the following method of physics teaching in applicable? Whether is to 'Y' or 'R' for class X. Thus 'Con Method' was used to teach the students through this method is superior than that of the students taught through 'Y' method, thus we can not say by the belief that this method is effective. Here we can find a possibility whether the effect might be there on the capability of learning. In this way capability, inspiration or eligibility will be known as variable etc.

5. **Controlled Group**- It is that equilibrium group which is kept free from specific treatment called control group.

6. **Experimental Group-** It is that group on which the specific treatment is exercised is called experimental group.

The following table presents the independent and dependent variables which were taken in the present experimental study.

Independent variables	Dependent variables
CLT approach	Test scores
TLT approach	Test scores
Instructional material	Test scores
Teaching days (40 days)	Test scores

The EG1 was taught by Communicative Language Teaching and EG2 was taught by the Traditional language teaching. The instructional material were same for both groups which were given 40 days exposure following by post test.

3.2.1.1 Controlling Irrelevant Variables

Irrelevant variables are those which are not manipulated by investigator and they have significant influence upon the results of a study. In the present study the following irrelevant variables were controlled.

1. Teacher's competency
2. Subject's age
3. Subject's intellectual ability
    1. The investigator who is an M.A. (English), B.Ed. (ELT). M.Ed. and have teaching of English at college level and school level. Investigator has studied the CLT and TLT in great detail and then used it with EG1 and EG2 learner for the study.
    2. Selected students for the study were of same age 15 to 16 years old.
    3. The students selected for the study were neither weak nor very intelligent. They have mix ability. There was not much difference of academic ability between two groups (EG1 and EG2).   .
    4. The students were selected and assigned to experimental and controlling groups on the basis of randomization. Since two groups were involved on the present study. Randomization was achieved by tossing a coin; a subject to one group it heads appeared to the other if the toss were tails.

Randomization was selected because randomization provide the most effective method eliminating systematic bias and of minimizing the effect of irrelevant variable.

In present study the pre test – Post test research design was used by investigator to investigate problem and to conduct the experiment. The students (subjects) were assigned to three groups. EG1, EG2 and Control group.

➢ **Experimental Group First** which was taught by Investigator himself through **CLT** Approach for 40 days. (1.00 hour per day)

➢ **Experimental Group Second** which was also taught by investigator himself through **Traditional Language Teaching (TLT)** Approach for 40 days. (1.00 hour per day)

➢ **Control Group** which was left alone and no Experimental factor was applied on this group and was called at the time of final test.

Basic Design

GR.	EG1	EG 2	Control Gr.
1	Pre- Test	Pre- test	Pre- Test
2	Experiment (CLT)	Experiment (TLT)	Control Factor
3	Post- Test	Post- Test	Post- Test

Comparison of difference

All the groups including EG1, EG2 and Control group were first given pre test and then the experiment was conducted with the EG1 and EG2 and Control group was not given any experiment treatment. At the expiry of the experimental treatment period, all the groups including control group were given post test. Finally statistical treatment technique was used to compare the gains of difference of three groups and conclusion and findings were reported.

3.2.2   Survey Method

"Survey research is that branch of social scientific investigation that studies large and small population by selecting studying sample chosen from the population to discover the relative incidence, distribution and inter relation of sociological and psychological variables".

The term 'normative survey' is generally used for the research which proposes to ascertain what is normal or typical condition or normal practice at the present time. The type of information, the normative survey method procure is capable of rendering important services because it determines the present trends and solves current practical problems. It also suggests the course of future planning. These types of research bring into focus our attention to the existing problem and also suggest the way of meeting them. Thus normative survey method has been preferred to others in view of its suitability for the purposes of mentioned as under:-

1. The survey method gathers data from a relatively large numbers of cases at particular time.

2. The study is sectional type, mostly of 'what exists' type.

3. The study is not concerned with the characteristic of individual but with generalize statistics of the whole population or sample thereof.

3.2.2.1 Normative Survey Method-

Investigator used normative survey method to collect data regarding secondary school students' present and future writing needs. For the construction of diagnostics test and for the preparation of teaching material, the normative survey was used. Normative survey method was also used to find out the teaching strategies of English teacher which

they use in the classroom. 100 English teachers from 50 schools were selected to find out teaching strategies and writing needs of students. [See Appendix No. 16].

3.2.2.2 Steps Of Survey Study

1. Selection of a Problem
2. Identification of variables to be studied.
3. Selection or development of tools to measure the variables
4. Selection of sample
5. Administration of tools and collection of data
6. Analysis of data using appropriate statistic
7. Testing of hypothesis if any formulated
8. Description of the status of the phenomenon studied
9. Generalization if possible and warranted

3.3 Selection Of Content

The investigator prepared the instruction to conduct the experiment for the study. The material was designed and prepared on the basis of the students writing needs which was spelt out and on the basis the following forms of writing competency:-

1. Writing description of persons, places, things and events.
2. writing instruction
3. writing directions
4. writing telegram
5. writing greetings and good wishes
6. writing invitation
7. writing social and friendly letters

3.4   Steps Of Construction Of Pre- Test And Post- Test

The following steps were be taken for construction of Pre-test and Post-Test -

1. Selection of the content to be taught.

2. Writing Assumptions about learners' behaviors

3.   Writing of unit plan.

4. writing of lesson plan

5. Editing of the unit and lesson plans

6. Empirical try out

7. Administration of the instructional material

3.5   Procedure Of The Experimentation

It include following steps

1. **Administration of Pre-Test**- At first One hundred twenty students (120) of 10th class of selected school were classified into three groups and they were given EG1, EG2 and CG. This groups were given the Pre-Test of writing competency (Communicative Competency) before the commencement of the experimentation in order to find out the learners' entry level behaviors and back ground.

2. **Preparation Of The Groups Of Learners For The Experimentation**- Each group consisted 40 students. The names of group were EG1, EG2 and CG. EG1 and EG2 were subjected to 40 days, experimental treatment continuously. The third group CG was not be exposed to any experimental treatment and was asked to come for the post test on the scheduled day and time. The CG was not given any experiment because the investigator wants to find out whether or not this group learns any thing on their own and how they perform after the administration of the pre- test.

3. **Administration of the Experimental Treatment**

A. **Experimental treatment EG1**- The EG1 was taught by the investigator himself under the supervision of supervisor by using the communicative language teaching. The learners of EG1 was be exposed to 40 days experimental treatment through the quasi communication drill, communication exercise, role lay, simulation, tap recorded dialogues, group work, activity based task, language

games etc. audio- visual aids were extensively used for the purpose. The learners were assigned communicative testing exercise at the end of each lesson.

By following the communicative language pedagogy, the Investigator performs the role of a participant with the learners in the classroom. The researcher's participant was all the time careful and he particularly sees to it that only social and informal type of teaching and learning climate prevailed in the classroom during the experimental treatment. The focus, of course, on the development of appropriacy and fluency in the learners as the CLT theory demands it, hence the learners oriented teaching.

B. **Experimental treatment to EG2** – The learners of EG2 was exposed to the instructional material through the TLT approach. EG2 also was taught by investigator under supervision of the supervisor. The investigator used of the grammar translation method, Direct Method, Bilingual Method, situational approach and substitution method. The focus of teaching was on the development of accuracy and grammar in the learners. This is why the structural drill, substitution tables, translation exercises etc. were extensively used with audio visual aids. This experiment exposure continued for 40 days alternative.

C. **Administration of post test**- The Post Test (Treatment Behaviour Test) was administered to the three group, EG1, EG2 and CG in order to find out whether learners' writing competency was developed and which teaching approaches was more effective in developing learners' writing competency. The CG which was not given any treatment was also given the post test.

3.6   Selection of Sample

Population is whole or entire. It represents the whole thing.

"The term sample should be reserved for a set of units or portion of an aggregate of material which has been selected in the belief that it will be representative of the whole aggregate".

"A statistical sample is a miniature picture of cross section of the entire group or aggregate from which the sample is taken".

The primary purpose of the research is to discover principles that have universal application, but to study a whole population to arrive at generalization would be impracticable, if not impossible. Fortunately the process of sampling makes it possible to draw valid inference or generalization on the basis of careful observation of variable within a relatively small proportion of the population.

According to Good & Hatt (1952),

"A sample as the name implies, is a smaller representative of a large whole. The observation of some phenomenon in complete details would involve such a mass of data that analysis would be slow and tedious. Moreover, to analysis the large quantity of material is wasteful when a smaller amount would suffice".

3.6.1 Investigator Will Follow Three Steps To Select Sample.

4. At **first stage** 100_ **students of 10th class of secondary School Bhiloda (Sabarkantha, Gujarat)** were selected randomly. They were given questionnaire to find out the present and future writing needs.

5. During the **second stage** of the sample selection, 100 **English teachers of senior secondary schools (Dist- Sabarkantha, Gujarat)** were selected. They were given questionnaire to find out writing need of students. Further these 100 teachers were also be interviewed to find out their teaching strategies which they use in their class room. Both the **male and female teachers** were included in the sample. [See Appendix No.16].

6. The **third stage** and final stage was random selection of 120 students of class 10th of senior secondary school Bhiloda, District SabarKantha (Gujarat). The experiment was conducted with these 120 students. These 120 students were classified in to three groups of 40- 40 students' randomly throwing coin.

3.6.2 Selection Of School

The particular school was selected for the experimental study because of following reasons.

1. Selected school was co- educational school. It has three sections. Each section consisted above 50 students.

2. Investigator was given permission to conduct his experiment in the school of Bhiloda, district Sabarkantha (Guj) with 120 students of 10th class for 40 working days continuous.

3. The Investigator taught both EG1 and EG2 group for one an hour per day alternatively. Totally 80 days were used. 40 days for CLT Group and 40 days for TLT group.

The Supervisor visited weekly to observe investigator because the supervisor was working in Rajasthan state so it was not possible for supervisor to visit every day so the Principal of school was requested to observe investigator everyday.

3.7 Conclusion

Thus in this chapter we discussed about the sample and research methodology used by Investigator.

3.8 References

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CHAPTER-FOURTH

DESCRIPTION OF COMMUNICATIVE COMPTENCY TESTS(TOOLS)

4.1   Introduction

The present chapter include the details and description of the test. Investigator used standard tool. Investigator made the tool on the basis of   Dr. A.K. Paliwal's tool.

The following three types of tools were used.

4.1(A) Two diagnostic tests for find out learners' writing needs in English in social context.

     i.   A questionnaires for secondary school learners to find out writing needs of learners.

     ii.   A questionnaires for secondary school teachers to find out writing needs of learners..

4.1(B) An Interview schedule for teachers to find out teaching strategies of teachers.

4.1(C) Five Pre and Post Tests of writing competency in English.

     i.   A Receptive Test of Linguistic Accuracy (RTLAC)

     ii.   A Productive Test of Linguistic Accuracy (PTLAC)

     iii.   A Receptive Test of Linguistic Appropriacy (RTLAP)

     iv.   A Productive Test of Linguistic Appropriacy. (PTLAP)

     v.   A Comprehensive Test of Communicative Competency (CTCC)

4.1(A) Two Diagnostic Tests For Find Out Learners' Writing Needs In English In Social Context

One objectives was of present study to find out secondary school learners' writing need in English in social context. The investigator used two test to conduct study. One was for learners and another was for teachers. The purpose was to find out different types of information regarding secondary school students' writing needs in English . Both present and future writing needs of learners were needed to be found out.

Both teachers and students were asked to give their favorite topic they (Students) would like to write about. Some open ended question were also added to the questionnaires to widen the scope of responses. Teachers were given Questionnaires because educationist, methodologist hold the view that teacher can know more about their pupils to learning needs in comparison to their students.

Mainly the closed type items with fixed alternative were framed. Three point scale was used. i.e. Always, sometimes and never. The question with 'Yes-No' answers were framed to find out students', future writing needs.

The items of the questionnaire meant for the students were situational zed. The students were asked to say what they would like to do in 'Situation' such as….your friend Ramesh lives in Jaipur whom you want to invite to your brothers' wedding next week. Would you like to write an invitation in English?". While the questionnaire for the teachers contained direct questions without "situation".

The information collected through these tools was base of constructing pre-post test. These all test tools were prepared on the base of Dr. A.K. Paliwals standard tool. These tools also helped for developing the teaching material. The description regarding the communicative writing test is as follows.

4.1(B) An Interview Schedule For Teachers To Find Out Teaching Strategies Of Teachers.

A structured interview schedule was designed with a view to finding out the teaching strategies being used by the teachers of English in Gujarat.

The Interview schedule contained 20 questions on various aspect of ELT. These were questions on the objectives of teaching in written English. The teaching of picture composition and written composition, letter writing, the instruction to the students for writing, correction of students' homework and scoring and marking.

There were some questions on the teaching of telegrams, greetings and good wishes, street direction, instruction and description of person, place and events which the teachers were not teaching because these items were not in the prescribed course for the secondary school level (Gujarat). In order to know the teacher's teaching strategies regarding these item, the investigator asked the teachers how they would like to teach such items if they were ever asked to teach. This hypothetical question elicited teacher's teaching strategies.

Some open ended questions were also asked which provided greater depth of responses and helped the researcher to a great extent in getting beneath the surface reaction. Question with yes/no type response were purposefully avoided in order to elicit detailed .

The interviews were conducted with teacher of English & both male and female. The investigator, first of all secured the confident and cooperation of teacher and talked with them in friendly manner by giving due regards. The teachers were assured that their responses would be held in strict confidence. Proper atmosphere was created at the time of interview.

Investigator met teachers personally and got information one by one. The investigator scored the interviews.

The interview schedule was actually based on carefully designed structure. It was ensured that significant information was elicited.

The responses received through the interviews were analysed and conclusion were made regarding teacher's teaching strategies for developing writing competency in English. The responses helped the investigator to find out the traditional English Language pedagogy in Gujarat. Lesson plans and teaching strategies for the Experimental

Group-II which was taught through the traditional ELT pedagogy, were prepared on the basis of the results of the interviews conducted with the subjects.

4.1(C) Five Pre And Post Tests Of Writing Competency In English.

Five test of communicative competency (writing) were prepared and used for the study. There were two receptive and two productive test of accuracy and appropriacy with a comprehensive test of communicative competence (writing).

The five test were labeled as pre and post. The test were prepared on the basis of the results of the questionnaire administered to the school teachers and learners in order to find out learners writing needs. There five tests of writing competency were used by keeping in mind the methodology and pedagogy of communicative. Language teaching. It may be mentioned here that linguistic Accuracy, appropriacy, fluency and conventionality are the parts of communicative competency(Writing). This is the reason why separate tests of communicative competency and appropriacy and a comprehensive test of communicative competency were used in order to test each part of communicative competence (writing.) Fluency and conventionality were decided to be tasted in comprehensive test of communicative competency. The comprehensive test of communicative competency (writing) had wide scope for testing fluency and conventionality also.

4.1.C.(i) RTLAC (A Receptive Test of Linguistic Accuracy)

The RTLAC was used to test students' linguistic competency and achievement. It included only those grammatical items which are generally used in writing social letters, telegrams, instructions, greetings, directions, good wishes and description of places, persons and events. The test items on noun, pronoun, adjective, verb, adverb, prepositions, articles, determiners, wh-words, modal auxiliaries, helping verbs, connectives, past participles, punctuation mark and verbs in passive voice, were used keeping in view the written forms of communication and students writing needs which were spelt out earlier.

The RTLAC contained multiple choice items in it. The RTLAC included questions with their four alternative answers. Students were asked to select the correct answer from out of the four choices provided. The RTLAC was of 40 marks, one mark for each questions. The duration of the test was forty minutes. A scoring key was also prepared for the test.

4.1.C.(ii) PTLAC(A Productive Test Of Linguistic Accuracy)

In PTLAC no alternatives answers and multiple choices were provided in it. The students were asked to write correct answer on their own. They were asked to fill in the blanks with correct answers of 40 questions.

The main purpose of the PTLAC was to confirm students' responses given by them in the RTLAC and to prove whether students' responses in the RTLAC were correct by chance or they actually knew the right answers. Enough space was provided in the test for writing answers. The students were instructed and asked to give one word answer only. A secondary key was also prepared. The PTLAC carried 40 marks and was of 40 minutes.

4.1.C.(iii) RTLAP (A Receptive Test Of Linguistic Appropriacy)

The RTLAP contained four alternative answers for each question. Although all the four alternative choices were grammatically and linguistically correct yet one of them was the most appropriate in the given situation and context. Students were asked to select the most appropriate answer from the four answers given and write the correct number of it in brackets provided in the test. In addition to it, students were asked to understand the situation and context of the question carefully before they actually started responding to the questions.

The students were informed that a different form of the same language is used with different types of persons and relatives in different social settings. The RTLAP carried 25 questions and 25 marks and the test was of 30 minutes. The test also aimed at

finding out if the students were able to recognize the right and appropriate answers in the given choices.

4.1.C.(iv) PTLAP (A Productive Test of Linguistic Appropriacy)

The PTLAT did not contain the four alternative choices. The students were asked to write the most appropriate response in the given situation and context. They were asked to write only 'One sentence' answer. This was done in order to make scoring scheme objective, scientific, reliable, valid and easy. Enough space was provided for writing answers in the test.

The purpose of the PTLAP was to confirm students' responses given by their in the RTLAP. The test also aimed at finding out if the students were able to produce the right answers. Only linguistic appropriacy was tested through the PTLAP. The test was of 30 minutes and carried 25 marks.

4.1.C(v) CTCC(A Comprehensive Test Of Communicative Competence)

The CTCC was both receptive and productive in term of testing communicative competency (writing comprehensively). The CTCC was receptive in that it contained visual information. The students have to receive information through pictures provided in the test. The test was proactive in the sense that the students were required to produce the information they received through the pictures in the test. The CTCC contained some visual information such as pictures showing events, places, persons, things, telegram form, email, etc. The test contained 10 test items.

The students were asked to look at the given pictures and describe the places, persons, events and things in the pictures.

There were 10 test items each of requires answer in 5 sentences. There were one(1) test items of which required answers in one sentence. These was one test item, which was requires answers in 2 sentences only. There was one test item in form of

friendly and social which required answers in a page but the students were asked to avoid writing anything was not necessary. Enough space was provided in the question papers itself for writing answers. Test contained 10 question carried 50 marks and was one and a half hours (1½) duration.

The main purpose of the test was to test the students' linguistics accuracy, appropriacy, fluency conventionality as well as writing techniques including the use of right punctuation mark. It aimed at testing students' achievement and performance on the above mentioned criteria.

The CTCC was mainly productive in nature. The students were expected and also asked to start of on their own. It was done with a view to testing and evaluating students' actual linguistic and communicative competence.

All attempts were made to make the test structurally, contextually, semantically, ideationally, basically and situationally, controlled. Ideational control was exercised by providing pictures for visual information. This helped the investigator provide the same information to all the students. Situational control was observed by describing the situation and context in term of social relations and setting.

Lexical and structural control was made through visual information and by asking the students to write about what they actually saw in the pictures. Pictures were carefully selected and were presented in such a way that student did not face any lexical and structural difficulty.

Not with standing all these things, one just could not predict what responses learner might give. This is why it was decided to evaluate learners' responses in the light of the criteria of communicative competence mentioned earlier on. A Marking and scoring scheme was also prepared to make the scoring objectives scientific and easy for computation. Each sentence carried one mark which was actually divided into four quarter marks. The following table contains the scoring scheme for each response.

Table No. 4.1

Scoring Scheme (C.T.C.C.)

S.No.	Types of Response	Mark awarded
1.	Grammatically accurate Response (Sentence, Spelling Verb Structure etc.)	1/4
2.	Linguistically Appropriate Response.	1/4
3.	Fluent Response (both grammatical and appropriate response)	1/4
4.	Coherence, Organization, Legibility, Punctuation Mark etc.	1/4

The purpose of study was not to prepare test but to give an experimental treatment to the learners.

4.2   SUMMARY

This chapter aimed at describing about the nature of all the test the next chapter deals the preparation of teaching material used in the present study.

CHAPTER-FIFTH

PREPARATION OF TEACHING MATERIAL

5.1 Introduction

This chapter aims to discuss the procedure for preparing and designing the teaching material used in this research study.

One of the major points to discuss was that on what basis he would select the language material to which the learners would be exposed and what skills he would expect his learners to acquire. Investigator observed that the existing text books prescribe for secondary classes in Gujarat made it clear that the decision regarding syllabus design had been taken on more or less subjective basis. The investigator came across the recent criteria employed by some authors. All that helped him select areas to prepare and design his material for this research study.

5.2   Selection Of The Material

One of the objective of the present study was to find out secondary school students writing needs were found out through the diagnostic test. The syllabus for the present study was prepared and designed on the basis of the needs identified.

5.2.1 The Syllabus For The Experiment.

Investigator chose syllabus for experimental study as follows.

(A)   Writing the following things in English in Social Context

i.   Description of places, things event and known and unknown persons.

ii.   Street directions.

iii.   Instruction

iv.   Telegram.

v.   Greeting and Good wishes.

vi.   Formal and informal social Invitation

vii.   Social and friendly letters.

5.3   Appropriate Objectives In The Behavioural Terms

The Objectives of teaching the instructional material were defined appropriately in the behavioural term.

(i) Entry level behavior

(ii) Terminal behavior

5.3.1 To Find Out Students' Entry Level Behavior.

5.3.1(A) Entry Level Behavior Of Students Was Found Through The Following Technique.

i.   The syllabus and the objectives of teaching at the secondary level in Gujrat were carefully studied and analysed. It was found out that the none of the items of the syllabus for the present study was found in the syllabus prescribed for the school level in Gujarat. Letters of were of course, a part of the syllabus but there was not mention of their being taught in social context.

ii.   The result of the diagnostic test revealed that the students were not using any form of written communication mentioned in the syllabus for the present study but the student shown keen Interest in writing these things in English.

iii.   Secondary school teachers were also given questionnaire to find out the students' writing needs and entry level behavior.

iv. The examination paper of secondary school level and learners answer sheet were carefully examined and analysed in order to find out what lexical items, such structure and form of written communication they (student) were actually using. A Frequency chart containing all the information was also prepared and conclusions were made.

v. The teachers were interviewed in order to find out what teaching strategies they were using and what lexical and structural items they had already taught and what other items they (teachers) were teaching in English to the secondary school learners.

5.3.1(B) Entry Level Behaviour

(1)   The students own write the

 1.   Following in English

i.   Leave application to school principal.

ii.   Story with help of an outline

iii.   Guided and controlled composition.

    a.   Paragraph describing past events.

    b.   Paragraph narrating in past incidents.

    c.   Paragraph describing how a particular task was performed.

iv.   Letter (Personal, official, business letter to Job, Letter to Editor etc.

v.   Answer to text-book question.

vi.   Answer to questions based on unseen passages in English.

vii.   Narration (Direct & Indirect)

2.   The Students Know And Can Use The Following (Lexical Items)

Noun, Pronoun, Adjectives Verbs, Connectives, Interjection, Helping Verbs, Modal Auxiliaries, Tenses, Simple and Compound Sentences, Number, Gender, Antonyms, Synonyms, Phrases(Noun, Adverb and Adjectives), Active & Passive Voice, Concord (Subject-Verb Agreement), Articles, Determiners(Some, Any, Both, All etc.(Affirmative, Negative, Interrogative Sentences) Wh-Word (Who, Whom, Which, When, While, How, What, Whose, Whenever, Why, Where), Degrees (Positive, Comparative, Superlative). Word order spelling and tag question.

3.   The Students Know And Can Use The Following.

1.   Translation of words and sentences from English into Hindi.

4.   The Students Know And Can Use :

1.   Punctuation mark (full stop, semi colon, colon, dash, interrogation mark, inverted commas, comma, apostrophe and capital letter).

5.   The Students Know And Can Use The Following Structures :

1.   Concord (sub-verb agreement)

2.   Simple and compound sentence.

3.   Subject + verb + object

4.   Sub + be + sup. Complement.

5.   There/it + be + sub

       (There is Ram)

6.   Sub + Verb - We breath

                      We go

7.   Sub + V (Intransitive verb) + adverbial + adjunct.

       This table weighs 6 Kg.

8.   Sub + VI + Adverbial adjunct (Please go away).

9.   Sub + VI + to infinite.

(I want to go?)

10.   Sub + VI + dependent clause.

I know how it works?

11.   Sub + VI + direct object +

I play football

12.   Although, yet

13.   Not only---but also

14.   If clause

15.   Though

16.   Should, can may, might, shall, will, would, ought to must.

17.   Neither-Nor

18.   Either-or

19.   So-that, so that

6.   The Students Know And Can Use The Following Prepositions.

At , until, for, on, in, till, in, in front of , between, among, into, over, up, down, upon, behind, beside, besides, from, to, under, with , before, about, above, offer, along below , across', by, of, since through, towards, during, by.

7.   The Students Know And Can Use The Following Adverbs.

Fast, slow, there, here, immediately, quickly, beautifully, rapidly, really.

8.   They Know And Can Use The Following Things In Application Writing.

i.   Heading

ii.   Salutation

iii.   Subscription

iv.   Address

9.   The Students Know And Can Use The Following In Personal Letters.

i.   The heading

ii.   Salutation or greeting

iii.   Subscription (Yours affectionately loving by, sincerely, yours, your friend, your affectionate son/daughter, yours loving son.

5.3.2. Students Terminal Behaviour

After defining students entry level behavior the investigator defined students terminal behavior which was as follows.

(1)   The student will be able to know the use of accurate and appropriate lexical and structural items in social and friendly letters, description of places, process, things and events directions, instructions, good wishes, telegrams and invitation in English in social context.

(2)   The students will be able to use accurate and appropriate punctuation marks and capital letters in writing the items referred to above points.

(3)   The students will be able to write and impart essential information through social and friendly letters.

(4)   The student will be able to write, give and take accurate and appropriate information through the description of things, events, known and unknown person, and places.

(5)   The students will be able to write, and give and take accurate and appropriate direction.

(6)   The students will be able to write, give and take accurate and appropriate instruction.

(7)   The student will be able write, seek and impart accurate and appropriate information through telegram.

(8)   The students will be able to write accurate and appropriate greeting and good wishes.

(9)   (a)   The students will be able to write and impart accurate and

        Appropriate Information in formal and informal invitations.

        (b)   They will be able to express acceptance and refusal of invitations.

(10)   The students will be able to use the different forms of written communication referred to above (Point no. 1) for the genuine communicative purposes.

(11)   The students will be able to use the different written forms of communications mentioned above with accurate and appropriate linguistic fluency and conventionality.

(12)   The students will be able to seek and impart accurate and appropriate information about the topics elicited from them through the diagnostic tests which are as follows.(School, public places, sports, friends, relatives, hobbies, village, city, picnic travel, vacation, favourite book, teacher, game, film, player, writer, hero, heroine, TV Programme, leader, festival and events)

5.4   Content Analysis And Developing Instructional Sequence :

Having defined the specific objective in terms of entering and terminal behavour, the investigator developed suitable content structures that would go with the teaching programmes as such.

The first task in this directions was to divide the whole content into 7 units. Each unit consisted of 4 lessons. This was done in order to present the instructional material objectively as well as to avoid monotony which might occur due to the same kind of exercise being repeated.

The units and lessons were organized and put in such a sequence that simple and interesting things preceded difficult and complex materials. At the end of the units, 4 revision lesson were presented in order to revise, reinforce and consolidate the language items learnt during the experimental treatment. Each lesson was of 60 minutes duration. The distribution of the content into 7 units followed by 4 revision lessons were as presented below.

Table No. 5.1

Distribution Of Content Into Units

S. No.	Teaching items/ units	No. of Lessons	No. of days & periods	Duration of time bar a lessons	Total time of exposure
1.	Description of				
(i)	Persons	3	3	60 Min.	180 Min.
(ii)	Places	3	3	60 Min.	180 Min.
(iii)	Things	3	3	60 Min.	180 Min.
(iv)	Events/Actions	3	3	60 Min.	180 Min.
2.	Directions	4	4	60 Min.	240 Min.
3.	Instructions	4	4	60 Min.	240 Min.
4.	Telegrams	4	4	60 Min.	240 Min.
5.	Invitations	4	4	60 Min.	240 Min.

6.	Greetings & Good wishes	4	4	60 Min.	240 Min.
7.	Social and Friendly letters	4	4	60 Min.	240 Min.
8.	Revision Lessons	4	4	60 Min.	240 Min.
	Total 7 Revision Lesson 4	40 Lesson	40 Days	660 Minutes	2400 Minutes

5.5 Use Of Communicative Competence Test (Pre And Post Tests)

After distributing the content into units and defining the entering and terminal behavior of learners the investigator used standard tool of 5 tests of communicative competence which included the tests RTLAC, PTLAC, RTLAP, PTLAP and CTCC.

5.6 Planning The Appropriate Teaching Strategies For The Instructional Materials :

The teaching Programmes were developed prepared framed and organized for the groups EG-I and EG-II in the light of two different teaching approaches, one the TLT and the other CLT. Teaching was divided into four stages.

1. Introductory Stage,

2. Teaching Stage,

3. Practice Stage and

4. Testing stage.

5.7 Preparing Unit and Lesson Plans :

It was, in fact a very challenging task to prepare teaching programmes in the form of unit and lesson plans. The investigator had to study as well as examine various authentic text books, books, journals, school text books of various levels of different

states on the chosen areas. Some pictures, diagrams, sketches, maps etc. were also prepared for the experimentation.

These teaching programmes were actually changed into daily lessons. Each lesson focused on a particular item or language function. The content and materials were the same for both the experimental group, EG-I and EG-II, but the materials were presented to the learners through two different teaching approaches. (TLT, CLT) having different types of introducing techniques, teaching procedures, and practice patterns, and testing and evaluating devices, In fact, in the EG-I the functions of the structural items were focused and in the EG-II, only the structures were focused.

5.7.1   Experts Opinions And Views:

The prepared material was sent to 20 subject experts inclusive of ELT experts, linguists, teachers who were requested to suggest the ways to organize the material logically coherently. On the basis of the experts suggestion and opinions, certain changes were made in the material by adding some items and rejecting unnecessary items. Thus the whole teaching package was modified, revised, organized and presented again.

5.7.2   Try-Out

After improving and modifying the first draft of the unit plans & material, the investigator tested the teaching programmes (one each from a unit) on 20 students of secondary classes (different from the sample). It was done in order to remove language ambiguity and difficulties of the teaching package. The students were asked about their problems they faced while doing the exercises. In the light of the problems experienced by the students, some corrections were done in the teaching plans, exercises. Drills and teaching aids.

5.7.3 Preparation Of The Final Draft :

The first draft of the teaching programmes (plans) was revised after the try out.

The teaching material as well as plans were edited in order to eliminate ambiguities, composition error and to organize and improve the logical sequence of the plans. The teaching package was examined critically by 5 subject experts for the purpose of composition editing. The continuity and arrangement of the programs were also taken care of and the instructions and illustration were listed.

All the teaching plans and material were edited in the light of the suggestions given by the experts and then finally organized for the use.

5.8   Summary

This chapter discussed the procedures adopted for preparation of the instructional material. An attempt has been made here to explain the selection of material.(Syllabus for the experiment) objectives in the behivioural terms, content analysis of the material, use of the pre and post tests, planning of the teaching strategies, preparation of the unit and lesson plans. Experts views try-out and preparation and editing of the final draft of the instructional material. The next chapter contains the experimental strategies developed for the experimental groups.

CHAPTER-SIXTH

EXPERIMENTAL TEACHING PROCESS

6.1 Introduction

This chapter discusses the procedures and Strategies adopted for conducting the study with the experimental groups which were EG1 and EG2. The former was taught by the CLT and the latter by the TLT.

The present study was an experimental one and the primary purpose of it was to develop secondary school learner's Writing Competence in English in social context and compare the efficacy of two teaching approaches in developing Writing competence in the learners.

In the present study, the experimental method was employed in the classroom conditions. A pre test-post test experimental design was involved for the comparison of the teaching approaches for developing learners' Writing Competence. The experimental involved 120 students who were assigned to 3 groups in equal proportion, that is, 40 students in each group, EG1 EG2 and CG. The criteria for the experimental were students' achievement scores on the Communicative tests in written English. The Experimental groups were, exposed to the same type of teaching and testing programmes.

6.2 Administration Of The Pre-Tests

Having assigned 120 students to three groups, the groups were given different names, i.e. Experimental Group-I (EG1), Experimental Group-II (EG2) and Control Group (CG). The investigator gave the learners the first day an orientation talk in order to acquaint them with the objectives of the experimentation and asked the learners to come with preparation the next day to take the pre-test. The pre-tests were administered to the learners for five days as there were five tests in numbers. The Pre-tests aimed at testing learners' entry level behaviour.

Before and while giving the tests to the learners, the investigator asked them not to hesitate in responding to the tests as they (tests) were not going to affect their examination result or progress of learning in any way. The five tests were administered for five days- first day the PTLAC, second day the RTLAC, third day the PTLAP, fourth day the RTLAP, and fifth day the C.T.C.C., details of which have already been given in the 4 chapter (Test Construction).

Having administered the pre tests, the investigator examined students' answer sheets. The El and EG2 were asked to come for the experimental treatments whereas the CG was informed of their errors in the pre-tests and the group was asked to reappear for the post-tests on the scheduled time and day to check, their weaknesses by themselves at their respective homes. This was done in order to find out whether they could do something on their own to improve their test, scores as well as weaknesses.

6.3 Procedures Of Experimental Treatments

Since there were three groups of the learners, i.e. EG1, EG2, and CG, three different types of experimental treatments were given to the groups. The El was exposed to the Communicative Language Teaching. The EG2 was taught by the Traditional teaching procedure. And the Control Group was not given any special treatment except the normal teaching they received in their class. The different procedures and exposures used for the EG1, EG2 and GG are described below.

6.3.AA The CLT-Strategies For The EG1 :

The CLT strategies adopted for teaching the EG1 were as .follows

6.3.AAA Orientation of the learners

The aim of the experimental sessions for the EG1 was to provide the students with the opportunities to make use of their knowledge of English in practical Communicative settings and at the same time to free the students of the notion that communication is measured solely in terms of linguistic accuracy.

The first meeting with the EG1 was devoted to a discussion of what it means to communicate. What are some non-verbal forms of, communication? How do we evaluate

a person's ability to communicate in a foreign language? How important are word-order, pronunciation, and grammar in understanding a non-native speaker of English? How important is the writing skill in communicating through English in Indian context?

6.3.AAB Focus On Meaning And Appropriacy

Each lesson for the EG1 aimed at developing a particular writing skill in the learners. The experimental procedure for the EG1 consisted of observation and performance of a variety of communicative acts with particular attention given, to the kinetic features of communication.

Emphasis was placed on conveying meaning rather than on linguistic accuracy 'per se', (by itself). The chief purpose was to get the meaning across. The Students were urged to use every means at their disposal to understand and in turn to make them understood.

English was used first to define the situation so that the students and the instructor would become familiar with the content. The students were free to say what they 'meant' rather than being limited to saying what they actually 'knew how to say'. (S.D. Krashen, 198)

6.3. AAC Informal Atmosphere in the Classroom

An informal atmosphere was maintained throughout the teaching programme for the EG1. Students were free to interact with the experimenter and with the student participants.

In the communicative situation the students were free to define the context and to elicit responses. Emphasis was on real, meaningful communication rather than activity topics and artificial situations. Attention was focused on the development of the ability in the learners to understand and convey information content.

Almost everything that was done in the EG1 classroom was done with a communicative intent. The focus of every lesson was on the performance of some operations ('learning how to do something'.)

6.3. AAD Judicious Use of the L1 (Language-1)

Gujarati, the mother tongue of the learners, was used not only during communicative activities but also in explaining the activities to the students or in assigning homework. The intermittent use of the students' L1 not only initially but throughout the 40 days' exposure was made to establish a relaxed and informal relationship among the participants. The use of the L1 was a means to the end, not an end in itself.

6.3AAE Teacher as a Participant:

The teacher's first role was to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. His second role was to act as an independent participant within the learning teaching group. He tried to establish situations likely to promote communication. During the activities he acted as an advisor, answering student's questions and monitoring their performance. The teacher often withheld structural correction and postponed it until after the activity.

The teacher's role was to set up the conditions for communication to take place. He actually assumed roles to model the language, and to act as someone for the learner to communicate with. He also set up the conditions for the students to practice communicative operations themselves. He set up situations where information gaps existed and motivated the students to bridge them in appropriate ways. Moreover, there was no teacher intervention in the communicative activities.

6.3AAF Errors Tolerated:

Grammar and pronunciation errors were expected and were always ignored when they did not interfere with meaning. The teacher reacted to what was said, not how it was

said. Errors were tolerated and seen as a natural outcome of the development of communication skills.

6.3.AAG   Authentic Materials Used

The researcher selected and used authentic materials to give the students an opportunity to develop strategies for understanding language as it is actually used by the native speakers. The materials which were used focused on understandable, relevant, and interesting exchanges of information rather than on the presentation of grammatical form. 'Authentic', 'from life' materials used in the classroom included language based (Realia) such as signs, magazines, advertisements, newspapers, graphic and visual sources around which communicative activities were built such as maps, pictures, symbols, graphs and charts.

6.3AAH The CLT Procedure adopted

The CLT procedure was adopted for teaching the EG1. The procedure was follows.

Table 6.1

C L T Procedure

Communicative Task-I	Presentation and drilling	Communicative Task II

(i)   The students were provided with a communicative task and were asked to use whatever language they had at their disposal to perform the communicative task given to them. Students' errors were not corrected.

(ii)   The teacher presented the required linguistic forms and drills to develop fluency in the learners. Learners' errors were corrected.

(iii)   The students were given an opportunity to use the new forms and items and perform the communicative task.

6.3. AAI Communicative Activities used

The students were provided with communicative activities such as games, role play, problem solving tasks, simulation etc.

(I) Dialogue:

Brief and mini dialogues were presented. Oral practice was given on each utterance in the dialogue. Emphasis was put on dialogue memorization,

Students were exposed to tape-recorded native speakers' dialogues which were spontaneous and amusing in no way resembling the dry as dust, if linguistically accurate, exchanges. Questions related to the students' personal experiences and centered on the theme (topic and situation) of the dialogue were asked.

(ii) Role Plays:

Communicative exercises required the learners in the EG1 to actually take part in a communicative act, that is, become involved in an interpersonal and meaningful exchange of information.

The students were asked to act out a situation with the teacher. The remaining students were asked to watch listen and enjoy the presentation and think what they would say in a similar situation.

The learners were free at all times to ask how to say or write things in English, or, simply to insert the English word rather than stumble or stop talking or writing. Whenever the students felt a need for an expression, they were asked to request the teacher participant for the same.

The teacher put the students into groups and pairs and asked them to perform the roles in the dialogues and make appropriate substitutions. They were made to feel relatively at ease in the communicative settings by asking them that what they said was more important than how they said it. They were given the assurance and composure they needed to be able to make the best use of English they knew.

The basis communicative expression used in the dialogue or one of the structures was studied and the learners were asked to discover the rules underlying the functional expression of structures.

(iii) Linguistic forms Activities :

Since the focus was on real language use, a variety of linguistic forms were presented (to the learners) together. In communicative activities languages functions were emphasized over forms. A variety of forms were presented together for each function. Only the simple forms were presented at first. The language functions were gradually reinforced and more complex forms were introduced and practiced.

These activities were used to activate and integrate learners' Pre- communicative knowledge and skills, in order to use them for the communication of meanings. The learner was thus engaged in practicing the total skill of communication and was expected to increase his skills in starting form an intended meaning, selecting suitable language 'forms' from his repertoire, and, producing them fluently. "The criterion for success was whether or not the meaning was conveyed effectively.

(iv) Simulations -

Simulation technique was also used for exercises and practice. The learners were given a task to perform, or a problem to solve. The background information and the environment of the problem were simulated.

The students in the communicative skills programme were given the opportunities to speak and/or write English in a variety of communicative settings which ranged from 1-2 minute exchanges between a student and the teacher in a simulated situation to whole group discussion on topics of current interest.

(v) Group Discussions

Group discussions were also conducted and the students were given freedom to express their own ideas and. feelings.

6.3AAJ Focus On the CLT Principles -

The communicative Language Teaching (C.L.T.) methodology was used for the EG1. The principles of Information Gap, - Communicative needs and Functions, Accuracy, Appropriacy, fluency, feasibility, Conventionality, and sensitivity to meaning were kept in hand while teaching the EG1.

6.3AAK Communicative Testing adopted

The evaluation of student success in the communicative setting was done in terms of the amount of information received or conveyed. The CLT principles were taken care of during the testing of the learners.

6.3. AB Teaching Procedure used for the EG1.

The EG1 was taught by the -researcher himself through the CLT strategies. The EG1 was given an experimental treatment for 40 days and one lesson was given everyday. Each lesson was divided into four stages which were as follows.

(A)   Introductory stage

(B)   Teaching stage

(C)   Practice stage

(D)   Testing stage

6.3ABA Introductory Stage -,

(i)   The teacher played a tape recorder and asked the pupils to listen to the rhyme carefully and to say the rhyme with proper beats, stress and intonation.

(ii) The teacher dictated some important words of the lesson in order to refresh the learners' memory and enable them to associate the visual images with the auditory images and flash the known language material to be taken up for the teaching of the new language items.

(iii) Sometimes riddles and puzzles were also used to motivate the learners and to warm them up for the new lesson.

(iv) The problem/task was presented to the learners to solve it on their own. This was done in order to make the learners feel a need to complete the given task. Pictures, charts, cards, dialogues, models etc, were presented and used for the purpose.

(v) The learners' entry level behaviour was quickly revised by asking some relevant questions and giving them very small learning tasks.

6.3ABB Teaching Stage

A tape recorder was played and the students were asked to listen to the dialogues on the tape. Questions were asked on the dialogue. After it, pictures etc, were displayed and the tape was played. Questions were asked and answer received. Grammatical mistakes were tolerated. The students were provided with quasi communicative and communicative activities including brief dialogue, dialogue, role-plays, simulation, group work and group discussion. The students' mother tongue was judiciously used. The important language forms involved in the dialogue were highlighted and focused. The students were provided with quasi-communicative activities focusing on grammatical accuracy and linguistic forms. Appropriacy and fluency were stressed. Grammatical items were presented situationally and contextually. Socially acceptable language was used and its use was encouraged in the classroom. Students' oral expressions were tape recorded and played back to them for group-correction and discussion in a healthy way.

6.3ABC   Practice Stage -

At this stage of teaching, the new language items and forms involved in the dialogue were practiced. Students were given practice through substitution table, dialogue, conversation, role play, simulation, grouping work and group discussion.

Audio-visual teaching aids were extensively used for the purpose. The teacher also participated in the activities as a participant. Communicative tasks were given to the students to perform. Hypothetical situations were avoided. Instead of them, real life situations were created for the use of the 'real-language'. Communicative exercise and drills were made use of in order to reinforce and consolidate learners' learning. Students' grammatical errors were tolerated to some extent if their responses were socially appropriate and linguistically feasible but accuracy was not neglected altogether. It was, in fact, taken care of pedagogically and students' mistakes were removed in such a way that they did not feel that they were being corrected in front of the whole class. Fluency and appropriacy exercises dominated the classroorn teaching in the EG1 because they are pedagogically more stressed in the CLT.

6.3ABD   Testing Stage

The students of the EG1 were given communicative tasks to perform in the real life situations. Dialogue, role-play, simulation, pair work were used for testing learners' terminal behaviour. Newspapers cuttings, magazine cut outs, pictures, sketches, original genuine forms, letters, maps etc. were given to students and they were asked to perform the communicative tasks with the help of the aids. The test items were situationally, socially contextualized, For instance:

(i)   Complete the letter by writing the description of the person in the photograph given.

(ii)   Look at the map. Your friend Mr. is coming to your home town first time, you write a letter to him. Give him Proper street directions so that he can reach your home easily. Your home is near the railway station.

(iii)   Write a reply to the letter of your friend given below.

(iv)   You can not go to attend your friend's birthday party at Jaipur next week. Your father is badly hurt in a road accident. Send your friend a telegram. The telegram form is below.

6.3. AC   Using the CLT Procedure for Teaching the Content to the EG1:

6.3ACA   Writing Description: (places, persons, things and events).

(i)   The teacher himself gave a model description of photograph of a person.

(ii)   Then he played the tape recorder containing a dialogue between a policeman and a passerby. The passerby described the appearance of the person who had snatched his watch and purse. The policeman asked him some questions and sought essential information about the thief. Some of the questions were. "How does he look? Is he a tall man? Does, he have an oval face? Is his hair black and long? Is he wearing? Does he have a moustache? "

(iii)   Thereafter the teacher put the whole class into groups and gave one group a photograph of a person and asked the group not to show it to the other group. He asked the other group to seek essential information about the person in the photograph through oral questions like, Is it a photograph of a man? Is he short? Is he handsome? Does he have spectacle on his nose?

(iv)   After this, the teacher gave the learners some quasi-communication drills in the form of dialogues, for instance, "Your teacher is fairly tall, isn't he? Yes, he is. And he wears spectacle? Oh, yes. "

(v)   The teacher made use of language games. He showed four photographs of some famous persons to the learners. He put the pictures on the wall of the classroorn and asked the learners that he would describe one of the four pictures and asked the learners to say which or whose pictures he had just described.

(vi)   The teacher put the whole class into four groups and gave small picture to each group. He asked a group to describe any picture. The other group was asked to select and show the picture described. Both the groups were asked to write the description themselves. Students' oral expression was tape-recorded.

(vii) The teacher presented a situation before the class and displayed a photograph of a film hero and asked the class to write his description. The teacher checked students' class work and gave suggestions for improvement.

(viii) A picture of a film hero was displayed and some questions were asked on the picture, for instance, the name of the person, his dress, colour and size of hair and dress, height, body, eyes etc.

(ix)   A chart containing both questions and answers were shown to the class. The students were asked to look at the picture and then select a question from the table in the chart and ask the question to his/her partner who too was asked to select the appropriate answers from the table containing the answers and reply to the questions, his/her partner had asked. This was a quasi-communicative activity.

(x)   Another picture of a film hero was shown to the students who were put into four groups. Each group was instructed to ask some questions on the picture to the other group which was also asked to reply to the questions,

(xi) Two boys were asked to come in front of the class. Both the boys were shown four pictures of heroes. These pictures were given to one of the two boys who was asked to reply to the questions which would be asked by his partner who was supposed to ask questions on it already seen.

(xii) Lastly the teachers gave each student a photograph of a person and asked them to write the description of the Person in their own words. It was learners' Home Assignment.

Similarly other lessons on description of persons were given. Pictures and tables containing questions and answers on the persons were displayed simultaneously. Some of the examples of the assignment were as follows:

1.   Complete the letter by writing the description of the persons in the Photograph which is given below.

2.   Write a letter to your friend describing the pet son in the photograph given below.

3.   Describe the hero/heroine whose picture is provided. Lessons on the description of places, things and actions/events were given in the same manner. Some of the tasks; for instance, were as follows:-

I.   Complete the letter to your friend by describing the photograph of the camera which is given below. You bought this camera last week.

II.   Complete the letter to your father giving the description of the place in the picture provided.

III. Suppose you are sitting at the sea beach and writing a letter to your mother describing the event and actions of the people in the photograph which is given below. Complete the letter provided.

IV.   Suppose you are Raju staying at a hotel in Madras. You can see the main market from your balcony of the room. Describe the events and the actions of the People in the market. Complete the following letter to your friend.

V.   Describe the place shown in the picture provided.

(xiii)   Students' homework was checked the following day.

6.3ACB. Writing Street Directions:

(i)   After initial warm-up through rhymes, riddles, puzzles and brief dictation, the teacher quickly revised the students' previous knowledge by asking them some general questions. Then the students were asked to rise up their left hand and say, "This is my left hand". They were then asked to raise up their right hand and say, "This, is my right hand".

(iii)   A city map was displayed and the students were asked some questions, for instance,

(i)   "You are at circle number one. You want to go to railway station. How will you go there?

(ii)   Suppose your friend wants to go 'to the railway station. How will you direct him?
       (Students were asked to reply the questions with whatever language they had at their disposal).

(iv)   A tape-recorded dialogues was played. The dialogue was between two unknown persons, one asking directions and the other giving direction.

(v)   This was followed by some quasi-communicative exercises including phrases like "please go to…... you come to ……, reach………, cross……., pass……, you want miss it, first, after that, then, thereafter, finally" etc.

(vi)   Two students were asked to come before the class and direct each other (one by one) to reach certain places in the map. This was a sort of role-play. The teacher himself participated in the activity and games. There was complete freedom to the students to say whatever they had decided to say. The students were motivated to speak as much in English as they could. Dialogue cards were also used. The students' dialogues were tape-recorded and corrected.

(vii) The mother tongue of the students was used only occasionally and a few lexical items which did not fall in the store of learners' previous knowledge were translated. Care was taken that only the contextual meaning was provided. Such kind of new words were frequently used in different sentences and contexts.

(viii) The whole class was put into four groups of learners. Each group was given a picture and questions were asked to them. They were asked to direct one of their friends to reach a particular place.

(ix)   The following types of exercises were given to the students for their evaluation and home assignment.

   (i)   foreigner in Udaipur wants directions to the 'Lok Kala Mandal'.
   (ii) Directions to the post office, bus station, air--port, city library, university, commissioner's office etc.

(x)   Students' homework was checked the following day.

6.3ACC 'Writing Instructions' :

Lessons on Instructions were given to the learners in order to enable them to give instructions and to perform a particular task like putting out fire, making tea, paper boats etc. Imperatives were also taught.

(i)   The teacher displayed pictures showing an activity being performed. The tape recorder containing instructions was played., The tape-recorded instructions were in a dialogue form.

(ii)   A chart containing quasi-communicative exercises was displayed. It contained sentences with the phrases like "First of all, firstly, secondly, then, -after that, thereafter, and finally, lastly". Tables with such exercises were contextually and structurally practiced.

(iii)   An   activity was – performed by the investigator teacher with the help of a student who was given instructions to do the activity.

(iv)   The students were put into two groups. One group was asked to seek information like what would you do first? What next? etc and the other group was asked to impart necessary and relevant information.

 (v)   Pairs of students were formed and more practice was done in the   lesson.

(vi)   The students were given dialogue cards containing questions and answers. The students were assigned roles to play. One student was asked to play the role of an instructor and to give instructions to his partner to perform the task.

(vii)   The students were asked to write instructions and give them to their friends. Students' work was carefully checked.

(viii) Pictures were distributed among the students who were asked to write instructions according to the given picture. It was their Home Assignment.

6.3ACD. Writing Invitations:

Students were enabled to write formal as well as social invitations. They were also taught to seek and impart information and reply to the invitations.

(i)   The teacher showed a real invitation card to the class and asked them what it was and what it was about. They were asked to explore the meaning it was conveying and the lexical and structural items it contained.

(ii)   A chart containing different types of invitation cards were displayed and the students were asked general questions.

(iii)   A table containing sentences used for invitation to school function, wedding, breakfast, lunch, dinner, feast, party etc. was displayed. Another table containing questions and answers was also shown.

(iv)   The students were put into two groups, one group was asked to select a sentence inviting the other group to a particular function, the other group was asked to give an appropriate reply to the first group by selecting a sentence from the table containing answers. The table contained phrases and sentences like, "I am pleased to invite you to my birthday party,- I am glad to invite you to ………you are invited to ; you are cordially invited to .... ; I am happy to accept your invitation to…… ; It gives me great pleasure in …; I regret to inform you .... ; I am extremely sorry to inform you.... Due to previous engagement I am unable to etc.

(v)   Pairs of students were formed and some more Quasi communication drills followed by communication exercises, role play and simulations were given. The pairs were asked to invite the other pairs.

(vi)   The students were given small card sheets to write invitations. The class work was checked and students were provided with necessary suggestions.

(vii)   The students were given more card sheets and asked to write invitations as well as their reply at home. Their Home Assignment was checked the following day.

6.3ACE 'Writing Telegrams:

The students were taught telegram writing in order to enable them to communicate a maximum message in minimum words and to reply to the telegram received.

(i)   A tape recorder containing a dialogue between two persons talking about a telegram received by one of them was played. Questions were asked to the learners or regarding the message in the telegram.

(ii)   Then some real telegrams (received from the post office on request) were shown to the students.

(iii)   A table containing some telegraphic messages was displayed. The teacher selected a message and wrote it on the blackboard. He also wrote some message in full sentence. A comparison was made between the telegraphic message and the full sentence containing the same message. Students were asked to show words which were missing in the telegraphic message. The important underlined and highlighted.

(iv)   A table containing words generally used in telegraphic messages was contextually presented. There were words like, come soon, seriously ill, arrive, died, hurt in accident, cancelled, Postponed, unable, sorry, pleased, fixed, congratulations, result out, passed, book tickets, next week etc.

(v)   Some meaningful classroom situations were created and students did communicative exercise on telegram writing.

(vi)   The class was put into two groups and each group was asked to write and send a telegram on a particular topic or theme to the other group and reply to the telegram they received.

(vii)   Pairs of students were formed and they were asked to write telegrams regarding accident, operation, examination result, relatives' death, awards, illness, sickness, etc.

(viii) The students were provided with actual telegram forms and asked to write their message in the telegram form. Student's work was duly supervised.

(ix)   The students were asked to write a telegram on a particular topic and reply to it. This was their Home Assignment which was checked on the following day.

6.3ACF   Writing Greetings and Good Wishes:

(i)   The teacher displayed some printed Greeting cards and asked the students to see them carefully.

(ii)   The message on the cards was read out by the teacher.

(iii)   A picture of a greetings card with a message was shown to the students.

(iv)   Some greetings cards on a particular theme (birthday etc.) were distributed among the learners who were asked to say the message, greetings and good wishes the cards contained. Questions were asked and students' responses were written on the blackboard.

(v)   A table containing different types of greetings and good wishes displayed for exams, Dipawali, Id, Wedding, X-max, New Year, etc. was displayed.

(vi)   The students were provided with Quasi-communication and communication activities. A variety of linguistic forms were made available to the learners who were contextually trained to select appropriate expression and communicate the message.

(vii)   The class was put into two groups, group 'A' was asked to send a greetings card to group 'B' which was also asked to   write and send reply to the greetings cards they had received. Their work was supervised and answers were, discussed with the groups.

(viii) Pairs of students were formed and the pairs were asked to write greetings and good wishes on a given topic and exchange their cards with the other pairs.

(ix)   Real greetings cards with pictures but without a message were made available to the learners who were asked to write greetings and good wishes on a given topic. This was class work which was checked then and there.

(x)   The students were given colourful card sheets and asked to prepare a greetings card and write greetings and good wishes on a given topic to their close friends and/or relatives. This was their Home Assignment which was checked the following day.

6.3ACG Writing Social and Friendly Letters

The students were taught to write social and friendly letter and were enabled to impart and seek information and reply, the letters they received. They were given exercises to express agreement, disagreement, advice, suggestions, pleasure, sorrow, unhappiness regret etc. The students were enabled to describe persons, places, things and events in the photographs provided, direct and instruct, and invite someone, send greetings and good wishes to someone through letters to friends and relatives.

(i)   A real letter was displayed to the students.

(ii)   The letter on a big card sheet was also displayed.

(iii)   A tape recorder containing a dialogue between two persons was played. One of the persons in the dialogue was reading out the letter.

(iv)   The teacher asked questions like, What kind of letter is it? Is it a friendly letter? or a social letter? Who wrote the letter? Where did he write it from? When did he write it? Whom did he write it to? How does he address the person? What does he want to convey? What is his message? What does he want you to do? How does he end the letter? What does he write at the end? How does he subscribe his name at the end of the letter? etc.

(v)   Different tables containing exercises on different forms of address, subscription etc. was displayed.

(vi)   A table containing some important (structures) expressions was displayed. Quasi-communicative and communication exercises were given for drills and practice. Some of the expressions were as follows.

1. I would like to ...
2. I would like you to ...

3. Could you please....?

4. Would you please....?

5. Why don't you ....?

6. It would be nice if you could........

7. I agree/disagree with you..........

8. I wish I could……………..

9. You had batter……………

10. I would advise you to………….

(vii) An incomplete letter was displayed on a roll up blackboard. The students were asked to fill in the blanks with appropriate words, phrases and expressions.

(viii) The class was put into eight groups who were asked to write a letter to their fellow participants on the given topic. The other group was asked to reply to the letter they received.

(ix) Each student was given a Photostat copy of a letter to a friend. The students were asked to write a reply to the letter in the classroom. This was their class work which was collected and checked.

(x) The teacher -provided each student with another letter. The students were asked to write the reply to the letter at their home. This was students' Home-work which was checked the following day.

6.3BA   The TLT Strategies Adopted for Teaching the EG2

6.3BAA Orientation Of The Learners.

The EG2 learners were given an orientation, by the teacher. The aim of the experimental session for the EG2 was to give the learners an opportunity to learn grammatical rules and develop linguistic competence to be able to communicate effectively. The first meeting was devoted to the discussion of what it means what to be grammatically accurate. Why is grammatical accuracy important for communication? What are the important forms of written communication in English? Also, the student were informed the procedure involved in the experiments.

6.3BAB   Focus on Grammatical Accuracy:

The EG2 learners were taught the some content with the focus on grammatical accuracy. Grammatical points and rules involved in the lessons were pointed out and explained. Grammatical rules were taught through drilling in substitution, expansion, conversion of elements in the language patterns. The students were trained to produce grammatically correct sentences. Structural, mechanical drills and substitution tables were given to the learners.

6.3BAC   Formal Atmosphere in the Classroom:

The classroom situation was fully under the control of the teacher. His word was final. The, students were not given any freedom to argue and discuss rules or anything for that matter with the teacher. A formal atmosphere was maintained in the class. This was, infect, in tune with the traditional approaches and methods.

6.3BAD   The Mother Tongue Used:

Because of the indispensability, students' L1 was used throughout the lesson. The L1 of the students was actually the medium of instruction. The experience of the LI of the learners was also made use of situation were created just by giving the mother tongue equivalent of the English word. Mother tongue was used to explain the meaning of new words, phrases, idioms, sentences, grammatical points and rules. Translation was a regular phenomenon with the group.

6.3BAE   Teacher as an instructor

Contrary to the EG1 the EG2 teacher conducted the experiments as an instructor. Instruction were given to the learners who followed them and performed the task.

The teacher provided the students with proper guidance to perform the given task . The teacher did not participate in the activities with the learners as the EG1 teacher did. The EG2 teacher asked question and the students replied to them. Student's responses

were constantly corrected. There was a lot of teacher intervention in the classroom activities.

6.3BAF Errors not Tolerated :

The grammatical errors committed by the EG2 teachers were not tolerated and were corrected immediately. The learners were given a lot of mechanical drills for the purpose. Since the focus of teaching was on linguistic accuracy. Learners' errors where fully taken care of. The rules involved in the sentence were explained and exercises were given to eradicate the errors and to consolidate as well as reinforce the learners' learning. The grammatical errors, lexical and spelling errors, syntactical errors. Structural errors, pronunciation errors etc. were given full attention. The L1 was frequently made use of for the purpose.

6.3BAG   Authentic Materials Used:

The EG1 and EG2 were taught the same content. The only difference was the shift of focus, the EG1 learners were exposed to the material focusing on appropriacy, fluency and feasibility, and, the EG2 learners were exposed to the material focusing on linguistic accuracy and grammatical correctness. The material used included substitution tables, grammatical exercises, audio-visual aids. The some lexical and structural items which were used for the EG1 were used in a different way for the EG2.The material used had been made valid and reliable through the appropriate methods which have been explained and discussed in the 5th chapter "Preparation of Instructional Materials".

6.3BAH   The TLT Procedure Used:

The same content which was used for EG1 through the Communicative Language Teaching procedure was presented to the EG2 through the Traditional Language Teaching procedure which was as follows.

Table No. 6.1

TLT Procedure

Situational presentation of lexical & structural items through the four language skills LSRW focusing on accuracy.	Structural & Mechanical drilling focusing on accuracy.	Classroom testing exercises focus on testing accuracy.

(1) The teacher presented the new teaching, items situationally and provided the learners with the essential lexical and structural items to produce accurate expressions. The L1 was used to explain the rules and grammatical points. The four language skills LSRW which listening, speaking, reading and writing were taken care of Writing skill was emphasized. Words and sentences were associated with their meanings through demonstration, gesture, action, drawings, pictures and other aids.

(2) The learners were given structural mechanical and translation drills focusing on grammatical accuracy, Substitution tables, exercises etc. were used for the purpose. Writing exercises received more attention.

(3) The teacher gave his learners classroom and home assignments focusing on testing grammatical accuracy. The exercises included fill in the blanks, reordering jumbled sentences, translation exercises, transformation exercises etc.

6.3BAI Linguistic Accuracy Activities and Drills

Because of the stress on linguistic accuracy, the teacher presented a, lot of accuracy activities in the classroom. Choral, group and individual drills and activities were made use of. A series of individual habits were formed by reinforcement of correct responses. Choral response was frequently elicited in class to provide every student with ample opportunities to produce acceptable responses in a situation where confirmation of the right response was made immediately available.

Substitution tables were also used. Words on the sentence were substituted by other words. Model sentences were provided. The words of the model sentences were substituted by other words except the word which the teacher wanted to teach. Drills were given through simple, compound and complex substitution tables focusing attention on accuracy.

In addition to it, new words were incidentally introduced in the class and a lot of opportunities were offered to the learners to associate the meaning of the new words with corresponding situation. A lot of questions were asked. Constant repetition was stressed. Material was presented orally before it was presented in written form.

Teaching item was presented in an appropriate situation; the students were given drills, the item was presented in some new situations followed by oral and written drills. The LI was, of course, kept handy during the drills and activities.

6.3BAJ   Accuracy Testing Adopted:

Unlike the CLT used for the EG1, the EG2 learners were tested on accuracy throughout the experimental sessions. Syntactical, lexical, structural, linguistic, grammatical, and spelling, accuracy was tested through various accuracy testing devices and techniques.

6.3. BB   Teaching Procedure Used for the EG2

Like the EG1 teaching procedure, the EG2 learners were given lessons everyday. Each lesson passed through the following, four stages.

1.   Introductory stage
2.   Teaching stage
3.   Practice stage
4.   Testing stage

(1) Introductory Stage

The introductory stage consisted of the recitation rhymes, asking riddles and puzzles, giving brief dictation, finding out learners entering behaviour through questions and exercises and quickly revising the previously taught language items, and, making the learners language conscious. Tape recorder, visual aids, etc. were used for the purpose. Each lesson was introduced through these devices followed by a statement of the aim of the lesson for the day.

(2) Teaching Stage:

At this stage of the lesson, attempts were made to achieve the set objectives of the lesson. Classroom situations, teaching of lexical, structural and grammatical rules with the help of students' L1 and explanation, were the part of this stage.

The structures and lexical items involved in each lesson were structurally and situationally taught through conventional, mechanical drills and exercises focusing attention on accuracy, audio, visual aids were extensively used.

The grammar translation method, direct method, bi-lingual Method, inductive deductive method, situational approach, structural approach and audio lingual methodology supplied guidelines for teaching the EG1. The teaching was teacher centered and he was more vocal and active in the class. He provided prompts, cues, stimuli for drills and gave instructions to the students to carry out the given task. The teachers' major concern was the production of linguistically accuracy and correct expressions by the learners.

(3) Practice Stage:

During this stage of the lesson, the students were provided, with lexical, structural and syntactical drills through substitution tables. The drills and practice exercises were offered through the four language skills, LSRW. Choral, group and individual drills were made use of. Verbal, non-verbal, positive and negative reinforcement techniques were used to consolidate learning and to eradicate errors committed by the learners. Practice exercises also focused on accuracy. Roll-up blackboard, charts, pictures, cards, tables,

classroom objects, drawing and sketches on the blackboard, flash-cards, 'cut-outs' from magazines and newspapers, flannel board, wall pictures, flip-charts, cue sheets, plus audio aids were used for giving practice to the learners.

Sometimes some students were asked come, in front of the class and write their answers etc. on the blackboard students. class work was supervised and corrected. Guidance was provided to the learners then and there.

(4) Testing Stage -

At this final stage of the lesson, the students' terminal behaviour was observed through classroom and home assignments which included exercises in the structures, lexical items, syntax and translation form L1 Into English and vice versa. These assignments focusing on accuracy were checked the following day and the students were given proper guidance for correct production of expressions etc. Briefly speaking, the EG2 learners were structurally and conventionally tested,

6.3. BC   Using the TLT Procedure for Teaching the Content to the EG2

6.3BCA   Writing Description of Persons, Things, Places, and Events:

(1)   The teacher displayed a picture of a person/thing/ place/ and event and asked some general questions on the pictures to the learners.

(2)   He himself described the photograph and also used the mother tongue of the learners.

(3)   The teacher displayed a sentence chart containing essential lexical and structural items required for description.

(4)   He wrote the important sentences on the blackboard, underlined them and invited the learners, attention to the significant language items. The grammatical rules involved in sentences were explained through the mother tongue.

(5)   The teacher gave the learners some lexical and structural drills orally with the help of pictures and substitution tables. The sentences were translated into the mother tongue (Gujarati).

(6)   He wrote some sentences in Gujarati on the blackboard and asked the learners to translate them into English. These sentences were related to the photograph/picture off the person/place/thing and event.

(7)   He displayed some substitution tables and asked the learners to make meaningful sentences with the help of the tables and write them in their note-books.

(8)   He put up another picture and asked the pupils to describe it in writing.

(9)   The students' responses were corrected and reinforced.

(10)   He displayed a roll-up blackboard containing testing exercises like, fill-in the blanks, one sentences exercise etc.

(11)   He gave each student a photograph and asked them to, describe it. This was their home assignment which was checked and corrected the following day.

6.3BCB   Writing Street Directions:

(1)   The teacher dictated the essential words required for giving street directions.

(2)   A city map was displayed. The teacher created some classroom situations to put across the learner the underlying meaning and concept of the teaching items.

(3)   Isolated sentences were written on the blackboard and the grammatical points involved in them were highlighted and explained through the mother tongue of the learners.

(4)   Key sentences were written on the blackboard and were translated into Gujarati. Some sentences in Gujarati were written on the blackboard and students were asked to translate them into English.

(5)   Students' responses were corrected and proper reinforcement was provided.

(6)   A roll-up blackboard containing a substitution table was displayed and the students were asked to say and write sentences with the help of the table. Choral, group and individual oral drills were given to the learners for reinforcement and consolidation.

(7)   Another roll-up blackboard containing testing exercise was shown to the students who were asked to fill in the blanks in the given sentences with correct and appropriate words.

(8)   Each student was given a picture of a city map and was asked to write directions in English. It was students' home assignment.

6.3BCC   Writing Instruction:

(1)   The teacher displayed pictures showing an activity being performed and he asked some general questions based on 'the picture.

(2)   He described the scene in the picture both in English and the mother tongue. He taught the learners the manner in which the persons in the Picture were giving and following instructions.

(3)   The teacher created some classroom situations involving the learners. The L1 was used.

(4)   He displayed some charts containing substitution tables and structural drills.

(5)   The students were put into groups and were given choral, group and individual drills with the help of pictures and substitution tables. Oral drills were followed by written drills Students' errors were corrected then and there.

(6)   Grammatical points were explained through the mother tongue. Translation drills were also provided.

(7)   Pictures and exercises, on charts were displayed simultaneously and the learners were asked to fill in the blanks with appropriate lexical and structural items. Translation exercises were also given. These items and exercises aimed at making learners recapitulate what they learnt in the lesson.

(8)   Each student was provided with a picture showing an activity and they were asked to look at the picture very carefully and instruct someone to perform the task. This was students' home assignment which was checked and corrected the following day.

6.3BCD Writing Invitations:

(1)   The students were exposed to the 'real' invitation cards of different types. Some general questions like "What is this? What do you call it? What do we use it for? When do we use them? What do we write in them? " etc. were asked to the learners.

(2)   The teacher selected an invitation card and wrote it's message on the blackboard to discuss the lexical and structural items involved in it. The grammatical rules involved in the sentences were explained.

(3)   Some lexical and structural drills were given with the help of the substitution tables.

(4)   Some classroom situations were created to teach the lexical and structural items involved in the sentence used in invitation cards. Both formal and informal language was taken care of. The L1 was also used for the purposes.

(5)   The teacher provided the learners with some classroom-assignments which were checked and corrected. The rules were explained through the L1.

(6)   The teacher displayed a roll-up -blackboard containing testing exercises focusing attention on accuracy and the learners were asked to solve them on their own. Their class work was observed, checked and corrected with proper reinforcement.

(7)   Finally, the students were given some card sheets and asked to prepare invitation cards and write a message in it on the theme provided. Students' home assignments were checked and corrected the following day.

6.3.BCE 'Writing Telegrams'

(1)   The teacher showed some 'real' telegrams to his students and asked some general questions on them.

(2)   The teacher wrote on the blackboard some message from the telegrams and discussed the style syntax, lexical and structural items involved in the telegraphic messages. The rules, syntax and style were explained through the mother tongue.

(3)   Some classroom situations were created and the students were asked to write telegram on the given theme. Different topics were covered during the lesson.

(4)   Substitution Table containing different telegraphic messages were displayed and the students were given choral, group and individual oral drills followed by written drills. The students' performance was observed critically and checked and corrected through reinforcement techniques.

(5)   The students were provided with genuine telegram forms and -asked to write telegrams on a given theme. Essential hints regarding address etc. were provided. This was' student's class work which was checked and corrected with proper reinforcement.

(6)   For home assignments, the learners were given real telegram forms and asked to write a telegram and its reply as well. Their home assignments were checked the following day and their errors were removed and remedial teaching was also conducted for the purpose.

6.3. BCF   Writing Greetings and Good Wishes:

(1)   The teacher showed some greetings cards containing good wishes to his students and asked some general questions on them.

(2)   He wrote some good wishes and greetings on the blackboard and explained to the learners the rules, lexical and structural items, syntax and style involved in the; greetings and good wishes. The mother tongue was also used for the purpose.

(3)   Substitution tables containing lexical and structura1 exercises were displayed and choral, group and individual oral drills followed by written drills were given for reinforcement and consolidation of the teaching points.

(4)   The students were asked to write different types of greetings used on different occasions. Their class work was supervised and checked and the students were given on the spot individual guidance.

(5)   A roll-up blackboard containing recapitulation exercises were displayed and the learners were asked to fill in the blanks with correct. words and structures.

(6)   The students were given colourful card sheets and asked to prepare greeting cards and write greetings and good wishes on the given theme or topic. This was their home assignment which was checked and corrected the following day.

6.3BCG   Writing Social and Friendly Letters

The main purpose of teaching writing of letters was to integrate the learners' knowledge of isolated items in the lessons previously taught and to give the learners an opportunity to write a piece of composition and communicate what they decided to say. The other objective was to test whether / or not the learners' expressions were accurate, appropriate, fluent and feasible.

The letters which were tough to the EG1 through the CLT were also taught to the EG2 through the TLT which was as follows.

(i)   The teacher displayed a real letter to the class. The teacher read out the letter.

(ii)   A big card sheet containing the same letter was displayed and the students were asked to read the letter. The teacher asked some questions on it.

(iii)   The teacher discussed with and explained to the learners the rules, syntax, lexical and structural items involved in the letter. Some sentences were translated into the mother tongue.

(iv)   The teacher displayed a roll-up blackboard containing an outline of a letter. Another roll-up blackboard containing questions was also shown. The students were asked to read the outline and answer the questions that followed it.

(v)   The answer of the questions given by the learners were written on the blackboard. This is how the whole letter was developed. The teacher was careful that his students did not copy the letter from the blackboard.

(vi)   The teacher rubbed off the whole paragraph (letter) and asked the students to develop it once again with the help of the pictures and questions displayed. This was an oral composition.

(vii)   The teacher asked the learners to rewrite the composition at their home. It was their home assignment which was checked the following day.

(viii)   It is worthwhile to mention here that every lesson on letter writing involved some lexical and structural exercises which were taken care of in the beginning of the lesson. It was done to equip the learner with essential lexical and structural items with which he could learn and communicate as well.

(ix)   The mother tongue of the learners, was, of course, used to explain the meanings of lexical items and other things to the learners. Sometimes sentences were translated into Gujarati (Mother tongue) and vice versa.

(x)   The lessons on letter writing concentrated on the same linguistic items, notions and content which had been taught to the EG1 learners. It was the teaching procedures that were different for the EG1 and the EG2, not the content and' notions.

(xi)   In order to give the learners class and home assignments, some hypothetical situations were created, for instance, "Imagine you are Ramesh living in Delhi. Write letter to your friend Anil inviting him to your city to spend summer vacation with you

(xii)   Students' class work and home assignments were checked with a view to finding out their, grammatical error which were deliberately corrected and the students were given drills for it.

6.4   Revision of the Lesson :

At the end of 40 days' teaching programme both the groups, the EG1 and the EG2, were given revision lessons to consolidate their classroom learning and to prepare them for the post-tests. Each group was given revision lessons for two days.

6.5 The Administration of the Post-Tests:

The 'EG1,.EG2' and 'CG' were given the post-tests after, the experimentation period. Since there were five tests, one test was given a day. The 'Productive tests' were followed by the Receptive tests. Finally, the CTCC was administered. The 'CG' which was not given any special treatment after the administration of the pre-tests was also given the post-tests together with the EG1 and EG2.

6.6 Summary :

This chapter has dealt with the discussion about the administration of the pre-tests, timings of the experimental treatments given to the EG1 and the EG2, the CLT and TLT strategies used for teaching the EG1 and EG2 respectively, and the administration of the post-tests.

The next chapter discusses the main findings and educational implications of the study.

CHAPTER- SEVENTH

DATA ANALYSIS AND INTERPRETATION

LEARNERS' WRITING NEEDS AND TEACHERS' TEACHING STRATEGIES

7.1   Introduction

This chapter deals the data analysis of the facts collected through the diagnostic test. In this chapter investigator has analysed and interpreted data of secondary school learners writing needs and secondary school teachers teaching strategies. In this investigation two types of tool have been used-one questionnaire for secondary school learners to find out their present and future writing needs. IInd was for teachers to find out teaching strategies of Secondary School Teachers.

The first objective of the study was to find out writing needs of learners and second was to find out teachers teaching strategies.

The writing needs which were analysed and according it they were used for preparing the instruction material and the teaching strategies which were analysed and selected strategies were used for EG2 which was taught through TLT.

7.2   Steps were taken to analyse and interpret the data.

Following steps were taken to analyse and interpret the data.

1.   The solved questionnaire was coded starting from 1 to 100.

2.   The three point scale used in the questionnaires was also given numerical value in the following way and the teachers' and students' responses were evaluated accordingly.

Table

Scoring Scheme

	Responses	Numerical Value
A	Always	3 Marks
B	Sometimes	2 Marks
C	Never	1 Mark

3.   Investigator classified the Questions according their nature. The Questions were in mixed form. They were classified as present, future and favourite topics of learners. These were analysed and interpreted with data collected through questionnaire for teachers and compared and correlation was found out on different reading present writing needs, future and favourite topics.

4.   The next step was to total the scores one by one. They were analysed properly. To find out co-relation the Pearson Product moment was used.

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2] N \sum y^2 - (\sum y)^2}}$$

N   =   No. of pair scores.

$\sum x$ =   sum of first group score (students)

$\sum y$ =   sum of Second group score (teachers)

$\sum x^2$ =   sum of Square of first group score (students)

$\sum y^2$ =   sum of Square of Second group score (teachers)

$\sum xy$ =   sum of product of first and second group scores.

5.   Percentage was also found out and calculated of those questions which elicited responses either in yes or no.

7.3   Co-relation between teachers and students scores on writing needs of students.

First of all we will write writing need in heading of present, Future and favourite topics.

7.3.1   Present Writing Needs of Students.(12 Items)

    i.   Leave application

    ii.   Social letter

    iii.   Ans to text

    iv.   Stories

    v.   Summary

    vi.   Invitation

    vii.   Greeting

    viii. Address

    ix.   Complain letter

    x.   Notices

    xi.   Essays

    xii.   News items

7.3.2   Future writing Needs. (22 Items)

    i.   Job application

    ii.   Form   (13 items)

    iii.   Study note

    iv.   News Articles

    v.   Letter to editor

vi. Telegram

vii. Notices

viii. Orders

ix. Dialogue

x. Slogan

xi. Joke. Puzzle

xii. Daily diary

xiii. Direction

(3) Favourites topics of students (22 items)

i. School

ii. Sports

iii. Friends

iv. Relatives

v. Hobby

vi. Town/Village

vii. Picnic

viii. Travel

ix. Public Place

x. Vacation

xi. Events

xii. T.V./Radio

xiii. F.Book

xiv.   Festivals

xv.   Film

xvi.   Places

xvii.   Hero

xviii.   Heroine

xix.   Leader

xx.   Teacher.

xxi.   Write

xxii.   Games.

Calculation distribution of total scores of Questionnaire for teachers and students of writing need.

Questionnaire for student (Writing needs) of Students

(1) Present writing need   =   60 Marks.

(2) Future writing need   =   50 Marks.

(3) Favourite topics   =   50 Marks.

          Total   =   160 Marks.

Questionnaire for teachers (Writing Needs) of students.

(1) Present writing need   =   60 Marks.

(2) Future writing need   =   50 Marks.

(3) Favourite topics   =   50 Marks.

          Total   =   160 Marks.

Co-rrelation between teachers and students scores related to writing need

		N	R (Co-rrelation)
1.	Students present writing needs	100	.49
2.	Students future writing needs	100	.85
3.	Students favourite topic	100	.51

7.4   Students' Writing Need and Teachers' Teaching Strategies

Co-rrelation between teachers and students related to students writing need was calculated on three point's scale the co-rrelation was calculated (1) Students' present writing needs (2) Students' future writing needs (3) and students' favourite topics.

The above table shows that r (co-rr).between secondary school teachers and students scores are 49, 85 and .51 regarding students' present, future and favourable topics for writing respectively. R=.49 indicates positive co-rrelation between teachers and students scores regarding students' present writing needs in English. It also shows that changes in both the scores take place in the same direction.

r=.85 indicate that there is high co-rrelation between two score regularly regarding students future writing needs in English. It shows that the change in both in the veriable take places in the same direction.

r=.51   indicates that there is a moderate co-rrelation between teachers and students views regarding the topics on which the students would like to write.

7.4.A Writing needs of the students.

1. Present Writing Needs

Table 7.1

S.No.	Topics	Opinion hold by teachers and students (Percentage of Teachers students)
1.	Writing stories (with the help of out line)	
2.	Paragraph	51% Teachers
3.	Summaries	&
4.	Answer to text book question	51% Students
5.	Essay	

The table shows that 50% teachers and students hold the view that writing stories (with, the help of out lines), paragraphs, summaries, answers to the text book questions and Essays are secondary school learners' present writing needs in English.

Table 7.2

S. No.	Topics	Opinion hold by teachers and students (Percentages)
1.	Writing puzzles	
2.	Jokes	Less than 50% Teachers
3.	Study notes	&
4.	Slogans	Less than 50% Students
5.	Quotations	
6.	Magazines	

The table shows that less than 50% Teachers and students hold the opinion that writing puzzles, jokes, study notes slogans, quotation magazines are secondary school learners; present writing needs in English.

(2)   **Learners' Future Writing Needs**

Table 7.3

S.No.	Topics	Opinion hold by teachers and students (Percentage)
1.	Writing Leave application	
2.	Social letters	
3.	Complaint letter	60% Teachers
4.	Letter to Editor	&
5.	Reports	60% Students
6.	Written announcement	
7.	Daily diary	
8.	Bio data	

The table shows that 60% teachers and students hold the opinion that writing leave application, social letters complaints leave application, social letters complaint letter, letter to Editor, report writing, announcement, daily diary; Bio-data are the future writing needs of learners.

Table 7.4

S.No.	Topics	Opinion hold by teachers and students (Percentage)
1.	Greetings and Good wishes.	
2.	Telegram	
3.	Friendly letters	75% Teachers
4.	Job application	&
5.	Directions	75% Students
6.	Instructions	
7.	Description of place, persons, things and events.	

The table shows that 75% teachers and students hold the views that writing greetings and good wishes, Telegram, friendly letters, Job application, Direction, Instruction, Description of place, person, thing and Events are future writing needs of students.

(3) **Learners favourite topics**

Table 7.5

S. No.	Topics	Opinion hold by teachers and students (Percentage)
1.	Travel	72% Teachers
2.	Public places	&
3.	Favourite (book, film, hero, heroin, festival, T.V./Radio programmes	72% Students

The table shows that 72% teachers and students hold the opinion that students are interested in writing about travel, public places, favourite book, film, hero, heroin, festivals, TV/Radio.

Table 7.6

S. No.	Topics	Opinion hold by teachers and students (Percentage)
1.	Topics	
2.	Writing about schools	
3.	Vacation	65% Teachers
4.	Favourite Teacher	&
5.	Writer	65% Students
6.	Leader	

The Table Shows That 65% Teachers and Students are interested in Writing about School, picnic, Vacation, and favourite Teachers , Writer and leader.

7.4.(B) Find out - Secondary School English Teacher Teaching Strategies.

1.   Teaching approaches, Methods and Techniques

Table 7.7

S.No.	Teaching Strategies	Percentages of Teachers who used teaching strategies
1.	Translation method	100% Teachers.
2.	Explanation Techniques.	

The table shows that 100% Teachers use translation method and Explanation techniques while teaching English to secondary classes.

Table 7.8

S.No.	Teaching Strategies	Percentages of Teachers who used teaching strategies
1.	Grammar Translation	96% Teachers.

The table shows that 96% teachers use the grammar translation method while teaching English in secondary classes.

Table 7.9

S. No.	Teaching Strategies	Percentages of Teachers who used teaching strategies
1.	CLT (Communicative Language teaching)	No single teacher is acquainted.

The table shows that no single teacher is acquired with the CLT approach.

(2)   Teaching objectives

Table 7.10

S.No.	Objective of teaches to make students	Percentages of Teachers
1.	To pass Examination.	
2.	To produce grammatically correct sentence	
3.	To write correct spelling	100% teacher
4.	To maintain formal atmosphere in the classroom	
5.	To stress grammatical accuracy	

The table shows that 100% teachers' objective of a teaching English is to make students pass examinations, produce grammatically correct sentence and write correct spellings, and to maintain formal atmosphere in the classroom and to stress grammatical accuracy while teaching English.

Table 7.11

S.No.	Objective of teaching	Percentages of Teachers
1.	Stress on structural and lexical Items.	73% Teachers.
2.	Explain the content to be taught	

The table show that 73% teachers   stress on structural and lexical items and explain the content to be taught.

(3)   Learning Exercises

Table 7.12

S.No.	Objective of teaching	Percentages of Teachers
1.	Use the structural	
2.	Translation and	100% Teachers.

3.	Accuracy	

The table shows that 100 teachers use the structural, Translation and accuracy exercises in their classroom.

Table 7.13

S.No.	Objective of teaching	Percentages of Teachers
1.	Teacher give spelling exercise	
2.	Classroom and Home assignment.	78% Teachers.

The table shows that 78% teachers give spelling exercise, classroom and home assignment.

Table 7.14

S.No.	Objective of teaching	Percentages of Teachers
1.	Use of choral Drills and Lexical Exercise	50% Teachers.

The table shows that 50% teachers use the Choral Drills and Lexical Exercise.

(4)   Teachers role in classroom

Table 7.15

S.No.	Teacher Role	Percentages of Teachers
1.	Teachers hold the view that their role is an instructor who explains, rules.	
2.	Correct grammatical error.	100% Teachers.
3.	Check class and home assignment.	

The table shows that 100% teachers hold the view that their role in classroom is of an instructor who explains rules, correct grammatical errors and checks class and home assignment.

Table 7.16

S.No.	Teacher role	Percentages of Teachers
1.	The teacher views that they are more active than their learners.	85% Teachers.
2.	They are busy in giving grammatical accuracy exercises.	

The table shows that 85% teachers are of the opinion that they are more active than their learners in classrooms and are busy in giving grammatical accuracy exercises.

**(5)	Use of teaching aids table**

Table 7.17

S.No.	Use of teaching aids table	Percentages of Teachers
1.	Teacher use only classroom aids.	100% Teachers.

The table shows that 100% teachers prefer to use only classroom aids.

Table 7.18

S.No.	Use of teaching aids	Percentages of Teachers
1.	Teachers use 'action' etc to put across the learners the underlying meaning.	20% Teachers.
2.	Concept of structural and lexical items	

The table shows that 20% teachers use 'Actions' etc. to put across the learners the underlying meaning and concept of structural and lexical items.

Table 7.19

S.No.	Teaching aid	Percentages of Teachers
1.	Teachers use pictures while teaching English.	15% Teachers.

The table show that 15% teachers use pictures and gestures while teaching English.

Table 7.20

S.No.	Teacher use	Percentages of Teachers
1.	Teachers use charts, Realia (Real object) and cards.	Less than 10% Teachers.

The table shows that less than 10% teachers use charts. Realia (Real Objects) and cards.

7.5   Conclusion

Thus in this chapter we discussed about writing needs of students. And teaching strategies of teachers in form of percentage and correlation was found between the view of students and teachers on the writing needs of students.

CHAPTER-EIGHTH
PART-A(8.1)

DATA ANALYSIS AND INTERPRETATION
DEVELOPMENT OF LEARNER-COMMUNICATIVE COMPETENCE TEST
COMPREHENSIVE TEST OF COMMUNICATIVE COMPETENCY(C.T.C.C.)

8.1.1 Introduction

This chapter deals with the analysis of scores gained by students of three groups EG1, EG2 and CG in C.T.C.C. Test. The C.T.C.C. test contained 10 questions of 50 marks. Each question was of 5 marks. There were 7 areas in C.T.C.C. Test - Writing description, direction, instruction, greeting and good wishes, invitation, telegram, Social and Friendly letters. The scores of three groups were analysed comparatively. The primary aim of this investigation was to develop writing competency of students in English among the three groups of Learners who were assigned EG1, EG2 and CG. The EG1 and EG2 were given experimental treatment and CG was not given any experiment. EG1 was taught through CLT approach (Communicative Language Teaching) and EG2 was taught through TLT approach (Traditional Language Teaching) and CG was not taught through any method . This chapter is related to Ist Hypothesis which Investigator formulated. The analysis of the scores gained by the three groups will show that the hypothesis will be rejected or accepted.

Five test of communicative competency RTLAC, PTLAC, RTLAP, PTLAP and C.T.C.C. were administered to the three groups of learners before and after the test. In the previous chapter investigator analyzed the learners writing needs in English and teachers teaching strategies.

8.1.2 In this chapter investigator will analyse following things.

(i) To analyse and interpret the calculated "t" value between all the pre and post test means of the three groups EG1, EG2, and CG.

$$\text{t value} = \frac{M1 - M2}{\sqrt{\dfrac{S_1^2}{N_1} + \dfrac{S_2^2}{N_2}}}$$

$$\text{S.D.} = \sqrt{\frac{\sum d^2}{n}} \qquad \text{Mean} = \frac{\sum x}{n}$$

(ii)   To interpret the rusult of ANOVA used for find out the effect of the three experimental treatment on the improvement of achievement scores on the items of the content area of the C.T.C.C. (Comprehensive test of Communicative Competency) which included writing description, direction, instruction, greeting and good wishes, invitation, telegram, social and friendly letter.

$$F = \frac{Vb}{Vw} = \frac{between\ group\ variance}{within\ group\ variance}$$

(iii)   To analyse comparatively the mean of EG1, EG2 and CG on the C.T.C.C. Test.

(iv)   To test the hypothesis that there is no significant difference in the attainment scores on writing competency test between the scholar exposed to the three different types of learning situation EG1, EG2 and CG.

8.1.2.1   "t" value between all the pre and post tests scores of five areas. EG1, EG2 and CG.(I point of 8.1.2)

S.No.	Test	't' Value			
		EG1	EG2	CG	
1.	RTLAC	10.94 S	36.54 S	1.55	NS
2.	PTLAC	10.81 S	15.17 S	5.98	S
3.	RTLAP	17.90 S	16.16 S	5.07	S
4.	PTLAP	15.07 S	15.87 S	6.05	S
5.	C.T.C.C.	21.23 S	26.55 S	2.31	S (on .05)
6.	Total	28.30 S	41.95 S	5.21	S

S   =   Significant   Level of significant

NS   =   No.Significant   df 40 at .05L = 2.02

                                              df 40 at .01L = 2.71

Analysis

This table shows that "t" value between all the pre and post tests scores (means) of the EG1 and EG2 are significant because calculated value of EG1 are 10.94, 10.81, 17.90, 15.07, 21.23 and 28.30 and for EG2 are 36.54, 15.17, 16.16, 15.87, 26.55 and 41.95 are higher than table value of "t" 2.02 and 2.71 at .05 and .01 level.

The "t" value between 3 pre and post test of CG (PTLAC, RTLAP, PTLAP, are.5.98, 5.07, 6.05 which are also significant at .05 and .01 level of table value. "t" value between the total pre and post tests scores of CG is 5.21 which is also significant at both level of table value.

The 't' value between pre and post test RTLAC of the CG is 1.55 which is less than the table value 2.02 and 2.71 at .05 and .01 level of significant which shows that CG did not improve its post test score on RTLAC significantly.

't' value between pre and post test score of C.T.C.C.of CG is 2.31 which is insignificant at .01 level but it is significant at .05 level (2.02).

The "t" value between all the pre and post test scores of the EG1 and EG2 are statistically significant at .01 and .05 level of significant. It was concluded that the treatment given to the EG1 and EG2 developed secondary schools learners' ability to be grammatically accurate (RTLAC and PTLAC) appropriate (RTLAP and PTLAP) as well as CTCC in Writing English in social context.

The 't' value between 3 pre and post test scores of the CG are statistically significant at both the level of significant. It was concluded that the CG which was not given any special treatment also improved its present position in the areas of productive accuracy (PTLAP) and receptive as well as productive appropriacy (RTLAP and PTLAP) but this group did not improve it position in the area of receptive accuracy (RTLAC) and C.T.C.C. The development of writing competency in the learners of the EG1 and EG2

might be owing to the two experimental treatment given to them through the CLT and TLT approaches.

8.1.3 Analysis of Scores of C.T.C.C. Test in Seven Areas.(II point of 8.1.2)

The Investigator used the one way ANOVA technique in order to find out the state of performance of the groups (EG1, EG2 and CG) on the seven area of C.T.C.C.

According to J.W. Best and J.V. Khan determine whether the means of the more than two samples are different.

In single classification or one way ANOVA, the relationship between one independent and one dependent variable is examined. One uses one way ANOVA when he takes only one factor and investigates the differences among its various categories having numerous possible values.

Since the present study involved 3 groups of students and there were seven areas of writing in the C.T.C.C. The investigator decided to use the one way ANOVA to analyse the data regarding the performance of the learners on the C.T.C.C. test.

The ANOVA technique which was actually used consisted of the following operation.

(i)   The variance of the scores for three groups were combined into one composite group known as the total group variance (Vt)

(ii)   The Mean value of variance of the each group composited separately was called within group variance (Vw).

(iii)   The difference between total group variance and the within groups variance was termed as the between group variance (Vt-Vw=Vb)

(iv)   F ratio was computed by the following formula

$$F = \frac{Vb}{Vw} = \frac{between\ group\ variance}{within\ group\ variance}$$

8.1.3. (A) Analysis of Item No.1 – Description of place, things, event and person (Question 1 to 4)

ANOVA was used to analyse and interpret the data of three groups for the item no. 1 (Q. 1 to 4) of C.T.C.C. which consisted writing description of events, places, things and persons. The following table presents the analysis of variance.

Table No. 8.1.1

ANOVA (Writing Description of place, things, event and person)

Sources of Variance	Degree of freedom	Sum of Square (S.S.)	Mean Square Va. (MSV)	F ratio	S.D.
Between groups	02	777.19 (SS$_b$)	388.59 (SS$_b$/df$_b$)	56.64	2.61
Within groups	117	803.78 (SS$_w$)	6.86 (SS$_w$/df$_w$)		

df= 2/117 F .05 = 3.07

df = 2/117 F .01 = 4.70

The above table shows that the F of 56.64 is higher than the table value of 3.07 and 4.70 at the level .05 and .01 level of significance respectively and it is significant at both level of significant.

It may be concluded that all the three groups EG1, EG2 and CG improved their position in the area of writing description of event, places, things and person in English.

Since this significant F of 56.54 does not pin out exactly where the difference are in pair wise way, therefor investigator applied the critical test of difference between the means of the groups by using "t". The following table shows the calculation.

Table 8.1.2

Critical difference by using "t"

Description of Description of place, things, event and person (C.T.C.C)

df	Level of significant	Table value of t x S.E.	Critical Difference C.D.
117	.05	1.98x.59	1.17
	.01	2.62x0.59	1.54

The above table shows that critical difference is 1.17 and 1.54 at .05 and .01 L of significance. This critical difference has been compared with the post test means difference of the three groups. The following table shows post test means difference between the three groups.

Table 8.1.3

Comparison of post test means of three groups.

S.No.	Groups	Post test mean difference	Means difference
1	EG1 –EG2	11.55-7.54	4.01
2	EG 1-CG	11.55-5.40	6.15
3	EG2-CG	7.54-5.40	2.14

Graph 8.1.3 Comparison of post test means of three groups.
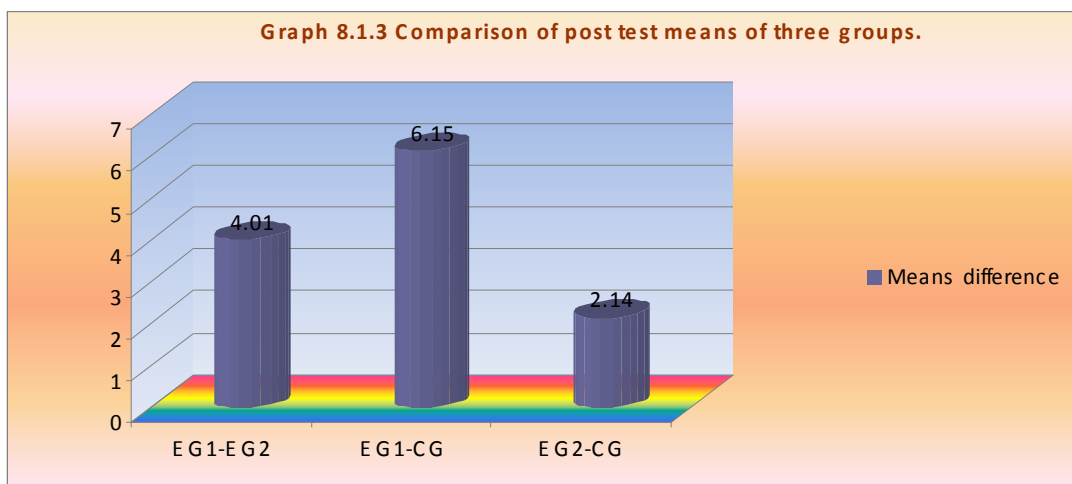
The above table makes it clear that EG1 group mean was 11.55. EG2 7.54 and CG is 05.40. It shows that the EG1 group which mean is 11.55 is more that EG2 and CG which have 7.54 and 5.40 mean value. It shows that the EG1 which was taught through CLT performed best than EG2 and CG. The Mean Value of EG2 is 7.54 which is higher than mean value 5.40 of CG group. It shows that the group EG2 which was taught through TLT performed best than CG group.

The CG group mean value is 5.40 which is less than both EG1 and EG2. It shows that the CG group which was not given any treatment performed not good because of not given and special method.

8.1.3.B Analysis of Item No. 2 - Greeting and Good Wishes (C.T.C.C. Test)

The data regarding the item no. 2 (Q.5) or C.T.C.C. were analysed by using ANOVA. The following table contains the table value of data regarding writing greeting and good wishes.

Table 8.1.4

ANOVA (Greeting and Good wishes)

Sources of Variance	Degree of freedom	Sum of Square (S.S.)	Mean Square Variance (MSV)	F Ratio
Between groups	02	28.01	14.00	50.00

Within groups	117	33.23	0.28	

SD - .52   Level of significance

df 2/117-(F) .05 = 3.07

df 2/117-(F) .01 = 4.70

The F of 50 is higher than the table value of "f" at .05 and .01 level of significance So it was concluded that all the three groups improved their scores in the area of writing greetings and good wishes in English However, this significant F does not make it clear that which performed bet. The critical difference was found by using t. The following table presents the calculation.

Table 8.1.5
Critical difference by using the "t"
(Greeting and Good wishes)

df	Level of Significant	Table Val. of t x S.E.	Critical difference (C.D.)
117	.05	1.98 x 0.12	.24
	.01	2.62 x 0.12	.31

The above table indicates that the critical difference is .24 and .31 at .05 and .01 level of significance. This critical difference has been compared with the post test means difference between the three groups. The following table contains the post test means difference between the three groups. The (EG1, EG2 and CG.).

Table 8.1.6

Post test Means difference

S.No.	Groups	Post test means difference	Means difference
1.	EG1-EG2	1.64-1.44	.20(NS)
2.	EG1-CG	1.64-0.53	1.11
3.	EG2-CG	1.44-0.53	.91

Graph 8.1.6 Post Test Means difference
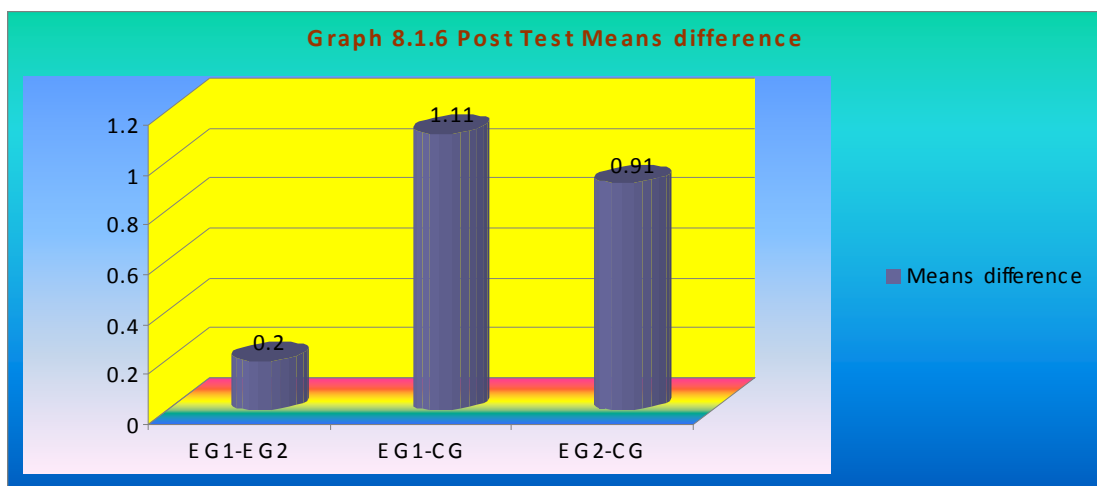
The above table shows that the post test means difference between the EG1 and EG2 is .20 which is less than the critical difference (.24 and .31) at .05 and .01 level of significant respectively. Further the means different between the EG1 and CG and EG2 and CG are 1.11 and .9, respectively which are higher than the critical difference (.24 and .31) at .05 and .01 level of significance.

The post test mean of the EG1 is 1.64 which is higher than that of the EG2 and CG (1.44 and 0.53 respectively). Therefor it may be concluded comparatively the CG1 which was taught through CLT performed best in the area of writing greeting and Good wishes.

The post test mean of the CG2 is 1.44 which is less than that of the EG1 (1.64) but highest that of the CG (0.53).

The above interpretation helps the investigator draw the conclusion that the experimental treatment might be the influencing factors in improving of the EG1 and EG2 the area of the writing greeting and good wishes.

8.1.3-C Analysis of item No. 3 - Writing Instruction (C.T.C.C.)

The data regarding the item no.5(Q.6) of the CTCC were also analysed by using ANOVA which is as follows.

Table No. 8.1.7

ANOVA (Writing Instruction)

Sources of variance	Df	Sum of Square (S.S.)	Mean Square Variance (MSV)	Standard Deviation (SD)
Between groups	2	75.46	37.73	
Within groups	117	90.00	0.77	0.87

F=49.00   Level of Significance

df = 2/117 F .05 = 3.07

df = 2/117 F .01 = 4.70

The F of 49.00 is higher than the table value of F at .05 and .01 level of significant. It means there is a significant improvement in the post test score of the 3 groups in the area of writing instruction in English.

Since this significant F does not make it clear which group performed best, the investigator calculated the critical difference by employing 't'. The following table deals with the critical difference discovered by using 't'.

Table No. 8.1.8

Critical difference by using 't'

(Instruction) CTCC

df	Level of significance	t x S.E.	Critical difference
117	.05	1.98x0.20	.40
	.01	2.62x0.20	.52

The above table shows that the critical difference is .40 and .52 at .05 and .01 levels of Significance.

This critical difference table was compared with the post test means difference which is given in the following table.

Table No. 8.1.9

Post test means difference (CTCC)

S.No.	Groups	Post Test Mean Difference	Mean difference
1	EG1-EG2	2.63-1.44	1.19
2	EG1-CG	2.63-0.70	1.93
3	EG2-GG	1.44-0.70	0.74

Graph 8.1.9 Post test means difference (CTCC)
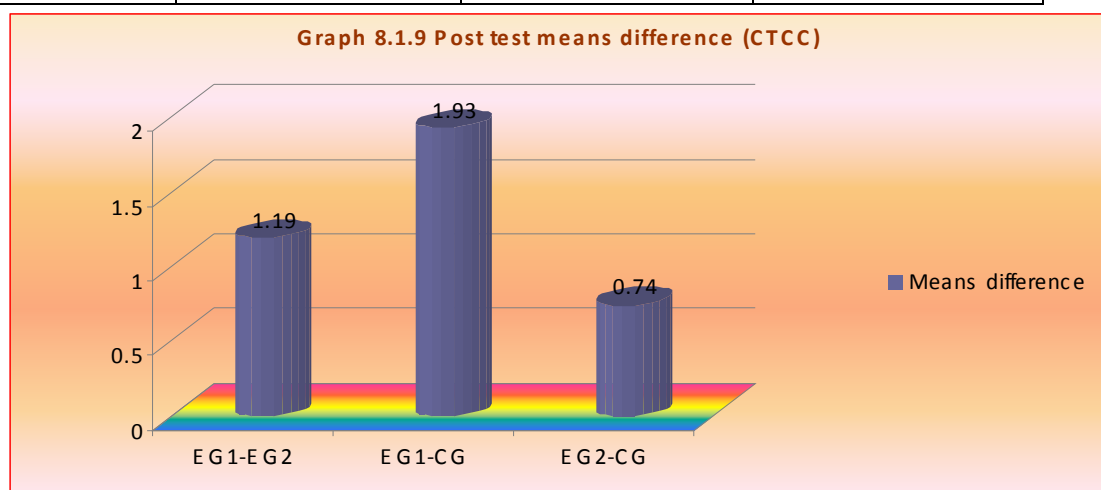
The above table indicates that the post test means difference are 1.19, 1.93 and 0.74 which are higher than the critical difference (.40 and .52) at .05 & .01 level of significance.

The means different between the EG1 and CG is 1.93 which is higher than that of the EG1 and EG2 (1.19) and EG2 & CG (0.74).

The post test means of the EG1 is 2.63 which is the highest in the 3 groups, (EG2 1.44 and CG1 0.70), therefore it may be concluded comparatively, the EG1 which was taught through CLT, performing best and the EG2 which was taught by TLT performing better than the CG on the area of writing instruction in English.

8.1.3(D) Analysis of item No.4- Writing Invitation (C.T.C.T.)

The data performing to the item no 4 (Q.7) of the CTCC were analysed by using ANOVA which is as follows –

Table 8.1.10

ANOVA (Writing Invitation)

Sources of Variance	df	Sum of Square (SS)	Mean Square Variance(MSV)	F Ratio	Standard Daviation (SD)
Between groups	2	33.62	16.81	54.23	0.56
Within groups	117	36.40	0.31		

F=54.23   Level of Significant

df 2/117 F.05 = 3.07

df 2/117 F.01 = 4.70

The F of 54.23 is higher than the table value at .05 and .01 level of significance. It shows that there is a significant improvement in the post test scores of the three groups in the area of writing invitation in English.

The investigator calculated the critical difference by using t. The following table containing the calculation.

Table 8.1.11

Critical difference by using 't'

(Writing Invitation)C.T.C.C.

df	Level of Significant	txS.E.	Critical Difference C.D.
117	.05	1.98 x 0.12	.24
	.01	2.62 x 0.12	.31

The table shows that the CD is .24 and .31 at .05 and .01 levels of significance. The CD has been used here to interpret the post test means difference which is presented in the following table.

Table 8.1.12

Post test means difference (invitation) C.T.C.C.

1	EG1-EG2	1.64-1.17	0.47
2	EG1-CG	1.64-0.36	1.28
3	EG2-GG	1.17-0.36	0.81

Graph 8.1.12 Post test means difference (invitation) C.T.C.C.
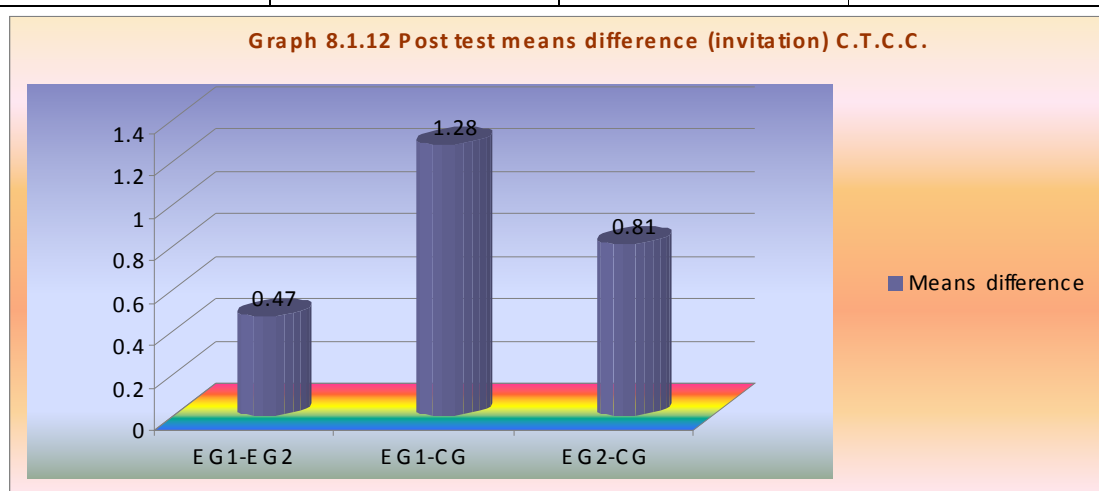
The above table shows that the post test difference in mean between the EG1-EG2 is 0.47 which is higher than the C.D. (.24 and .31) at .05 & .01 level of significant. It can

be concluded that there is a significant difference between the post test means of the EG1 & EG2.

Further, there is a significant post test difference in the mean between the EG1 and CG (1.28) and EG2 & CG (0.81) and the post test means are statistically higher than the critical difference (.24 and .31) at both the level of significance.

The post test means of the EG1 is 1.64 which is higher than that of the EG2 and CG. So, it may be concluded comparatively that EG1 which was taught CLT performed best in the area of writing invitation. The EG2 which was by TLT performed better than the CG.

8.1.3-E   Analysis of item No. 5-Writing social and friendly letters (C.T.C.C.)

The data regarding the item No. 5 (Q.8) of C.T.C.C. were analysed by using ANOVA which is as follows.

Table 8.1.13

ANOVA (Letter Writing) C.T.C.C.

Sources of Variance	df	Sum OF Square (SS)	(Mean Square Variance) (MSV)	Standard Deviation (SD)
Between groups	2	266.12	133.06	1.68
Within groups	117	328.85	2.81	

F=47.34   Level of Significant

df 2/117F .05 = 3.07

df 2/117 F.01 = 4.70

The F of 47.34 is higher than the table value of F at .05 and.01 levels of significance. It means there is a significance improvement in the post test scores of the

three groups in the area of writing social and friendly letters since this significant F does not make it clear where the difference lies, the investigator calculated critical difference by using 't'.The following table contains the calculation for the critical difference.

Table 8.1.14

Critical difference by using t

Letter writing (C.T.C.C.)

df	Level of significant	Table value of t x S.E.	Critical difference (C.D.)
117	.05	1.98x0.36	.72
	.01	2.62x0.36	.96

The above table shows fact that the critical difference is .72 and .96 at .05 and .01 level of significance. This critical difference has been used here to interpret the post test means difference which is presented in the following table.

Table No. 8.1.15

Post test means difference

Letter Writing (C.T.C.C.)

S.No.	Groups	Post test means	Means differences
1	EG1-EG2	4.80-3.85	.95 NS(.01)
2	EG1-CG	4.80-1.28	3.52
3	EG2-CG	3.85-1.28	2.57

8.1.15 Post test means difference Letter Writing (C.T.C.C.)
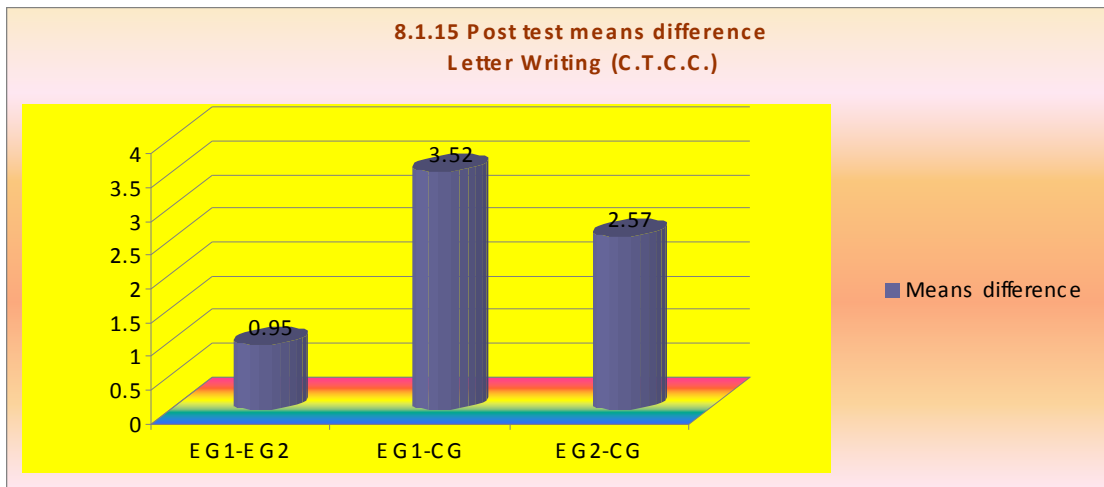
The above table shows that the post test means difference between the EG1 and EG2 is .95 which is less than the critical difference (.96) at .01 level of significance. It means there is no significance differences between the performance of the EG1 and EG2 in the area of writing social and friendly letters.

The analysis shows that there is a significance difference between the post test means of the EG1 and CG(3.52)and EG2 and CG(2.57). This means difference is higher than the critical value at .05 and.01 level.

It means that the EG1 and EG2 performed significantly in comparison to the performance of the CG.

Post test mean of the EG2(3.85) is less than that of the EG1 (4.80) but higher than that of the CG(1.28). Since the posttest mean of the EG1 is 4.80 which is highest of the 3 groups, It may be concluded comparatively the EG1 which was taught by CLT performed best in the area of writing social and friendly letters. The performance of the EG2 which was taught by the TLT is better than that of the CG.

8.1.3-F Analysis of Item No.6 - Writing Direction (CTCC)

The data regarding the item no 6 (Question 9) of the CTCC were analyzed using ANOVA which is as follows.

Table 8.1.16

ANOVA - writing Direction (CTCC)

Sources of variation	df	Sum of Square (S.S.)	Mean Square Variance (MSV)	Standard Deviation (S.D.)
Between Groups	2	94.05	47.03	0.90
Within Groups	117	95.18	0.81	

F = 57.81   Level of significance

df 2/117F .05 =   3.07

dt 2/117 F.01 =   4.70

The F of 57.81 is higher than the table value of F at .05 and .01 level of significance. It mean there is a significance improvement in post test scores of 3 groups in the area of writing direction in English. Since this significant 'F' does not make it clear where the difference lies, the investigatore calculated critical difference by using 't'. The following table contains the calculations for the critical difference.

Table 8.1.17

Critical difference by using 't'

Writing Direction (C.T.C.C.)

df	Level of significance	Table Value of "t" XS.E.	Critical Difference C.D.
117	.05	1.98x0.20	.40
	.01	2.62x0.20	.52

The above table show that the critical difference is .40 and .52 at .05 and .01 level of significance. This critical difference has been used here to interpret the post test means difference j which is presented in the following table.

Table 8.1.18

Post test means difference

Writing Direction (C.T.C.C.)

	Groups	Post test means	Mean difference
1	EG1-EG2	3.04-1.62	1.42
2	EG1-CG	3.04-0.90	2.14
3	EG2-CG	1.62-0.90	0.72

Graph 8.1.18 Post test means difference Writing Direction (C.T.C.C.)
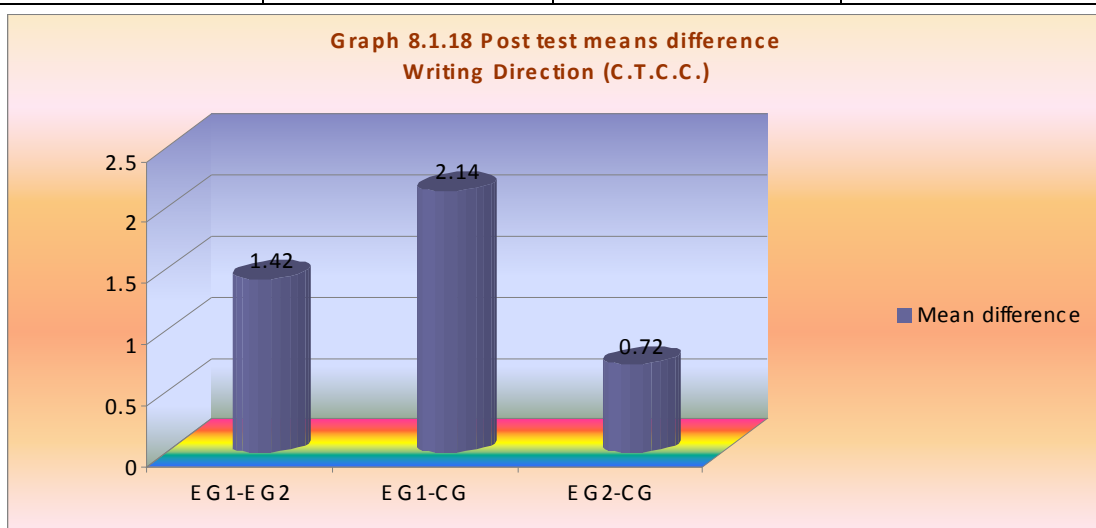
The above table shows that the post test means difference between the EG1 and EG2 is 1.42. Which is higher than the critical difference (.40) at .05 level of significance. Now the post test means difference between the EG1 and CG (2.14) and the EG2 and CG(0.72) are higher than the critical difference(.40 and .52) at both the levels of significance.

The post test means difference between the EG1 and CG is 2.14 which is more than that of the EG1 and EG2 and EG2-CG.

Since the post test means of the EG1 is 3.04 which is the highest of the 3 groups it may be concluded that the performance of the EG1 which was taught by the CLT was best in the area of writing direction in English. The performance of the EG2 which was taught by the TLT areas better in comparison to that of CG because the post test mains of the EG2 (1.62) is more than that the CG (0.90).

8.1.3-G Analysis of item No.7-Telegrams writing (CTCC)

The data regarding the item no. 7 (Question No.10) of the C.T.C.C. were analyzed by using ANOVA which is as follows.

Table 8.1.19

ANOVA Telegram writing (C.T.C.C.)

Sources of Variance	df	Sum of Square (S.S.)	MSV (Mean Square Variance)	Standard Deviation SD
Between Groups	2	89.74	44.87	0.84
Within Groups	117	82.17	0.70	

F   = 63.89

Level of significant

df 2/117 F .05 = 3.07

df 2/117 F .01 = 4.70

The F of 63.89 is higher than the table value of F at.05 and .01 levels of significance. It mans there is a significance (improvement) in 3 groups, Viz EG1, EG2 and CG.

Since this significant F does not make clear difference between the groups the Investigator calculated the critical difference by using t. The following table presents the calculation for the critical difference.

Table 8.1.20

Critical Difference by using 't'

Telegram writing (C.T.C.C.)

df	Levels of signi.	Table value of txSE	Critical difference
117	.05	1.98x0.19	.38
	.01	2.62x0.19	.50

The above table shows that the critical difference is .38 and .50 at .05 and .01 levels of significance respectively. This critical difference has been used here to interpret the post test means difference which is presented in the following table.

Table 8.1.21

Post test means difference (Telegram Writing)

	Groups	Post test means	Mean difference
1	EG1-EG2	2.81-1.41	1.40
2	EG1-CG	2.81-0.74	2.07
3	EG2-CG	1.41-0.74	0.67
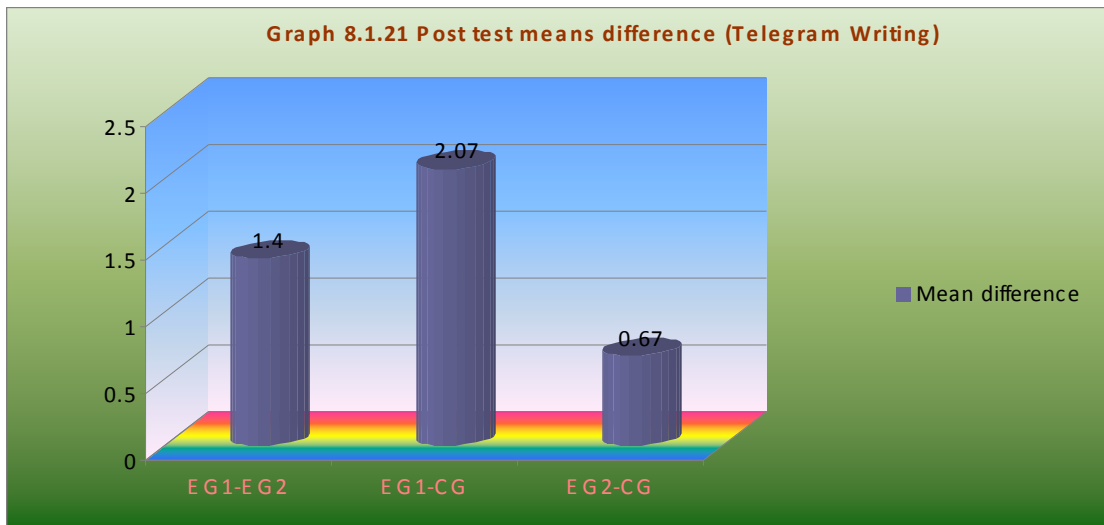
Graph 8.1.21 Post test means difference (Telegram Writing)

The above table makes it clear that the post test means difference between the EG1 and EG2 is 1.41 which is significantly higher than the critical difference.38 and .50 at .05 and .01 levels respectively.

The post test means difference between the EG1 and CG is (2.07) and EG2 and CG (0.67) are also higher than the critical difference at both the level of significant.

The post test means difference between the EG1 and CG is 2.07 which is higher than the difference of the EG-1 and EG-2 and EG-2 and CG.

Since the post test mean of the EG1 is 2.81 which is highest. It was concluded that the performance of the EG1 which was taught through the CLT was best. The post test mean of EG2 is 1.41 which is less than that of the EG1 (2.81) but more than that of the CG (0.67). So, it can be concluded that the performance of the EG2 which was taught by the TLT was better in comparison to that of the CG.

8.1.4 Main Findings

All the three groups of learner were given pre and post test of communicative competency. The data were analyzed by t test and ANOVA. The following are main findings.

8.1.4-A Main findings based on the 't' values :

The 't' value between all the pre and post test score of the three groups were calculated in order to find out the effect of the experimental treatments given to the three groups. The following are the main conclusions.

(i)   The 't' value between all the pre and post tests scores of the 2 groups (EG1 and EG2 are statistically significance at .05 and .01 level of significance.

Therefor it was concluded that the experimental treatment given to the EG1 and EG2 through the CLT and TLT respectively developed learner's ability to be grammatically accurate, appropriates as well as writing competent in social context.

(ii)   The 't' value between 3 pre and post tests viz (i) PTLAC (ii) RTLAP (iii) PTLAP (iv) RTLAC (v) C.T.C.C. and total pre and post scores and the CG (Control group) are also statistically significant at .05 and .01 level of significance except C.T.C.C. at .05 level.

Therefore it may be concluded that the CG which was not given any special experiment treatment also improved in the receptive as well as productive appropriacy.

8.1.4-B Main findings based on ANOVA (CTCC)

The one way ANOVA technique was used in this study in order to find out the level of performance of the 3 groups of learners EG1-EG2, and CG on the 7 areas included writing description, instruction, greeting and good wishes, direction, Telegram, invitation and letter. The following table contains the main findings.

Table 1

F value calculated for 7 items of C.T.C.C.

S.N.	Areas of writing	Calculated F value	Significant/ not significant	Level of Significant
1.	Description	56.64	S	.05=3.07
2.	Greeting and Good wishes	50.00	S	.01=4.70
3.	Instruction	49.00	S	
4.	Invitation	54.23	S	
5.	Letters	47.34	S	
6.	Direction	57.81	S	
7.	Telegram	63.89	S	

The above table makes it clear that the calculated 'F' values are statistically significant at .05 (3.07) and .01 (4.70) levels of significance in all the areas of writing (C.T.C.C.).

Therefore it is concluded that all the three groups (1,2,3) improved in all the 7 areas of writing(C.T.C.C.). It mean the experiment given to the 3 groups were instrumental in rising their post test scores in the 7 areas of C.T.C.C.

5.1.4-C Main finding based on the critical difference and post test means difference (C.T.C.C.)

The critical difference and post test means differences were calculated in order to find ont the groups which performed best in the 7 areas of the C.T.C.C.

Table 2

Post test means difference between the three group

S.No.	Post test mean difference				Critical Difference	
	Areas	EG1 & EG2	EG1 & CG	EG2 & CG	.05	.01
1.	Description	4.01s	6.15S	2.14S	1.17	1.54
2.	Greeting	.20 NS	1.11S	.91S	.24	.31
3.	Instruction	1.19S	1.93S	0.74S	.40	.52
4.	Invitation	0.47S	1.28S	0.81S	.24	.31
5.	Letters	.95(NS)(.01)	3.52S	2.57S	.72	.96
6.	Direction	1.42S	2.14S	0.72S	.40	.52
7.	Telegram	1.40S	2.07S	0.67S	.38	.50
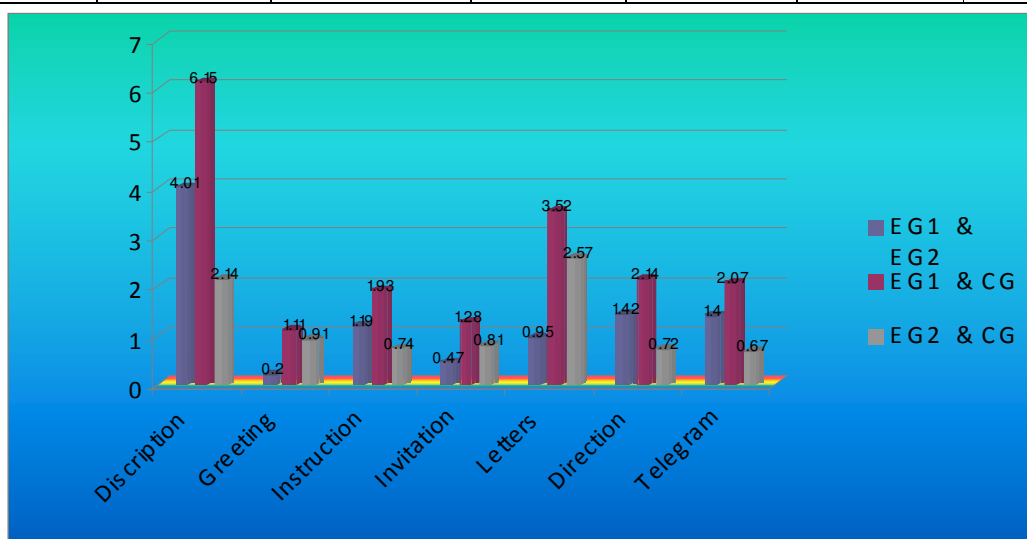
NS= Non significance

The above table shows that –

(i)   The post test means difference between the three groups is higher than the critical difference at .05 and .01 level at significant in the five areas of writing. Description, Greeting, Instruction, Invitation, telegram.

(ii)   Unlike the EG1 and EG2, the post test means difference between the EG1 and CG and EG-2 and CG are higher than the critical difference in the two areas of writing. Exam-greetings and Good wishes and letters.

(iii)   The post test means difference between the EG1 and CG is higher than the critical difference as both the levels of significance in the area of writing greeting and good wishes.

(iv)   The post test means difference between the EG1 and EG2 is non significant at .01 level in the area of writing social and friendly letters.

Next the post test means were compared in order to find out the groups which performs best in the different area of the CTCC. The following table presents the post test means of the three groups in the 7 areas of the CTCC.

Table 3

Post test means (C.T.C.C.) of the 3 Groups

S.N.	AREAS	GROUPS POST TEST MEANS		
		EG1	EG2	CG
1.	Description	11.55	7.54	5.40
2.	Greeting	1.64	1.44	0.53
3.	Instruction	2.63	1.44	0.70
4.	Invitation	1.64	1.17	0.36
5.	Letters	4.80	3.85	1.28
6.	Direction	3.04	1.83	0.90
7.	Telegram	2.81	1.41	0.74
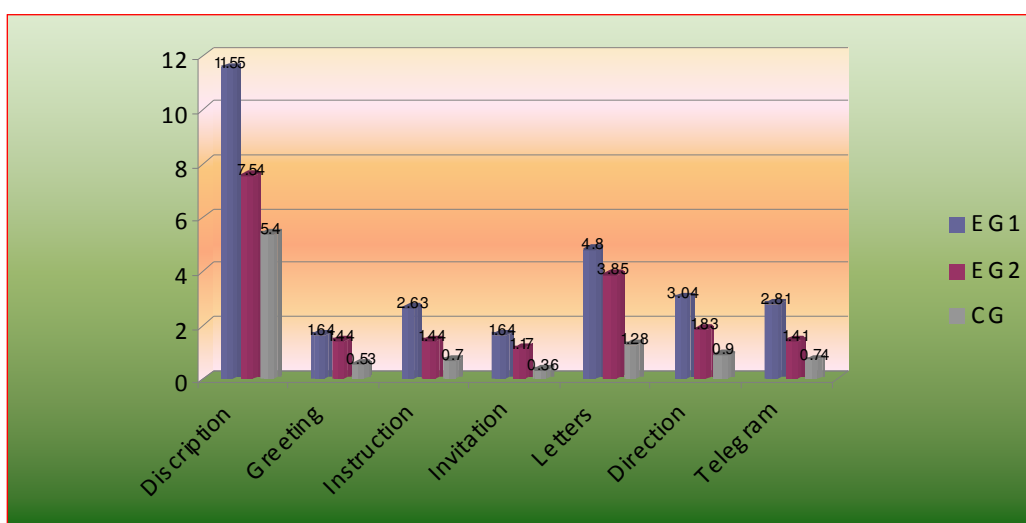
The above table shows that –

(i)   The post test means – EG1 (11.55, 1.64…………..) are higher than that of the EG2 and CG in all the areas including description, greeting and good wishes, invitation, instruction, letters, direction and telegrams.

(ii)   The post means of EG2 (7.54, 1.44………..) are less than that of the EG1 but are higher than that of CG in all seven areas of C.T.C.C.

        Therefore it may be concluded that the EG2 which was taught by TLT performed better than CG in seven areas of the CTCC.

(iii)   The post test means of the CG (5.40, 0.53………..) are less than the EG1 and EG2. It may concluded that which was not given experimental treatment did not improve its post test means significantly in comparison to the EG1 and EG2.

8.1.5 Testing of Hypothesis (Acceptance or Rejection) and conclusion.

        One of hypothesis of present study is that there is no significance difference in the attainment scores on the communicative test between the scholar exposed to the three groups EG1, EG2 and CG in CTCC test.

        The above hypothesis was tested here on the basis of the following findings.

The analysis and interpretation of the data have indicated that.

(i)   The 't' value between all the pre and post test scores of three groups are statistically significant at .05 and .01 levels of significance.

(ii)   The calculated F value of three groups in the seven areas of C.T.C.C. are higher than the table value of F at .05 and .01 level of significant.

(iii)   There is a significance post test means different between three groups EG1-EG2 and CG.

Therefore, on the basis of findings, the above mention hypothesis is rejected and it is calculated that there is a significance diff. in the attainment scores on communicative competency test between the scholars exposed to three different types of learning situation EG1-EG2 and in the other words, it may be stated that students who were taught by the CLT and TLT approaches did score significantly higher than the students who are not given any special therefore, it can be concluded that the CLT and TLT experiment led to significance performance the EG1 and EG2 respectively.

8.1.6   Summary

This chapter aimed of analysis and interpreting the data regarding the development of communicative competence in writing in social context among the learners of secondary school. The 't' value, ANOVA, critical difference pre test, post test, means difference , finding and testing of the first hypothesis have been objectively explained and discussed in it.

PART-B(8.2)
COMPARATIVE EFFICACY OF THE CLT AND TLT APPROACHES

8.2.1   Introduction

This Chapter deals with the analysis of scores gained by students of three groups EG1, EG2 and CG on 5 test areas of communicative competency test. Following are the five test area-

1. RTLAC (Receptive Test of Language Accuracy)

2. PTLAC (Productive Test of Language Accuracy)

3. RTLAP (Receptive Test of Language Appropriacy)

4. PTLAP (Productive Test of Language Appropriacy)

5. CTCC (Comprehensive Test of Communicative Competency)

RTLAC and PTLAC carry 40-40 marks. RTLAP and PTLAP 25-25 marks. and C.T.C.C. carries 50 marks. Total marks are 180.

The data were collected through the pre and post test and analyzed in order to find out the teaching approaches which was more effective in developing secondary school learners' writing competency in English in social context. Therefor CLT, TLT and non experiment treatments were compared and the statistic technique, era, ANOVA, Critical test of difference by using 't' and post test means difference were used to analyse and interpret the data.

This Chapter is related to first hypothesis which Investigator formulated the analysis of the scores gained by the students of three groups in five test area of communicative test in writing will show that the hypothesis will be rejected or accepted.

8.2.2   Analysis Of Scores Of Three Groups In Five Test Area.

In the present study, ANOVA was used to compare the efficacy of three teaching approaches to develop writing competence of secondary school learners in English in social context.

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The following pages contain the statistical analysis done through the ANOVA of the pre and post test including RTLAC, PTLAC, RTLAP, PTLAP and CTCC as well as the total pre and post achievement scores.

$$F = \frac{SSb/df}{SSw/df}$$

SSb   =   Betweem Group Variance

SSw =   Within Group Variance   [See Appendix No. 18]

8.2.2.1 Statistical Analysis Of RTLAC

The steps 1-4 for ANOVA were followed and correction term, total SS (sum of squares), between group means SSb and withing group SSw were worked out and sources of variance was calculated. The following table presents the analysis of 'x' Pre Test and 'y' (post test) scores taken separately.

Table 8.2.1

Analysis of 'x' (Pre test) and 'y'(Post test) scores taken separately.

Sources of variation	Degree of freedom (df)	Sum of Square of (SSx)	Sum of Square Of y (Ssy)	Mean Squares of x (MSVx)	Mean Squares of y (MSVy)
Between Group	2	0.54 $(SS_b)x$	1476.32 $(SS_b)y$	0.27 $[SS_b]x/df_b$	7381.16 $[SS_b]y/df_b$
Within Group	117	4100.48 $[SS_w]x$	4390.28 $[SS_w]y$	35.04 $[SS_W]x/df_W$	37.52 $[SS_w]y/df_W$
Total	119	4101.02	5866.60	35.31	775.68

$$Fx = 0.07 = \frac{[SSb]x/df}{[SSw]X/df}$$ Level of Significance

$$FY = 19.67 = \frac{[SSb]y/df}{[SSw]y/df}$$ *df* 2/117 F(.01)=4.79

SD=2.92   *df* 2/117 F(.05)=3.07

Where x   =   Pre tests scores of EG1, EG2 and CG

y   =   Post test scores of EG1,EG2 and CG.

Fx   =   Calculated F value on pre test scores of three groups.

Fy   =   Calculated F value on post test scores of three groups.

F   =   Table value of F.

The above table shows a preliminary analysis of variance of the x and y taken separately in the area of RTLAC. The calculated "F" of the initial x (pre test) scores is 0.07 and obviously, it is not significance at .05 level which is 3.07. This "F" of 0.07 makes it clear that not the x (pre test) means do not differ significantly and that the random assignment of the subject to the three groups was proper.

The calculated F of y (Post test) scores is 19.67 which is highly significant at the .01 level (4.79). From the preliminary analysis of variance of the "y" means, it may be inferred that the experimental treatment (CLT and TLT) were more effective in raising the scores of the 2 groups in the areas of receptive linguistic accuracy than living subject (Learners of CG) Without any treatment (Since the "F" of the pre test scores is insignificant but the F of post test is significant).

However analysis of variance discussed above does not help us in arriving at any conclusion because the result showing difference may be owing to other controlled, factors. So investigator calculated critical difference by using 't' value.

Following table presents the calculation for the critical difference.

Table No. 8.2.2

Calculation table for the critical difference by use of 't' (RTLAC)

df	Level of significance	Table value of t x S.E.	Critical difference (C.D.)
117	.05	1.98x.65	1.30

	.01	2.62x.65	1.70

The above table makes it clear that the critical difference at 0.05 and 0.01 level of significance for df 117 should be 1.30 and 1.70.

However it is not clear that, which group performed best on the RTLAC.

Since one of the main purpose of the present investigation was to identify the most effective method of developing writing competency in English. The investigator decided to calculate post test means difference between the three groups viz EG1, EG2, CG. The following table contains the calculation for the post test means difference between the groups on the RTLAC.

Table No. 8.2.3

Post test means difference between the groups(RTLAC)

S.No.	Groups	Post test means	Post test mean difference
1	EG1-EG2	25.00-23.65	1.35
2	EG1-CG	23.65-16.87	6.78
3	EG2-CG	25.00-16.87	8.13

Critical difference at .01=1.70

N.S. = Non Significant

Graph 8.2.3 Post test means difference between the groups(RTLAC)
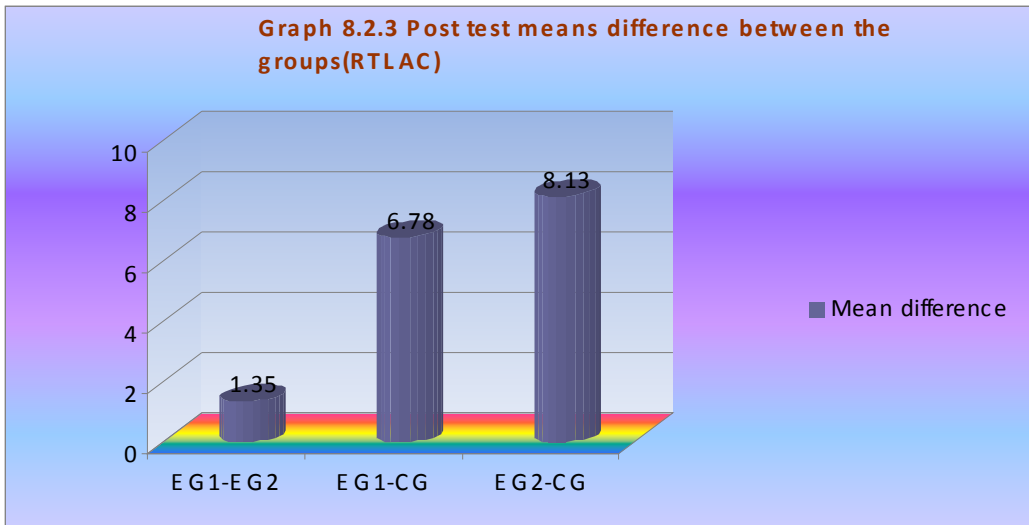
The above table shows the fact that post test means difference between the EG1 and EG2 is 1.35 which is less than the critical difference 1.70 at 0.01 level of significant. This help us conclude that there is no significant difference between the performance of the EG1 and EG2 on the RTLAC.

Further the post test means difference between the EG1 and CG and the EG2 and CG (6.78 and 8.13) respectively is significantly higher than the critical difference (1.70) at .01 level of significance.

Comparatively the post test means difference between the EG2 and CG (8.13) is higher than that of the EG1 & EG2 (1.35) and EG1 & CG (6.78).

There for it may be concluded that the EG2 which was taught through the TLT comparatively performed better in the areas of receptive linguistic accuracy. EG1 which was taught through CLT performed better than the CG in this area.

The above interpretations help us reach the conclusion that the TLT was more effective in comparison to the CLT in teaching receptive linguistic accuracy to the secondary school learners.

8.2.2.2 Statistical Analysis Of The PTLAC

The ANOVA was employed by following steps mentioned earlier on to analyse the scores of the 3 groups of learners on the PTLAC. The following table presents the analysis of 'x' (pre test) and 'y'(post test) scores taken separately.

Table No. 8.2.4

Analysis of 'x' (pre test) and 'y' (post test) scores taken separately (CPTLAC)

Sources of variance	Degree of freedom (df)	Sum of Square of x (SSx)	Sum of Square of y (Ssy)	Mean Square of x (MSV)x	Mean Square of y (MSV)y
Between Groups	2	1.50	1386.05	0.75	693.02
Within groups	117	4610.35	4586.08	39.40	39.19
Total	119	4611.85	5972.13	40.15	732.21

Fx=0.02   df 2/117 F(.01) = 4.79

Fy=17.68   df 2/117 F(.05)=3.07

SD=2.78

The above table makes it clear that the value of Fx(Pre test Score) is 0.02 which is not significant at the either level of significant (.01=4.79 and .05=3.07). It means all the groups were equal at the initial stage of the experiment. The post test result showing Fy=17.68 reveals that there was a significant change among the three groups of learners after the treatments in the area of productive linguistic accuracy. However, the above analysis does not help us come to the find conclusion result. So Investigator calculated critical difference by using t.

The following table presents the calculation for the critical difference.

Table No. 8.2.5

Critical difference by use of 't' (PTLAC)

df	Level of significant	Table Value of "t"xS.E.	Critical difference C.D.
117	.05	1.98x0.62	1.23
	.01	2.62x0.62	1.62

The above table makes it clear that the critical difference at .05 and .01 level of significant for df 117 should be 1.23 and 1.62 respectively. C.D. was compared with mean difference of three groups.

In order to find out the group which performed best in this area (PTLAC), post test means difference between the three groups viz. EG1, EG2 and CG were calculated. The following table presents post test means difference between the group.

Table No. 8.2.6

Post teat mean difference (PTLAC)

S.No.	Groups	Post Test Mean	Post Test Mean Difference
1	EG1-EG2	20.00-16.50	3.50
2	EG1-CG	20.00-12.50	7.50
3	EG2-CG	16.50-12.50	4.00

Critical difference at .01 level=1.62.

Graph 8.2.6 Post teat mean difference (PTLAC)
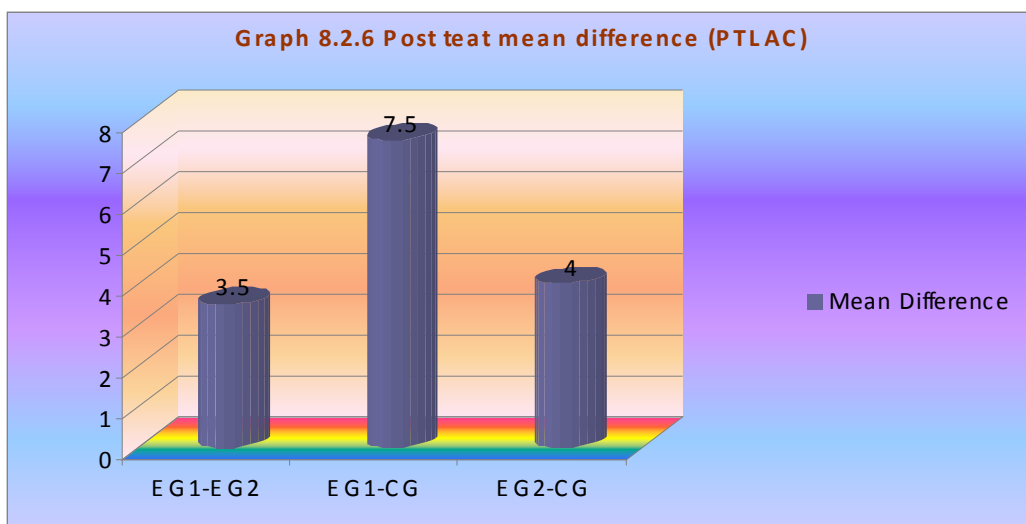
The above table shows it clear that the post test means difference between the three groups EG1-EG2 and CG are 3.50, 7.50 and 4.00 which are higher than the critical difference (1.62) at .01 level of significance.

The post test means difference between the EG1, EG2 is 3.50 which is less than that of the EG2 & CG (4.00). The post test means difference between the EG1 and CG (7.50) which is significantly higher than that of the EG1 and EG2. (3.50) and EG2 and CG (4.00).

Since the post test mean of the EG1 20.00 is higher than that of EG2 and CG 16.50, 12.50. It may be concluded that the EG1 which was taught through the CLT, performed best in the area of productive linguistics accuracy. The performance of the EG2 which was taught through TLT was better than that of the CG which was not given any special treatment.

8.2.2.3 Statistical Analysis of RTLAP

The ANOVA was used for analysing the scores of the three groups on the RTLAP.

The following table presents the ANOVA of 'x' (Pre Test) and 'y' (Post Test) scores taken separately (RTLAP)

Table No. 8.2.7

ANOVA of 'x' (Pre Test) and 'y' (Post Test) Scores taken separately (RTLAP)

Sources of variance	df	Sum of Square of x (SSx)	Sum of Square of y (Ssy)	Mean Square of x (MSVx)	Mean Square of y (MSV)y
Between Groups	2	1.11	537.65	0.55	268.82
Within groups	117	809.68	1117.15	6.92	9.55
Total	119	810.79	1654.80	7.47	278.37

Fx = 0.08   df 2/117 F (.01) = 4.79

Fy = 28.14   df 2/117 F (.05) = 3.07

SD=1.76

The analysis of variance of x (pre test) and y (post test) scores taken separately and presented in the above table shows that 'F' value used for 'x'(pre test) scores (Fx=0.08) is not significance at 0.01 (4.79) and 0.05 (3.07) level of significance. It indicates that at the initial stage of the experiment all the three groups (EG1, EG2, CG) were equal.

The F for y scores (Post test scores) Fy= 28.14, on other hand makes it clear that it is highly significant at the .01 level as the table value of F at .01 level is 4.79 and the calculated value of 'F' is 28.14.

It is evident from the calculated vale of F(28.14) that there was a significant change in the achievement scores of the experiment group after the administration of the treatment to the learners in the area of receptive linguistic appropriacy.

However the above analysis does not help us come to the final conclusion result. So investigator calculated C.D. using "t".

Table No. 8.2.8

C0alculation for the critical difference by use 't' (RTLAP)

df	Level of significance	Table value of 't' x S.E.	Critical difference C.D.
117	.05	1.98x0.39	0.80
	.01	2.62x0.39	1.02

The above table makes it clear that the critical difference at .05 and .01 level of significant for df 117 should be 0.80 and 1.02 respectively.

Only critical difference does not make it clear whether each one of the groups differed from one another and which group performed best on the RTLAP. There for the investigator calculated the post test means difference between three groups EG1, EG2, CG. The following table shows post test means difference between the groups.

Table No. 8.2.9

Post test means difference between the groups (RTLAP)

S.No.	Groups	Post Test Mean	Post Test Mean Difference
1	EG1-EG2	16.25-9.00	7.25
2	EG1-CG	16.25-5.27	10.38
3	EG2-CG	9.00-5.87	3.13

Critical difference at .01 level=1.02.
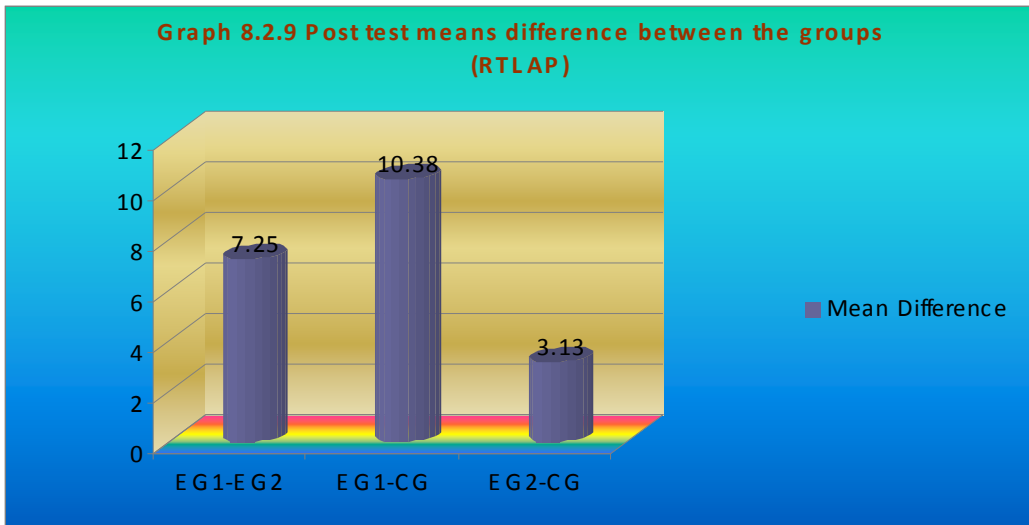
Graph 8.2.9 Post test means difference between the groups (RTLAP)

The above table makes it clear that the post test means difference between the three groups (7.25, 10.38, and 3.13) is higher than that of the EG2 and CG (3.13). The post test means difference between. The EG1 and CG (10.38) is more that that of the EG1 and EG2 (7.25) and EG2 and CG (3.13). Since the post test means of the EG1(16.25) is higher that that of the EG2 (9.00) and CG(5.87). It may be conclusively stated that the EG1 which was taught by the CLT performed best in the area of receptive linguistic appropriacy. The EG2 which was taught by the TLT also performed better than the CG in the said area.

8.2.2.4 Statistical Analysis of PTLAP

ANOVA was applied for analysing the PTLAP. The following table contains the data analysis.

Table No. 8.2.10

Analysis of 'x' (Pre-Test) and 'y'(post test) scores taken seperately (PTLAP)

Sources of variance	df	Sum of Square of x (SSx)	Sum of Squares of y (Ssy)	Mean Square of x (MSV)x	Mean Square of y (MSV)y
Between Groups	2	15.75	1480.26	7.87	741.13
Within groups	117	884.71	1021.78	7.56	8.73
Total	119	900.47	2502.04	15.43	749.83

Fx = 1.04   df 2/117 F(.01) = 4.79

Fy = 84.78   df 2/117 F (.05) = 3.07

The value of Fx=1-04 shows that it is not significant at .01 and .05 levels of significance. It means experiments was successful in selecting the samples for the EG-1, EG-2 and CG (Group) because all the three groups were equivalent at the time of the commencement of the experiment.

The Fy of 84.78 indicates that there was a significant change among three groups achievement scores after the administration of the treatment. Since this interpretation does not help us make any conclusive remarks the investigator calculated critical difference.

The following table presents the critical difference by use of 't'.

Table No. 8.2.11

Calculation table for the critical difference by use of 't' (PTLAP)

df	Level of Significant	Table level 't'xS.E.	Critical difference (C.D.)
117	.05	1.98x.48	0.95
	.01	2.62x.48	1.30

The above table makes it clear that the critical difference at .05 and .01 level of significant at df 117 should be 0.95 and 1.30 respectively.

In order to find out the group which preformed best in the said area (PTLAP). The investigator calculated the post test means difference between the three groups viz EG1, EG2 and CG.

The following table present the post test means difference between groups.

Table No. 8.2.12

Post test means difference between the groups (PTLAP)

S.No.	Groups	Post Test area	Post test mean difference
1	EG1-EG2	15.00-9.25	5.75
2	EG1-CG	15.00-6.05	8.95
3	EG2-CG	9.25-6.05	3.20

Graph 8.2.12 Post test means difference between the groups (PTLAP)
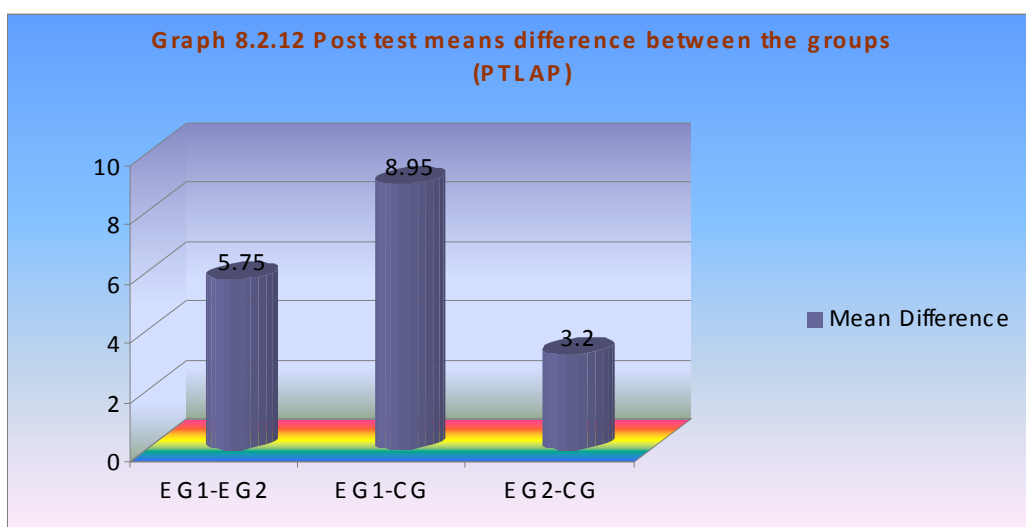
Critical difference at .01 level=1.30

The above table shows that the post test means difference (5.75, 8.95 and 3.20) between the three groups are more than the critical difference (1.30) at .01 level of significance.

The post test means difference between the EG1and EG2 (5.75) is higher than that of the EG2 and CG (3.20). The post of the EG2 and CG (3.20). is less than mean difference of EG1 and EG2 (5.75) and EG1 and CG (8.95).

Since the post test means of the EG1 (15.00) is higher than that of the EG2(9.25) and CG (6.05). It may be concluded that the EG1 which was taught by the CLT performed best in linguistic appropriacy. The post test mean of the EG2 (9.25) is less that that of the EG1 (15.00) but is more than that of the CG (6.05), It may be concluded that the EG2 which was taught by the TLT performed better than the CG.

8.2.2.5 Statistical Analysis of C.T.C.C.

The data gathered through the C.T.C.C. test were also analyzed by applying the ANOVA technique. The following table presents the analysis of variance of 'x' (Pre Test) and 'y' (Post test) scores taken separately.

Table No. 8.2.13

Analysis of 'x' (Pre test) and 'y' (post test) scores taken separately

Sources of variance	df	Sum of Square of X (SS)x	Sum of Squares of y (SS)y	Mean Square of x (MSV)x	Mean Square of y (MSV)y
Between Groups	2	7.50	6627.04	3.75	3313.52
Within groups	117	2220.65	3870.20	18.98	33.07
Total	119	2228.15	10497.24	22.73	3346.59

Fx = 0.19   df 2/117 F (.01) = 4.79

Fy = 100.19   df 2/117 F (.05) = 3.07

SD=3.53

The ANOVA of the 'x' (pre test) and 'y' (post test) scores taken separately indicate that Fx (0.19) is less than the table value of 'F' at .01 (4.79) and, .05(3.07) level of significance. It means the Fx=0.19 is not significant at both the level of significance. It shows that all the three groups were equivalent at the commencement of the experiment.

Fy of 100.19 shows that there was a significant change in the post test scores of the three groups EG1, EG2, CG after the administration of the treatment given in the area of comprehension test of communicative competence.

But the above ANOVA does not lead us to reach the final conclusion. Therefor the investigator considered to calculated critical difference by use of 't'.

Table No. 8.2.14

df	Level of Significance	Table Value of 't'x S.E.	Critical Difference C.D.
117	.05	1.98x.79	1.60
	.01	2.62x.79	2.07

The above table makes it clear that the critical difference at .05 and .01 level of significant for df 117 should be 1.60 and 2.07 respectively.

In order to find out the group which preformed best in the said area (CTCC)? The investigator calculated the post test means difference between the three groups viz EG1, EG2 and CG.

The following table shows the post test means difference between the groups.

Table No. 8.2.15

Post test means difference between the groups (C.T.C.C.)

S.No.	Groups	Post Test Means	Post test mean difference
1	EG1-EG2	28.75-18.00	10.75
2	EG1-CG	28.75-10.00	18.75
3	EG2-CG	18.00-10.93	7.07

Critical difference at .01 level=2.07
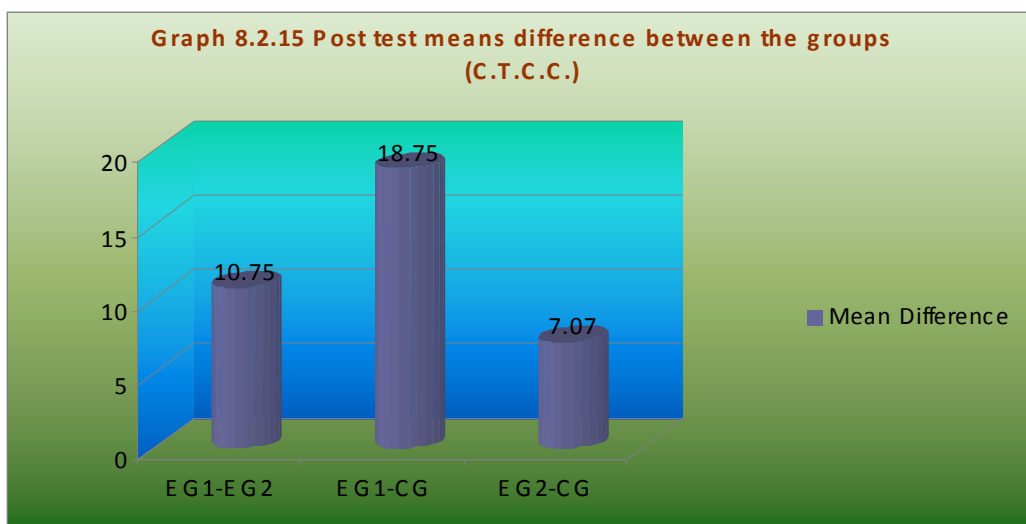
Graph 8.2.15 Post test means difference between the groups (C.T.C.C.)

The above table makes it clear that the post test means difference between the three groups is significantly higher than the critical difference (2.07) at .01 level of significance.

The post test means difference between the EG1 and EG2 is 10.75 which is less than that of EG2 and CG is 18.75. It is significantly higher than that of the EG1 and EG2(10.75) and EG2 and CG (7.07).

Since the post test means of the EG1(28.75) is significantly higher than that of the EG2 (18.00) and CG (10.93). It may be stated that the EG1 which was taught through the CLT performed best in the area of comprehensive communicative competence. The EG2 taught through the TLT was better than that of the CG in the area (C.T.C.C.).

8.2.2.6 Statistical Analysis Of Total Scores

The ANOVA technique was used for analyzing the total scores of the three groups including their score on the RTLAC, PTLAC, RTLAP, PTLAP AND CTCC. The following table presents the analysis of variance of the total scores of the groups.

Table No. 8.2.16

Analysis of 'x' (Pre Test) and 'y'(Post Test) scores taken separate (Total SCORES)

Sources of variance	df	Sum of Square of x SSx	Sum of Squares of y SSy	Mean Square of x (MSV)x	Mean Square of y (MSV)y
Between Groups	2	41.50	44580.22	20.75	22290.10
Within groups	117	25564.18	33839.39	218.49	289.22
Total	119	25605.68	78419.61	239.00	22579.32

Fx = 0.10   df 2/117 F (.01) = 4.79
Fy = 77.06   df 2/117 F (.05) = 3.07
SD = 6.80

The above analysis of variance of the 'x' (pre test) 'y' (post test) scores taken separately shows the Fx-0.10 is less at .05 (level) of significance. The analysis makes it clear that the x (pre test) means do not differ significantly and the experiment was successful in getting equivalent of for the groupEG1, EG2 and CG.

The F test was applied to find 'y' (post test) scores. The Fx = 77.06 indicates that it is higher than that of the table value of 'F' at .01 level of significant from the preliminary analysis of variance of the'y' post test means, it may be inferred that the experiment approach was more effective in increasing the total scores of learners in the area of writing competency. In English than living learners without treatment.

However above ANOVA does not allow us to come to any conclusion because of the reason that the results showing difference may be on account of other factors. Therefor the investigator computed critical different.

Table No. 8.2.17

Calculation Table for the critical difference by use of 't'

df	Level of Significant	Table Value of 't'xS.E.	Critical Difference C.D.
117	.05	1.98x1.52	3.00
	.01	2.62x1.52	3.98

The above table shows that the critical difference at .05 and .01 levels of significant for df 117 should be 3.00 and 3.98 respectively.

But the above analysis does not make it clear which group scored the highest mark in all the area of writing competence in English in all 5 test.

Since the second primary purpose of the present study was to find out the teaching approach. Which was more effective in developing writing competency in English, therefor the investigator calculated the post test mean difference (total test scores) below. The three group EG1, EG2 and CG.

The following table presents the post test means difference between the three groups.

Table No. 8.2.18

Post test means difference between the groups (Total Score)

S.No.	Groups	Post Test area	Post test mean difference
1	EG1-EG2	104.25-77.75	26.05
2	EG1-CG	104.25-51.29	52.96
3	EG2-CG	77.75-51.24	26.50

Graph 8.2.18 Post test means difference between the groups (Total Score)
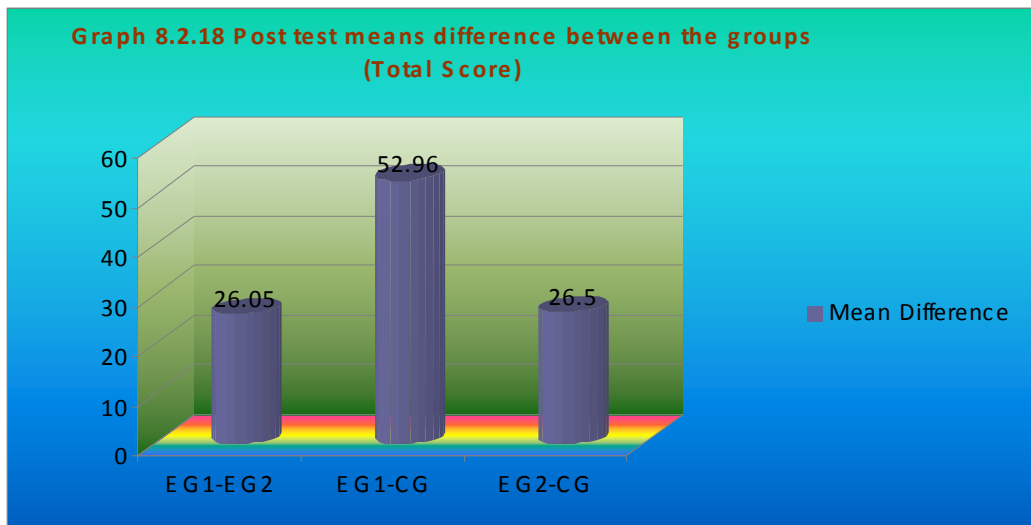
Critical difference at .01 level=3.98

The above table makes it clear that the post test means difference between the three groups is significantly higher than the critical difference (3.98) at .01 level of significance.

The post test means difference between the EG1 and EG2 is 26.05 more than the critical difference (3.98) but is less than that of the EG2 and CG is 26.50. Post test means difference between the EG1 and CG is 52.96 which is more than that of EG1 and EG2 (26.05) and CG (26.50).

Since the post test means of the EG1 is 104.25 which is more than that of the EG2 (77.25) and CG (51.29). It may be concluded that the EG1 which was taught through the CLT performed comparatively best in the area of Writing competency in English in social context. The performance of the EG2 taught through TLT was better than that of CG.

The over all performance analysis help us conclude that the significant performance by EG1 and EG2 might be own to the CLT and TLT approach used for given the experiment. Both the CLT and TLT were instrument in bringing about a significant change in the achievement scores of the learners. It may be conclusively stated that CLT was more effective in developing writing competence of secondary school learners.

8.2.3 The Main Findings

The ANOVA as well as critical test of difference were used for find out which teaching approach was more effective in developing writing competence in the three groups of learners who were given pre & post tests. The following are the major findings in respect of the comparative efficacy of teaching approaches used in the study.

8.2.3-A Finding Based On The ANOVA (Pre and Post Test)

The following table presents the Fx (pre test scores) and Fy (Post test scores) found out through the ANOVA.

Table No. 8.2.19

S.NO.	Test	Pre Test Fx	Post Fy	Table vale F
1	RTLAC	0.01	19.67	
2	PTLAC	0.02	17.68	
3	RTLAP	0.08	28.14	.01=4.79
4	PTLAP	1.04	84.78	.05=3.07
5	CTCC	0.20	100.19	
6	TOTAL SCORE	0.10	77.06	

The Fx (pre test) value on all the pre test of three groups are less than the table values at df 2/117 at .01(4.79) and .05 (3.07) that all the three groups were equal before the administration of experiment treatment to them (group).

The Fy (post test scores) value on all the post test of the three groups are higher than the table value of 'F' at .01 and .05 level of significance. It means there was a significant real change in the attainment scores of the three groups after treatments to them (groups).

8.2.3-B Finding Based On The Post Test Means Difference Between The Groups.

The following table presents the post test means difference between the three groups EG1, EG2 and CG.

Table No. 8.2.20

Post test means difference between the three groups.

Test	Poste test mean difference			Level of Significant [critical difference]	
	EG1 & EG2	EG1 & CG	EG2 & CG	.01	.05
RTLAC	1.35	6.78	8.13	1.70	1.30
PTLAC	3.50	7.50	4.00	1.62	1.23
RTLAP	7.25	10.38	3.13	1.02	0.80
PTLAP	5.75	8.95	3.20	1.32	0.95
CTCC	10.75	18.75	7.07	2.07	1.60
TOTAL SCORES	26.05	52.96	26.50	3.98	3.00
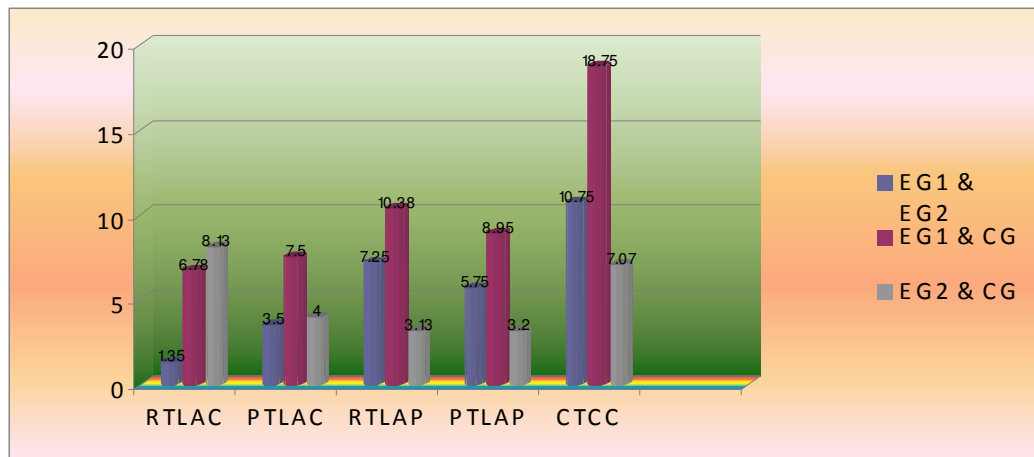
(i)   The post test means difference between the EG1 and EG2 is highly significant in all the test area except the RTLAC (1.35) at .01 level of significance.

(ii)   The post test means difference between the EG1 and CG and EG2 and CG is also significance in the test area at .01 level of significance.

(iii)   The post test mean difference between the EG1 & CG (7.50, 5.17, 8.51, 18.19, and 47.13) is more than that the EG1 & EG2 and EG2 & CG in all the areas except the RTLAC (8.78).

(iv)   The post mean difference between the EG2 & CG is less than that of the EG1 & EG2, EG1 & CG in all the test area except the RTLAC (8.13).

(v)   The post test mean difference between the EG2 and CG in the area of RTLAC is 8.13 which is more than that of the EG1 and CG(6.78) and EG1 and EG2 (1.35)

8.2.3   C - Main Findings based on the post test means of the groups.

The following table presents the post test means of the three groups.

Table No. 8.2.21

Post test mean of the three groups.

S.No.	Test	Post Test Means		
		EG1	EG2	CG
1	RTLAC	23.65	25.00	16.87
2	PTLAC	20.00	16.50	12.50
3	RTLAP	16.25	9.00	5.87
4	PTLAP	15.00	9.25	6.05
5	CTCC	28.75	18.00	10.00
6	TOTAL SCORES	104.25	77.75	51.29
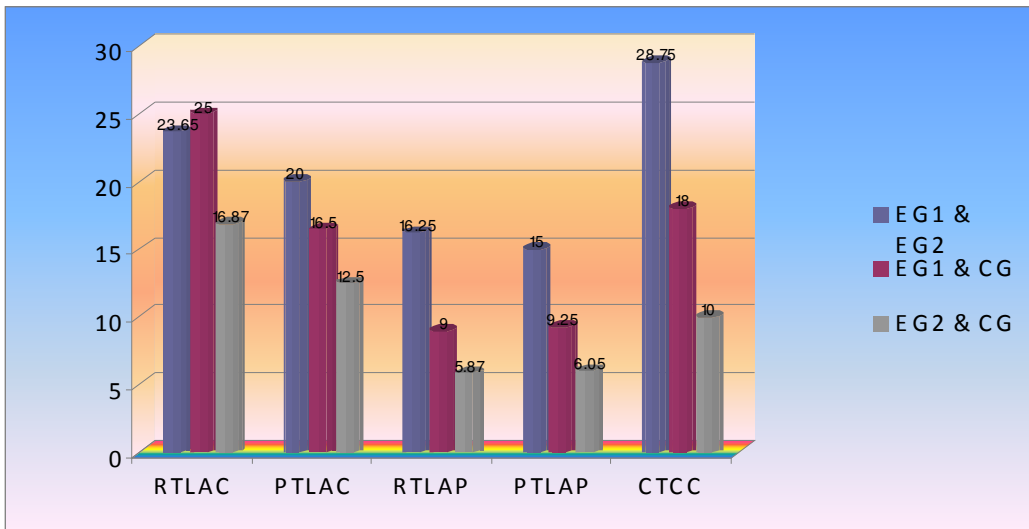
(i)   The post test mean of the EG1 are 23.65, 20.60, 16.25, 15.00, 28.75 which are higher than that of EG2 and CG in all the test areas except RTLAC (23.65).

(ii)   The post means of EG2 in the area of RTLAC (25.05) is more than that of the EG1 (23.65) and CG (16.83) in the RTLAC.

(iii)   The Post test means of EG2 are 16.50, 9.00, 9.25, 18.00 which are less than that of the EG1 in all areas except one (25.00) RTLAC but are higher than that of the

CG 16.87, 12.50, 5.87, 6.05, 10.03, 51.29 respectively in the test areas of RTLAC, PTLAC, RTLAP, PTLAP, CTCC and total test scores.

8.2.3-D Main Finding Based On Difference Between Pre & Post Means Of   C.G.

Though the post test means of the EG1 and EG2 were higher than that of the CG yet it was decided to find out whether the CG improved upon its present scores. This was done by calculating the difference between the pre and post test mean as well as 't' in all the test areas. The following score table presents 't' as well as pre and post test means of the CG.

Table No. 8.2.22

't' and Pre & post test means of the CG

S.N.	TEST AREAS	Pre Test Means	Post Test Mean	T value Pre and post	't' value
1	RTLAC	16.63	16.87	1.57(NS)	
2	PTLAC	11.38	12.50	5.99	
3	RTLAP	8.75	5.87	5.07	.01=2.71
4	PTLAP	5.73	6.05	6.05	.05=2.02
5	CTCC	9.36	10.93	2.32(NS)	df 40
6	TOTAL SCORES	51.84	52.22	5.21	

NS = No significant

The following are the main finding drawn from the above table.

(i) The post test means of CG are more than its own pre test mean, 16.63, 11.38, 8.75, 5.73, 9.36 in the area of RTLAC, PTLAC, RTLAP, PTLAP, C.T.C.C. and Total scores respectively.

(ii) (a) The 't' value between the pre & post test means of the CG are higher than that of the table value of 't' for df 40 at .01 and .05 level significant (2.71 and 2.02) in the area PTLAC, RTLAP, PTLAP and total test scores.

(b) The 't' value between the pre and post test means of the CG is 1.57 (RTLAC which is less than the table value of t at .01 (2.71) and .05(2.02) level of significant in the area of RTLAC.

(c) The 't' value between the pre and post test means of the CG is 2.32 (CTCC) which is less than that the table value of 't' at .01 level of significance.

Although the performance of CG which was not given any special treatment was not very significant in comparison to the EG1 and EG2 yet it may be said there is a difference (Infect, not a significant one) in the attainment scores of the CG on the communicative competence test in writing.

The factor, responsible for the difference in the performance of the CG might be the normal classroom teaching as well as learners own efforts like self study, consulting the subject teachers etc. for improving upon their pre test scores.

8.2.4 Testing of Hypothesis

The Hypothesis of the present study was that there is no significant difference in the efficacy of the CLT and TLT approach in developing writing competence in English in social context.

The above Hypothesis wre tested on the basis of the following findings-

1. The results of the ANOVA declare that the Fx value on all the pre test scores of the three groups EG1, EG2 & CG are less than the table value of F at. .01 and .05 levels of significance. But the Fy values on the post test is higher than that of the table value at .01and .05 level of significance.

2. The post test mean of the EG1 are higher than the EG2 and CG in all the areas except the RTLAC.

3. The post test means of EG2 in the area of RTLAC is more than that of the EG1 and CG.

4. The 't' value between the pre and post test means of the CG are higher than the table value of 't' at .01 and .05 level of significance in the test area of PTLAC, RTLAP, PTLAP and total scores.

5. The 't' value between the pre and post test means of CG is less than the table value of 't' at .01 and .05 level of significance in the test area of RTLAC.

6. On the basis of the above findings. "The hypothesis that there is no significance difference in the efficacy of the CLT and TLT approaches in developing writing competency in English is summarily rejected thus it may be concluded that there is a significant difference in the efficacy of the CLT and TLT approaches in developing writing competency in English in social context.

7. In other words it may be conclusively stated that the students who were taught through the CLT and TLT approach did score significant higher than the student who were not given any special experiment treatment. It is concluded in summary that the significance performance of EG1 and EG2 might be owing the CLT and TLT approaches respectively which were used for experimentation.

8.2.5 Summary

This chapter aimed at analysis and interpreting the data regarding the efficacy of the CLT and TLT approach in developing writing competence in English of Secondary school learners. The ANOVA, critical test difference by use of 't', post test mean, main findings and listing of hypothesis have been objectively explained and discussed.

CHAPTER-9

RESEARCH SUMMARY, MAIN FINDINGS AND SUGGESTIONS

9.1   Introduction:

We know that language is medium of communication. It is not primary need of students to get theoretical knowledge or analytical knowledge of target language but to have an ability to understand and to be understood in that language within the context and constraints of peculiar language using circumstances.

Nowadays most people actually do very little writing in day to day life, and a great deal of what we do write is quite short – brief notes to friends, answers on question forms, diary entries, postcards and etc. Despite this, there may still be a number of good reasons why it is useful to include work on writing in our English lessons. Our students have specific needs to take notes, copy resumes, and describe processes.

Writing involves a different kind of mental process. There is more time to think, to reflect, to prepare, to find alternative and better solutions. Writing should be as communicative, or functional, as possible. That is, it should be seen to fulfill the sort of normal communicative purposes, or functions it is used (for) in every day life. Although written English should certainly support and be integrated with grammar and vocabulary learning. The teaching of writing should be recognized as a special part of language teaching with its own aims and techniques.

The present concept of the communicative language teaching has brought about a revolution of thoughts and ideas and it has, infect, become a challenging task for our linguists to understand it in the right perspective. Some of our linguists have tried to prove that all over past efforts of teaching language have been failures just because of ours inadequate understanding or rather misunderstanding the notion as well as the function of language. They argue that much emphasis on the structures and lexical items have not yielded desirable results.

The above discussion compels the investigator to know the way English being taught in this country. To begin with, teaching of English at present at all levels is either limited to structure or grammar or translation method. At the primary and secondary school levels, structure and vocabulary are taught through a structure of syllabus and grammar translation method. It is believed that this would help the learner construct the English sentence with the help of structure learnt over the year. At higher education level the structure are revised and more exposure to English is provided with the help of literary text. In spite of their wide application the existing teaching approach and method often come under severe criticism for the mere fact that the learners who learn through these approaches do not learn the language English in real sense. Students who have received several years formal English teaching frequency remain deficient in the use of language, in normal communication whether in spoken or written form. It might just as well as be arranged that what is actually learnt by the existing teaching approach is the ability to compose correct sentence. The difficulty is that the ability to compose is not the only ability we need to develop. Communication takes place when we make use of sentence to perform a variety of different act of an essentially social nature.

In fact we don not communicate just by composing sentence of different kinds but by using sentence to describe, record, classify, and so on, or to ask questions, make request, give order, seek and impart information etc.

One may argue that our existing teaching approaches have made the learners' structure competent and have developed in them the ability to produce grammatically correct sentence. The truth is that they are unable to perform a simple communication test. These structures competent but communicatively incompetent learner knows the grammar but lack of the ability to be appropriate as well as fluent.

These learners perhaps do not know how to say a particular thing at a particular time. However they know the rules of grammar but do not really know the rules of use of the language.

In India teaching of English is more or less content based not skill based. The four fundamental language skills namely LSRW have been generally neglected. This is the reason why we find our students weak at writing. At the secondary school level, students remember by lead leave, application, story, essay, and paragraph and get through final examination but later on forget most of things learnt or remembered.

What is taught in schools are applications, letter to friend and family member, essay, stories which are taught through the grammar translation method and some time through the structure method but we know that after completing school education, a person is required to write in English social letters, application for job as well as leave application. He has to write invitation, greetings and good wishes, complaints diary etc. some times while one is in-service, one has to write minutes of a meeting, appointment letter, and office order notices and telegram description.

In offices newly appoint officers frequently fail in writing notices, orders etc. The situation is so bad that our students can neither write nor reply to an invitation letter. They are not able to see the differences between the spoken and written and formal and informal forms of language. As a resist one can see the students using formal language in formal letter producing funny and inappropriate expression in writing. Students even after several years of learning through the existing approaches fail to impart and seek personal information such as describing where they live or inquiring and making statements about their professions expressing like and dislike, requesting other to do something and expressing agreement and disagreement.

Students mostly fails to communicate what they really want to do, not because they lack ideas, thoughts and feelings but because they have not been taught so far how and when these communication tasks and acts are performed. Consequently they are not able to communicate and whatever they communicate is enough proof that their communication competence needs to be developed. Such kinds of contrastive and different arguments, ideas, opinion and view of linguists and theorists methodology and pedagogies and the English language teaching scene in this country gave rise to the following quarries in mind of the Investigator.

1. How one can say that existing teaching approaches does or does not develop learner's communicative competency without actual finding fact and reality?

2. Does linguistic competence helps to develop learners writing competency in English?

3. Does a lot of exposure to English grammar develop Learners communicative competence?

4. Does a lot of exposure to the language as a whole develop Learners communicative competency?

5. Can communicative competency in English be developed through writing?

6. What are our learners' communicative needs? What are the things which they want to write about? What they wish to communicate through writing in English in the society where they live?

7. What are the teaching strategies required to be developed in order to develop learners' communication competency in writing?

8. Which teaching approach Traditional or Communicative Language Teaching(CLT) is more effective in developing writing competency in English?

These were some of the puzzling questions with which the research has been obsessed. The survey of related literature indicate that no much study had been in past. The researcher wanted to find out the facts and reach certain valid and reliable conclusion and it was not possible without   actually conducting an experiment in the class room. The investigator found out it worth while to conduct and experiment in order to find out whether writing competency of students could be developed by communicative language teaching? This led investigator to work on the problem as:-

9.2 Statement of the Problem

"Developing Writing Competency of Gujarati Speaking Students in English through Communicative language Teaching (CLT) Approach"

9.3.   Conceptual Framework

9.3.1 Language and Communication

The different languages are spoken in the world. The different languages are used all over the world. There are many varieties within the language. How these languages are originated, it is very difficult to know. It is believed that people started conveying message through signals, postures, gestures and sign etc. The Researcher has made it clear that the language is a medium through which a one can express his ideas, thought, feeling and message. Robins rightly points out those definitions tend to be trivial and uninformative but he does list and discuss a number of silent facts that must be taken into account in any seriously intended study of language. He notes:

> Language is a symbol system based on pure arbitrary conventions…infinitely extendable and modifiable according to the changing needs and conditions of the speakers.

Every language choices some symbols from the alphabet of the language and joins in different combinations to form meaningful words. Language conventions are not easily changed. Language is extendable and modifiable. Language is the method of human communication. Edward Sapir quotes:

> Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.

In their *Outline of Linguistic Analysis* Block and Trager wrote: "A language is a system of arbitrary vocal symbols by means of which a social group co-operates." Collins Cobuld Essential English Dictionaries defines language as:

> Language is a system of communication through which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.

Darbyshire noted: "Language is undoubtedly a kind of means of communication among human beings. It consists primarily of vocal sounds. It is articulatory, systematic and arbitrary." Language is a fully developed means of communication. Language has changed the entire gamut of human relations and made it possible for human beings to grow into a human community on this world. Cambridge International Dictionary of English (1995:795) defines the term "language" as:

> …a system of communication consisting of small parts and
> a set of rules which decide the ways in which these parts
> can be combined to produce messages that have meaning.

Noam Chomsky Syntactic Structures observes: "A language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements." The Cambridge Concise Encyclopaedia defines the term "language" as:

> A specific communicative ability, restricted to humans,
> which involves the use of sounds, grammar, and
> vocabulary, according to a system of rules. Though other
> animals can communicate vocally and by gestures, they are
> restricted to a participate set of messages, genetically given,
> which cannot be creatively varied.

In his *Essays on Language* Hall notes: "Language is the institution whereby humans communicate and interact with one another by means of habitually used oral auditory arbitrary symbols." Encyclopaedia Britannica comments:

> Language is a system of conventional spoken or written
> symbols by means of which human beings, as members of
> a social group and participants in its culture, communicate.

The teaching of language is basically conditioned by the nature of the subject. Language is the manipulation of experience by the use of symbols. The concept of

language as a learning task is a complex of interrelated and interdependent experiences and elements, in which growth proceeds simultaneously but in varying degrees, dependent on points or emphasis and interest.

The primary functions of language are communication, self-expression and thinking. The expression of feeling and meaning becomes more exact. The command of words and groups of words grows with practise and with the complexity of ideas and reactions to be expressed. The communication function is obvious. The use of language as a means of clarifying ideas and feelings is equally real. Language is a means of clarifying perception of discovering likeness and differences in things observed, of forming general ideas, and of discovering relationships.

It has been observed in the first place that language is a vital part of the growth process. Language is a social act, a means of adjustment to control over other people. The entire process of socialization is largely a process of language development.

In the second place, it has been noted that, native equipment gives potentialities of growth. It is a vital part of the process of adjusting to life, physical and social. Language is a means of gaining control of people and thought. It is a means of bringing order into a bewildering world. Command of language is an important factor in the development of total personality of the child. Command of language gives a feeling of confidence, satisfaction and security. Such mastery is a wholesome influence that affects the whole life of the child.

Language is purposeful, not a mechanical. The purpose is largely utilitarian. The fourth important implication is that language develops as a whole. The fifth principle relates to grading and sequence.

Language is used to communicate our thoughts and ideas. Language is essential for our survival and development as human being. Language is a result of cultural experience. Language is also a system of phonetics, grammar and vocabulary. English Language has a set of sounds peculiar to it. Language is learnt by imitation. With patience and time, every language can be mastered. No language is inferior or superior.

Every language represents its culture in the best possible way. Few characteristics are given of Language:-

- ➢ Language is a very important means of communication
- ➢ Language is symbolic
- ➢ Language is dynamic
- ➢ Language is structured system
- ➢ Language is unique system
- ➢ Language is a carrier of civilization and culture
- ➢ Language is a form of social behaviour
- ➢ Language is arbitrary
- ➢ Language is medium of instruction
- ➢ Language is made up of habits
- ➢ Language is a symbol of system
- ➢ Language is as important as the air we breathe
- ➢ Language is the most valuable passion of man
- ➢ Language is an inseparable part of human body.

9.3.2   Communication and Writing Competence

9.3.2.1 Linguistic Competence

Our approach to language teaching is called CLT, or communicative language teaching. CLT has its roots in the idea that the goal of language learning is to become good at using language for communication. That simple notion is surprisingly profound.

Although languages have been taught around the world for many centuries, this seemingly obvious idea is fairly recent. Beginning in the 1960s, British applied linguists developed the communicative approach as a reaction away from grammar-based approaches such as the aural-oral (audio-lingual) approach. CLT didn't take the teaching world by storm for another 20 years, however.

9.3.2.2 Communicative Competence.

Communicative language teaching enables learners to acquire a language by focusing on the development of communicative competence. To do this, communicative

language teachers use materials that focus on the language needed to express and understand different kinds of functions. (Examples include asking for things, describing people, expressing likes and dislikes and telling time.) CL teachers also emphasize the processes of communication – for example, using language appropriately in different types of social situations. They encourage students to use their second language to perform different kinds of tasks, like solving puzzles and getting information. They also stress using language to interact with other people. The following Venn diagram helps explain.

Communicative Competence

The theory behind CLT suggests that we learn language by using it. However, we use language in four different ways, which we can think of as competencies. The best way to develop communicative competence is for learners to strengthen these areas of competence. In the diagram, the learner's discourse, grammatical, sociolinguistic and strategic competencies overlap in areas high in communicative competence.

- **Discourse competence** refers to the learner's ability to use the new language in spoken and written discourse, how well a person can combine grammatical forms and meanings to find different ways to speak or write. How well does the student combine the language's elements to speak or write in English? Teachers often call this ability the student's **fluency**.

- **Grammatical competence** refers to the ability to use the language correctly, how well a person has learned features and rules of the language. This includes

vocabulary, pronunciation, and sentence formation. How well does the learner understand the grammar of English? Teachers call this **accuracy** in language use.

Fluency and accuracy are traditional measures of effective language learning. The other two competencies are less obvious.

- **Sociolinguistic competence** refers to the learner's ability to use language correctly in specific social situations – for example, using proper language forms at a job interview. Socio-linguistic competence is based upon such factors as the status of those speaking to each other, the purpose of the interaction, and the expectations of the players. How socially acceptable is the person's use of English in different settings? This competency is about **appropriacy** in using language.
- **Strategic competence** refers to strategies for effective communication when the learner's vocabulary proves inadequate for the job, and his or her command of useful learning strategies. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies. Can the learner find ways to compensate for areas of weakness? If so, the learner has communicative **efficacy**.

CLT has its critics. For example, an early critic of the approach, Michael Swann, pooh-poohed the approach brilliantly in a pair of academic essays. His critique seems to be aimed at early dogmatic, almost evangelical, writings on CLT. In the early days many true believers seem to have failed to appreciate that non-CLT language teaching can also be effective.

The non-dogmatic approach I advocate seems less open to criticism, since it happily accepts methods and techniques from other approaches, as long as they work. One of Swann's criticisms, however, still rankles. Said he, "language learners already know, in general, how to negotiate meaning. They have been doing it all their lives. What they do not know is what words are used to do it in a foreign language. They need lexical items, not skills…." Many CL teachers believe vocabulary acquisition is the most

important part of language learning, and that the most important lexical items to learn are verbs. This is a core idea of this course, and can serve to segue this discussion to language content and language behaviour.

9.3.3 The Heart of Language.

The rest of language learning can be illustrated in a parallel diagram, shown below. This model applies to all languages, regardless of the method or approach the teacher uses, and it is relevant irrespective of your approach to language teaching.

The Components of Language

In the heart of this diagram lie the three components of language: <u>phonology</u>, <u>lexis</u> and <u>structure</u>. Together, they comprise the content of language

Around the periphery of the graphic are the four language skills. These are speaking and writing, the productive or active skills; and listening and reading, the receptive or passive skills.

9.3.4 Language Content.

Let's begin with language content.

- Phonology refers to new features of the sound system of the language. For example, focusing on the difference between the words "rip" and "lip" is a phonological exercise. A more common way to teach phonology is simply to have students repeat vocabulary using proper stress and pronunciation.

- Structure refers to the rules we use to make correct sentences. For most purposes, we can think of structure as being the same as grammar. When we teach language structure, we almost always introduce these as examples or model sentences, and they are often called "patterns".

- Lexis is about words. When we say we are introducing a new "lexical item" in a lesson, we usually mean a new bit of vocabulary. It is sometimes difficult to decide whether an item is structural or lexical. For example, when we study phrasal verbs like "chop down" or "stand up" in a class, we can address the topic lexically or structurally.

Every language, including sign language, has these components. Lexical, structural and phonological content lie at the heart of the language. But to make the language come alive requires the behaviours related to listening, speaking, reading and-writing.

9.3.5   Language Behaviour.

In language teaching, the term "language skills" refers to the mode or manner in which language is used. Listening, speaking, reading and writing are generally called the four language skills. We deal with each of these topics in some detail elsewhere.

Speaking and writing are sometimes called the active or productive skills, while reading and listening are called the passive or receptive skills. As we discuss elsewhere in this text, it is possible to consider thinking in the second language as another highly desirable ability. Some call it the fifth skill.

So there you have it. What defines CLT is its focus on the need to develop

communicative competence. Like all language teaching systems, however, it can only be judged by its ability to help learners practice using the content of language – phonology, lexis and structure. And that content can only be practiced through the behaviours known as listening and speaking, reading and writing.

Posted by Peter McKenzie-Brown at 8:23 PM

9.3.6   Writing Needs

Students can convey their ideas etc. in a better way if their Communication needs' are spelt out by teachers.

Richterich's (1973) says that ''Language needs are the requirements which arise from the use of language in the multitude of situations which may arise in   the social lives of individuals and group''. (28)

''Before deciding what to teach the learner, one wants to Know his requirements in terms of, for example, communicative mode and activities, and the relationship between him and his interlocutors. In other words, the specification of communication requirements or needs are prior to the selection of speech functions or communicative acts to be taught by drawing up a profile of writing needs one can more validly specify the particular skills and linguistic forms to be taught. (29)

In recent years some attempts have been made to spell out learners' writing needs. A document which has proved particularly valuable for this purpose is the council of Europe's Threshold Level which helps the teacher to answer questions such as:

1. What situations might the learners encounter?
2. What language activities are the learner most likely to take part in?
3. What functions of language are likely to be most useful?
4. What topics are likely to be important?
5. What language forms should the students learn, in order to specify the writing needs that have been described? (30)

After specifying Writing needs, "There are a number of ways in which information can be gathered about needs. The most frequently used are: questionnaires, interviews, observation, informal consultations with sponsors, learners and others. "(31)

9.3.7 Methods And Approaches In English Language Teaching

9.3.7.1 The Grammar-Translation Method:

The Grammar-Translation Method is the oldest method of teaching English. This method is also known as the Classical Method. The Grammar-Translation Method dominated European and foreign language teaching from the 1840s to the 1940s. It modified form it continues to be widely used in some parts of the world today.

The Grammar-Translation Method was used for the teaching of English in the beginning, under the influence of classical languages like Latin, Greek and Sanskrit. In The Grammar-Translation Method the students first study the parts of speech and syntax in detail. The sentences in English and the mother tongue were compared and contrasted side by side. The Grammar-Translation Method was the offspring of German scholarship. It was first known in the United States as the Prussian Method.

The Grammar-Translation Method is called old method of teaching. To use of this method is vary easy for teacher. This method is also called classical method because it is very helpful in learning the classical language like Sanskrit, Persian, Arabic, Latin and Greek etc. In this method the mother tongue is used to teach English. This method is very famous in average teacher because it is very easy for them to use this method. In English words, phrases and sentences are taught with the help of this method. It tells that every thing in English should be taught by translating into mother tongue. It is believed that vocabulary and phraseology of a foreign language can be learnt through translating its meaning into the mother tongue and the teacher points out the grammatical point and rules.

9.3.7.2 The Direct Method:

Child learns his mother tongue naturally and without practice. It means child learns mother tongue directly. It is known as the Direct Method. It is also called natural method

because it is learnt naturally like mother tongue or first language. It is very difficult to bring exact environment in which mother tongue or first language is acquired, so later the same method became popular called Direct Method. This method was against of Grammar-Translation method. The extreme use of mother tongue affected the naturalness of language. The students did not learn language but practiced of acquiring mother tongue or first language. In this method same environment is created to learn second or foreign language but learning SL is not natural process. It depends on the will of the learner to learn for his own development. So teaching of SL or FL by observing the principles of language acquisition is the Direct Method. Prof. P. Gurrey in *Teaching of English as a Foreign Language* (1966) comments:

> Essentially, it (The Direct Method) is a Principle, not a teaching method, a system that operates through many methods, a way of handling the new language and of presenting to the class. It demands a direct bond that is a direct association between word and thing and between sentence and idea, between experience and expression instead of an indirect one through the mother tongue.

The Direct Method was quite successful in private language schools. The Direct Method overemphasized and distorted the similarities between naturalistic of first language learning and classroom foreign language learning. This method represented the product of enlightened amateurism. Henry Sweet viewed that it offered innovations at the level of teaching procedures but lacked a through methodological basis. Its main focus was on the exclusive use of the target language in the classroom. Sauveur opened a language school in Boston in the late 1860s. His method soon became referred to as the Natural Method. Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native tongue. Webster's New International Dictionary notes:

> Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without the

use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.

The German scholar Franke wrote on the psychological principles of direct association between forms and meanings in the target language. For him a language could best be taught by using it actively in the class room. Teacher must encourage direct and spontaneous use of the foreign language in the class room. Learners would be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with proper attention to pronunciation. Famous words could be used to teach new vocabulary, using name, demonstration and pictures. These natural language learning principles provided the formation for what came to be famous as the Direct Method.

Enthusiastic supporters of the Direct Method introduced it in France and Germany. It becomes widely known in the United States through its use by Sauveur and Maximilan Berlitz in successful commercial language schools.

9.3.7.3 The Bilingual Method:

India is very big country. Many languages are spoken in India. To make teaching effective, the appropriate methods have to be applied in teaching learning process. For this process we need huge fund. We know that teaching materials are very costly so we can not use them in teaching activities. There are basic requirements like school building, blackboard, language laboratory, language rooms and problem of over crowed class. How can we solve these problems? We need large amount for this. Through specific method of the teaching can be made effective due to many problems. Only there is one obstacle which can solve this problem and that is use of mother tongue in teaching of English. This method is improved version of audio visual aid. Dr. C.J. Dodson of the University College of Wases has developed this method during 1967 to 1972. This method is known as Bilingual method because of proper use of mother tongue is allowed. The use of mother tongue is one of the resources of this method. There is drilling of the pattern to

enable learners to master basic required sentence pattern which is effective practice of this method.

In the Bilingual Method, two languages, that is the mother tongue and the language to be learnt are used. In this method, the mother tongue is used only to explain the meanings go difficult words. Mother tongue equivalent of English words are given and the use of the mother tongue is gradually dropped as the students' progress in learning the language. Thus the Bilingual Method recommended a restricted use of the mother tongue only by the teacher and not by the pupils. It also provided for intensive practice of patterns in English, helping the formation of correct language habits.

9.3.7.4 The Reading Method:

Dr. Michael waste was the Director of education in Bengal before partition. He was an innovative professor in Dacca. His through study in field of teaching raised some of the basic knowledge of teaching English. At that time the direct method was being used by teacher and the result was very weak. Dr. Waste drew his attention toward the utility and aims of teaching English particularly to Indian learner. Dr. Waste said that "English language was the need of the time because it was the language that provided the easy channel for communication with the international community. In his opinion the Indian were learning English to open the window of the world to look in the advancement in the field of science and technology. These all information are available in English language. To get this knowledge, speaking is not necessary but reading is necessary. He emphasized the silent and loud reading.

9.3.7.5 The Audio-lingual Method

This method is based on the principles of behaviour psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue based on the principle that language learning is habit formation. The method fosters dependence on mimicry,

memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and Learnt in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids.

There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

9.3.7.6 Structural Approach

The structural approach means the arrangement of words in such a way as to form a suitable pattern of sentence. The mastery of sentence structure in considered being mare with than the acquisition of vocabulary.

In structural, content words are also taught. The selection of content words is directed by their usefulness, simplicity and teachability. A appropriate situation should be created to practice the structure and to relate its meaning to it and to build up a vocabulary of content words even structure is separately taught. The term is predated in a appropriate situation by the teaching.

Generally the Structural approach to teaching English refers to the way the language material is organised for presentation. It is the way some English sentences all carefully selected and graded are arranged to form a syllabus.

Structural approach is based on the theory of behaviourist. To teach language through this approach we have to understand the pattern and structure of the language. Each and every Language has its own structure. Every language differs structurally. There are structural difference between Gujarati and English.

In Gujarati the verb is placed at the end of the sentence but in English the verb is placed after subject and after the object or adverb according to sentence. The learners have to practice this pattern thoroughly for naturalizing habits. C.C. Fires says:

> Only after much practice of the same "Pattern" with diverse content do the pattern themselves become productively automatic.

9.3.7.7 The Situational Approach

This approach is also known as situational language teaching. British applied situational approach developed by linguists. It dated from 1930s to the 1960s and which had an impact on language courses. Many teachers are still using this approach.

This approach is based on the structural view of language. In this approach speech is emphasized as the basis of the language and structure is very important for developing speaking ability. In this method there is direct bond between speech and expression. This approach suggests to present different structures in meaningful situations. Learners are to know the situation in which different structures are used for transmitting message or expressing ideas. The American psychologist also insisted this approach. British linguists Firth and Halliday gave the idea that structure must be used in different situations in which they could be used. So they gave its distinctiveness to Situational language teaching.

Principles:

The situational approach is based on the theory established by the behaviourists. It includes the following principles:

1. Language learning is just a habit formation.
2. The mistakes should always be avoided because they create bad habit among learner.
3. The language skill can be learnt more effectively if they are presented orally first and after in written form.

4. Similarity is better foundation for language learning than analysis.

5. The meaning of the words can be learnt only in a linguistic and cultural context.

Advantage:

➢ This approach is very useful in teaching of foreign language. Through structural items and creating situation, the subject matter can be explained easily.

➢ With the help of situation the students can understand effectively and can master the structure effectively and have durable impression in their mind.

➢ It helps to introduce the vocabulary including abstract vocabulary by using real as well as planned situation.

➢ It makes teaching very effective and interesting and alive instead of a burdensome process.

Disadvantage:

➢ It is useful in lower class only. Higher class students are not benefited by this method. Only few selected items can be taught through this method not all language items.

➢ Such as a prose, poetry, rapid readers, and composition items can not be taught through this approach. Only intelligent and bright students can take the benefit of this approach, not average students.

9.3.7.8 Communicative Approach

In 1972, a new language course was proposed in Europe which aims to make communicative competence the goal of language teaching. Here the focus was on what the learner needed to understand and express through the target language and not on the accumulation of grammatical items and structures.

The communicative approach is a learner centred approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say. How to say, when to say and where, in order to satisfy his daily needs as larger aim. In

this approach, apart from fluency, accuracy and appropriateness are equally important. Thus an effective use of language needs to produce grammatically well formed.

This approach tries to develop both the accuracy and fluency from the very beginning of language learning. In this approach the role of teacher is that of a co-participant not that of an authoritarian master. Teacher should provide all the resources necessary for communication to be effective in every context.

Communicative approach stresses the purpose of writing and audience of it. So teachers using this approach have extended the readership. Teachers specify readers outride the classroom.

The goal of communicative approach is to make learners communicatively competency. In this approach the teacher is seen as facilitators of his students, learning.

Communicative approach is based on the idea that the aim of learning second language is to gain communicative competency. In this approach learner have to knowledge of the rules of use of language to generate language appropriately for certain situations. He should have also the knowledge of the use of techniques to communicate effectively. This approach draws attention toward on the use of language in every day life. Communicative Language teaching emerged in the 1970s and 1980s.

The "term communicate" meant to express or convey the ideas verbally or non-verbally. This approach emphasizes the communicative capability of the learners. In English language teaching, the teacher tries to develop communicative ability in students or learners. Communicative capability is also known as communicative competence includes the following competences.

Communicative Competences:

1. **Grammatical Competences**
2. **Speech Competences**
3. **Technical Competences**
4. **Socio-Linguistic Competences**

1. Communicative Competence:

This concept was introduced by Dell Hymes. According to him the speaker of English should have knowledge of more and more grammatical competences to become good speaker in English language or other language. The learner of EFL\ESL have to know that how a language is used by the member of the speech community to accomplish their purpose?

There are eight aspects of communicative competences. They are grouped into two parts.

1. Linguistic aspect
2. Pragmatic aspect

(A) Linguistic Aspects:

1. Phonology and grammatical description
2. Grammar
3. Vocabulary
4. Discourse

(B) Pragmatic Aspects:

1. Functions
2. Variations
3. Interaction skill
4. Cultural Framework

For Savignon (1983) observes:

> A communicative competence is relative, not absolute. It depends on all participants who cooperate in this process. We know that human beings are social creature but which things make them social creature. Their capabilities of exchanging ideas, thoughts and the way of conveying message makes them social creature. With the help of

communication, people can establish interpersonal relation. So communication is the soul of human interaction. Communication plays important role in developing relation among people. So teacher should emphasis on communicative aspect of language.

Language is a mean or tool of communication so all communicative competences should be developed very carefully and effectively in children and people. The above competences are very important with a view to developing integrated skill of communication.

2. The Aim of Communicative Approach

The aim of communicative language is to develop the communicative competence among learner. Functions of communicative language teaching are below:

1. Instrumental function of language is using language to get things.
2. Regulatory function of language is using language to control the behaviour of others.
3. Interaction function of language is using language to create interaction with others.
4. Personal function of language is using language to express personal feeling and thoughts.
5. Imaginative function of language is using language to create the world of imagination.
6. Representational function of language is using language to communicate.
7. Heuristic function of language is using language to learn and discover.

3. Characteristics of Communicative Approach:

1. Communicative approach emphasis on communication of language because it plays important part in development of sociality of human creature.
2. The message or thoughts expressed in communication are always in form of function so this approach is very useful.

3. If this approach is used in classroom activities then it will be very useful for leaner because in many classes language is taught as to pass examination only so this approach enables students to develop communicative ability which is very important activity of life.

4. Through communicative approach, the leaner learn target language as he learns mother tongue. It means that the atmosphere of English language is created so that student could learn English directly.

5. Communicative approach enable students to learn language naturally because the environment of target language learning is created.

6. All the teaching learning materials are prepared according to child attitude and interest or individual difference so that child could learn language easily and effectively. This approach is learner centred.

7. In communicative approach every where, in schools, classroom, on stages, and seminars, we can say that the learner are taught as a native person learn his language.

8. The students should be provided real life situations. Creativeness of role play, simulation, projects should be produced in students so that they could connect these all with real life situation.

9. In communicative approach, the emphasis on active mode of learning is given. Thus it makes students active in their activities including pair work and group work.

10. The learners have to develop skill of language. Speaking and listing aspect of language are too important for oral communication so oral expression is more emphasized. The oral communication and written communication are distinctively taught in this approach.

11. In this approach the visual aids are permitted. These aids help to provoke practical communication. They help to motivate and focus pupils' attention.

12. The language is never static: it is dynamic. This approach helps to learner to use language naturally and according to accepted form and usage.

13. The active use of lexical items help learner to develop vocabulary. There should not be passive use of lexical items. They need active command of

using words in meaningful message, so in this approach the lexical items are taught in context.

4. Principles:

1. How to use the language is basic principle of this approach. The communication is soul of the human lives. People use communication for verbal communication.

2. Communicative approach is based on natural acquisition of language. Natural Acquisition is principle of this approach. When learner learns any language naturally then that is real and authentic.

3. The teaching should be related to real life situation so that students could understand the reality of the life. The teaching without relating real life situation is useless and vague.

4. We should not take language as a subject. In school it is taught as a subject. Students study it only to pass examination but it not proper. Teacher should teach it as a skill. He should make his students to speak perfectly so that they could use it in their real life. So it should be accepted as skill.

5. In this approach teacher is a main hero and his role is different than conventional teacher teaching other subjects. The teacher should teach with heart but not the brain.

6. Developing communication ability is other principle of this approach. Four sub skills are main key of this approach. The four sub skills are LSRW which should be developed in student orderly. It combines active and passive skills to design learning tasks.

5. Merits

1. Main function of communicative approach is to develop communicative competences, so they are provided with optimum opportunities to use the language.

2. This approach creates communicative environment among learners, teachers, and society. They are motivated to form the bridge of communication and to make use of real life language, in other words language in use.

3. This approach is child or learner centred. So it is very scientific. All the teaching materials are prepared according to mentality and interest of the students.

4. In this approach the modern methods are used make teaching very effective and interested.

5. In this approach every leaner are active during teaching because there are interaction among learner and teacher. They communicate verbally and non-verbally to each other, so every student is active.

6. This approach provides sufficient opportunity to students for practice of communication with other students or people.

6. Communicative Language Teaching(CLT)

CLT describes an approach to language education that focuses on developing learners' communicative competence (Brown, 2001; Canale & Swain, 1980; Hymes, 1972; Richards & Rodgers, 1986). Both a weak and a strong version of CLT have been described (Howatt, 1984). In the weak version, activities that promote communication are incorporated into a wider language program that allows for the pre-selection of target language forms and functions. In contrast, learners' use of the target language drives learning in the strong version of CLT, and creates opportunities for incidental 'noticing' of formal features in the target language (Richards,2006).

CLT is a "learner-centered and experience-based view of teaching" (Richards & Rodgers, 1986, p. 69), which promotes learner independence and requires classroom cultures with more equal relationships between teachers and learners than those in many EFL contexts (Canh, 1999; Chowdhury, 2003; Stapleton, 1995). In a CLT approach, the teacher functions as a facilitator or guide, supporting learners as they try out new language and giving feedback on errors as a necessary step in the language learning process (Nunan, 1991; Richards, 2001). Using an integrated skills approach, many CLT activities are done in pairs or small groups, so learners have opportunities to use the target language in a variety of roles and contexts that aim to approximate authentic situations to develop learners' situationally appropriate use of the L2 (Richards & Rodgers, 2001).

Classroom Activities Used In CLT

Example of activities

- Role play
- Interviews
- Information gap
- Games
- Language exchange
- Surveys
- Pair work
- Learning by teaching

However, not all courses that utilize the communicative language approach will restrict their activities solely to these. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance.

(i)   Role Play in CLT

The Communicative approach emphasize the importance of the games and role play as way of setting limits to activity that are sufficiently well defined, yet also sufficiently wide, to promote practice in using language freely over longer period of time.

The teacher can ask students to repeat a line from dialogue and give answer himself. He can then ask individual students the questions and promote individuals answers. When he is sure that students are competent (not necessarily perfect) in handling the language, he can put the students into pairs and ask them to practise the dialogue with each member of the pair taking it in turns to perform the two roles and make appropriate substitutions. "(76). Role-cards and pair-cards are extensively used to help learners play the assigned roles.

(ii)   Simulation in CLT :

Among classroom activities, "Role plays and simulation rate highly as vehicles to use in a communicative approach. Used well, they can reduce the artificiality of classroom, provide a reason for talking and allow the learner to talk meaningfully to other learner. "(77).

"In a simulation the learner is given a task to perform or a problem to solve; the background information and the environment of the problem is simulated. ''(78).

- **C.L.T. Process**

Recently some attempts have been made to develop a CLT Procedure. Hebbord (1986) have done a pioneering work in this direction. A CLT procedure is as follows. (69)

TABLE

CLT Procedure

Communicative	Presentation	Communicative
Students use whatever language they have at their disposal. Errors are not corrected.	The teacher presents the require form and drills to fluency. Errors are corrected.	Students are given an opportunity to use the new forms.

and says the first language should be used not only during communicative activities but, for example, in explaining the activities to the students or in assigning homework. The students learn from these classroom management exchanges, too and realise that the target language is vehicle for communication, just an object to be studied.

- **Difference between Communicative and Non Communicative Language Teaching**

(A)   NON- COMMUNICATIVE ACTIVITIES

7. No communicative purpose
8. No desire to communicate
9. Form, not content
10. One language item
11. Teacher intervention
12. material control

(B)   COMMUNICATIVE ACTIVITIES

7. A communicative purpose
8. A Desire to Communicate
9. Content, Not form
10. Variety of language items
11. No teacher intervention
12. No material control

- **How Do The Roles Of The Teacher And Student Change In Communicative Language Teaching?**

Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or <u>monitor</u>. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

- **The Advantages of Communicative Language Teaching**

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(i)   Introduction

As a teacher trainer working with international groups, I am frequently asked to include an overview of communicative language teaching (CLT), and discuss ways of adapting materials to make lessons more communicative or interactive.

Most groups are enthusiastic about the lesson opportunities which CLT offers. However, some also indicated they felt constrained by the system under which they operated, especially those teaching in settings which are particularly exam-focused. In addition, they queried the relevance of CLT to their situation, where many of the students never used English outside the classroom. In contrast, I had shifted across a spectrum of learners, enthusiastically taking CLT along with me as universally appropriate.

Taking my colleagues' concerns on board, I began to question the appropriateness of CLT for some of these diverse learner groups. This was supported by current reading on the topic; the titles of some articles (see the Reference list) made me think I should give up the support for CLT then and there. However, the more I read on the topic, the more I defended the continued suitability of CLT. It really does benefit the students in a variety of ways.

(ii)   Elements of CLT

•   **Communication – According to Ability**

Whether CLT should be considered an approach or a methodology is a more abstract debate and here I want to deal with its more practical aspects. In fact, it is those very elements, and the name itself, which have been used to challenge the future relevance of CLT. Firstly, the label implies a focus on communication and some might argue that this method can't be employed genuinely with low levels as there is no authentic communication, due to a limited vocabulary and restricted range of functions. Initially, many of a learner's utterances are very formulaic. As an aside, consider just what percentage of our own English expressions are unique, and how often we rely on a set phrase; just because it is delivered unselfconsciously and with natural intonation does not make it original. The aim is that the length and complexity of exchanges, and confident delivery, will grow with the student's language ability.

With the emphasis on communication, there is also the implication that spoken exchanges should be authentic and meaningful; detractors claim that the artificial nature of classroom–based (i.e. teacher - created) interactions makes CLT an oxymoron. Nevertheless, a proficient teacher will provide a context so that class interactions are realistic and meaningful but with the support needed to assist students to generate the target language. We need to consider that producing language is a skill and when we learn a skill we practise in improvised settings. For example, before a nurse gives a real injection, they have punctured many a piece of fruit to hone their technique.

•   **Accuracy as Well as Fluency**

It might also be argued that the extent of some of the structures or functions may never be used in real life. One example is adjective order; I have given students an exercise where they have to produce a phrase with a string of adjectives, such as "a strong, orange, Norwegian, canvas tent."   This is very unnatural, as most times we only combine two or three adjectives. The other example is directions – we have students follow a map and negotiate exhaustive directions which suggest maze-like complexity. In

reality, most of us probably are only involved in a three-phase set of directions. In fact, what we are doing with these exercises is exposing students to patterns which they can later   activate.

This focus on accuracy versus fluency is one of the issues not often considered in a discussion of CLT. The teacher decides to pay attention to one or other end of this band, depending on the type of lesson, or the stage of a particular lesson, and accuracy is their choice if they want to deal with students getting things right, take an opportunity for correction, or gauge the success of their teaching, for example. Freer speaking involves more choice, therefore more ambiguity, and less teacher intervention. While CLT implies the lessons are more student-centred, this does not mean they are un-structured. The teacher does have a very important role in the process, and that is setting up activities so that communication actually happens. There is a lot of preparation; accuracy practice is the bridge to a fluency activity. By implication, CLT involves equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully.

The reference to strategies introduces the matter of grammatical versus communicative competence. If we view the two as mutually exclusive, then we are likely to champion one over the other, in terms of approach, curriculum or whatever else determines and defines our classroom teaching. In fact, Canale and Swain's model of communicative competence, referred to by Guangwei Hu, includes four sub-categories, namely grammatical, sociolinguistic discourse and strategic. They consider someone competent in English should demonstrate both rules of grammar and use.

- **Promoting Learning**

This returns us to the consideration of who we are teaching, and why. Are our students aiming to learn or acquire English? Do they need to know lexical items and linguistic rules as a means of passing an exam, or do they want to be able to interact in English? For those inclined to maintain the dichotomy between learning and acquisition,

and who argue that our primary focus is learners, CLT still has relevance. It is timely to review an early definition of CLT. According to Richards and Rodgers, in Guangwei Hu, CLT is basically about promoting learning.

Then again, Mark Lowe suggests that we follow Halliday's lead and drop the distinction between learning and acquisition, and refer to language mastery instead. After all, if the students master the language, they will certainly be able to perform better in exams, if that is their goal. In addition, those who do see a purpose beyond classroom-related English will be better equipped for using the language socially.

- **Motivation**

One of the constant discussions in all my teacher training groups was how to motivate students. This suggests that the focus on passing the exam was not always enough. Motivation relates to engaging students but also includes confidence building. If there is a climate of trust and support in the classroom, then students are more likely to contribute. One way of developing this is to allow pair-checking of answers before open-class checking occurs. Another way is to include an opportunity for students to discuss a topic in small groups before there is any expectation that they speak in front of the whole class. Evelyn Doman suggests that "The need for ongoing negotiation during interaction increases the learners' overt participation..." It is this involvement we need to harness and build   on.

Sometimes the participation is hardly what we would define as 'negotiation', but merely a contribution. For a few students, just uttering a word or a phrase can be an achievement. Indeed, some of the teachers in the training sessions said this was the goal they set for their more reticent pupils. And I have had students who, after writing their first note or e-mail in English, expressed their pride at being able to do so.

If teachers consider an activity to be irrelevant or not engaging enough, there are many other tasks which may be more appropriate, such as surveys, using a stimulus picture and prompt questions (Who... Where... When...What...), or a series of pictures which need to be sequenced before a story is discussed. In this respect, CLT addresses

another area which constantly challenges teachers, the mixed-ability class. When the lesson progresses to a freer-speaking activity, students can contribute according to their ability and confidence, although I acknowledge both need to be stretched. So there is a challenge for the more capable students, while those with an average ability still feel their effort is valid. This compares with the less creative opportunities offered by some textbooks, where students read a dialogue, perhaps doing a substitution activity, for example.

A basic responsibility is considering and responding to the needs of our students, so if the course book is inadequate we need to employ the following steps: select, adapt, reject and supplement. Moreover, because each class we teach has its own characteristics and needs, CLT will vary each time we employ it.

9.4   Objectives of the Study :-

The specific objectives are:-

1. To develop writing competency of students in English.
2. To find out writing needs of students in social context which motivate them to write in English?
3. To find out teaching strategies of teachers which they use in the classroom teaching for developing writing competency of students in English.
4. To study comparative efficacy of two teaching approaches, Traditional Language Teaching and Communicative Language Teaching for developing writing competency of students in English.

9.5 Research Hypothesis

1. There is no significance difference in the attainment scores on communicative test (C.T.C.C.) between the Scholar exposed to three different types of learning situations.
   - ➢ **Experimental Group First** which was taught by Investigator himself through **CLT** Approach for 40 days (1 an hour per day).

> ➤ **Experimental Group Second** which was also taught by investigator through **Traditional Language Teaching (TLT)** Approach for 40 days (1 an hour per day).

> ➤ **Control Group** which was left and no Experimental factor was applied on this group and was called at the time of final test.

2. There is no significance difference in the efficacy of **traditional Language Teaching (TLT)** and **Communicative Language Teaching (CLT)** in the five areas of test [RTLAC, PTLAC, RTLAP, PTLAP, CTCC].

9.6 Selection of Sample

Population is whole or entire. It represents the whole thing.

"The term sample should be reserved for a set of units or portion of an aggregate of material which has been selected in the belief that it will be representative of the whole aggregate".

"A statistical sample is a miniature picture of cross section of the entire group or aggregate from which the sample is taken".

The primary purpose of the research is to discover principles that have universal application, but to study a whole population to arrive at generalization would be impracticable, if not impossible. Fortunately the process of sampling makes it possible to draw valid inference or generalization on the basis of careful observation of variable within a relatively small proportion of the population.

According to Good & Hatt (1952),

"A sample as the name implies, is a smaller representative of a large whole. The observation of some phenomenon in complete details would involve such a mass of data that analysis would be slow and tedious. Moreover, to analysis the large quantity of material is wasteful when a smaller amount would suffice".

9.6.1 Investigator followed three steps to select sample.

1. At first stage **100 students of 10th class of Senior Secondary Schools, Biloda** were selected randomly. They were given questionnaire to find out the present and future need of writing in social context.

2. During the second stage of the sample selection **100 English teachers of secondary school of Sabarkantha District at Gujarat** were selected. They were given questionnaire to find out writing need of students. Further these 100 teachers were interviewed to find out their teaching strategies which they use in their class room. Both the **male and female teachers** were included in the sample.

3. The third stage and final stage was random selection of 120 students of class 10th of senior secondary school of Bhiloda District SabarKantha (Gujarat). The experiment was conducted with these 120 students. These 120 students were classified into three groups of 40- 40 students' randomly throwing coin.[See Appendix No.16].

   First group of 40 students was taught by investigator through **CLT Approach**

   Second group of 40 students was taught by investigator through **traditional approach**.

   Third group of 40 students was left alone and **no experimental factor** was applied.

   Note : 100 students were be selected randomly from 120 students who were be selected for experimental treatment.

<u>In Short</u>

In Experimental study -

1. 40 Students for <u>Experimental Group First</u> through CLT approach

2. 40 Students for <u>Experimental Group Second</u> through TLT approach

3. 40 Students for Control Group (No experimental factor)

   TOTAL= 40+40+40= 120

In Survey study

 Teachers Sample and students' sample

1. 100 English teachers from senior secondary schools of Sabarkantha District of Gujarat State (See Appendix No. 16)

2. 100 Students from senior secondary school of Bhiloda. These 100 students were selected randomly from 120 students who were selected for experimental treatment.

9.7 Research Method:-

Research methods are utmost importance in research process, they describe the various steps of plan to be adopted in solving a research problem, such as the manner in which the problem are formulated, the definition of terms, the choice of subjects of investigation, analysis and interpretation of data. So method is a style of conducting a research work, which is determined by the nature of the problem.

The selection of the method should be in harmony with scientific principles and adequate to lead to dependable generalization. The present chapter has been devoted to the description of sampling procedure, method, tools and statistical analysis used in this study.

The explicit meaning clarifies the meaning and importance of method for research work. Proper method leads to systematic proceeding and finally fruitful results. Investigator will use experimental method and Normative survey method to collect data from sample in present study.

3. **The experimental method** in present study the Pre test – Post test research design was used by investigator to investigate problem and to conduct the

experiment. The students(subjects) were assigned to three groups. Experimental Group-1(EG1) and Experimental Group-2 (EG2) and Control group.

Basic Design

GR.	EGI	EG2	Control Group
1	Pre- Test	Pre- test	Pre- Test
2	Experiment (CLT)	Experiment (TLT)	Control Factor
3	Post- Test	Post- Test	Post- Test

Comparison of difference

All the groups including EG1, EG2 and Control group were first given pre test and then the experiment was conducted with the EG1 and EG2 and Control group was not given any experiment treatment. At the expiry of the experimental treatment period, all the groups including control group were given post test. Finally statistical treatment technique was used to compare the gains of difference of three groups and conclusion and findings will be reported.

4.   **Survey Method**

"Survey research is that branch of social scientific investigation that studies large and small population by selecting studying sample chosen from the population to discover the relative incidence, distribution and inter relation of sociological and psychological variables".

The term 'normative survey' is generally used for the research which proposes to ascertain what is normal or typical condition or normal practice at the present time. The type of information, the normative survey method procure is capable of rendering important services because it determines the present trends and solves current practical

problems. It also suggests the course of future planning. These types of research bring into focus our attention to the existing problem and also suggest the way of meeting them. Thus normative survey method has been preferred to others in view of its suitability for the purposes of mentioned as under:-

a.   The survey method gathers data from a relatively large numbers of cases at particular time.

b.   The study is of cross sectional type, mostly of 'what exists' type.

c.   The study is not concerned with the characteristic of individual but with generalize statistics of the whole population or sample there.

Normative Survey Method-

Investigator used normative survey method to collect data regarding secondary school students' present and future writing needs in social context. For the construction of diagnostic test for the preparation of teaching material, the normative survey was also be used. Normative survey method also was used to find out the teaching strategies of English teachers which they use in the classroom. 100 English teachers were selected from 50 schools of Sabarkantha District (Gujarat)[See Appendix No. 16].

9.8 Tools and Technique :-

The success of my research work depends upon the selection of appropriate tools for the collection of relevant data.

According to Best,

"A great variety of research tools has been developed to aid in the acquisition of data. These tools are of many kinds and imply distinctive ways of describing and qualifying the data. Each tool is particularly appropriate for certain source of data fielding information of the kind and in the form that would be most effectively.

After making a preliminary preparation through the survey of related literature the choice of tool will be made on the basis of through study of related researches and tool used by different researcher in the allied investigation.

The investigator used standard tools in the study.

1. Diagnostic tests
2. Pre and post test for secondary school learners (Communicative Test).

1. Diagnostic tests

➢ **A questionnaire** for school level students to find out present and future writing need of students in social context.

➢ **A questionnaire** for Secondary School teachers of English to find out present and future writing needs of students in social context. .

➢ **A structured interview schedule** for secondary school teachers to find out their teaching strategies which they use in the classroom.

2. **Pre and post test for secondary school learners (Communicative Test) -** In the Communicative test **receptive** and **productive** type of questions related to accuracy and appropriacy and **comprehensive** type of questions were included. [See Appendix 1-8]

9.9   Statistical Treatment:-

In the study investigator will apply following statistical treatment.

1. Mean
2. Standard Deviation.
3. T. Test
4. F Test (ANOVA)
5. Percentage
6. Correlation.   [See Appendix-18]

9.10   Delimitation of the Study

1. The study was delimited to only the Secondary School Learner in Gujarat state.

2. The study was delimited to only sub urban schools of Gujarat state.

3. Study was delimited to only one districts SabarKantha of Gujarat State.

4. The study was delimited to only the variable "Writing Competency in   English".

5. The study   was delimited to communicative approach to English language teaching.

6. The study was delimited to traditional approach to English language teaching.

7. Experiment was delimited to only for 40-40 days on experimental groups of 10th class.

9.11.   Definition of Special Words:-

❖ **Writing Competency- is** effective and correct use of grammar, vocabulary. There is functional, social and cultural purpose behind the effective writing. There are specific competencies include the ability to write something that includes the following components:

   5. A clear stated objectives

   6. Ability to present supporting evidence

   7. Clarity in sentence structure and words choice.

   8. Reasonable freedom from mechanical errors.

❖ **Social Context-** Here **social** means circumstance or situation and **context** includes place, time, setting, role, and relationship in which person makes use the form of writing referred to above and it also refers the knowledge of the role and relationship between the reader and writer made of communication difference between formal and informal use of the language. It extensively refers to the context in the society in which people are supposed to communicate through writing.

❖ **English Language Teaching (ELT)-** includes content, Approaches, method, procedure, devices, techniques, practical and theories of teaching English.

❖ **Communicative Language Teaching (CLT)-** is a recent development in the field of the ELT aims at teaching language as and for communication and it advocates the extensive role of simulation, Dialogues, group work, language exchange, and focus teaching is on linguistic appropriateness, fluency, and feasibility of expression. The term CLT also includes the communicative approach to language teaching.

❖ **Traditional Language Teaching (TLT)-** refers to use of grammar translation method, bilingual method, direct method, audio lingual method are used by teacher. These all methods except CLT approach are considered traditional method.

❖ **Receptive Type Questions-** The test refers to the questions which consisted of the multiple choice answer and which aimed at finding out whether the learner could receive or recognize the right response. Four alternative responses are given.

❖ **Productive Type Question-** The test refers to the questions which consisted of testing item without multiple choices aimed at finding out whether the learner can give correct answer of question without choice own.

❖ **Comprehensive Type Question-** This test is both receptive and productive in the sense that is not only provided visual information but also asked the learners to reproduce the information in the verbal form. The test in fact, aimed at testing the learners linguistic accuracy, appropriacy, conventionally, fluency and technique of writing such as the use of the punctuation mark, capital letters and presentation and organization of information in the form of composition.

9.12 FINDINGS

The summary of the results of the present study is given under the follwong heads:

(i)   Writing needs of the secondary school learners.

(ii)   Teaching strategies being used by teachers.

(iii)   Development of writing competence in written English.

(iv)   Comparative efficacy of two approaches(CLT & TLT)

(v)   Testing of Hypothesis.

9.12.1 Writing Needs Of The Learners

Secondary school learners present and future writing needs in English were found out though the questionnaires (diagnostic tests) given to the learners and their teachers. The following is the summary of the main findings.

(1) Learners present writing needs

1. 51% teachers and students hold the opinion that writing stories (with the help of an outline), Paragraphs, Summaries, Answers to Text book, questions and Essays are secondary school learners Present writing Needs in English.

2. Less than 50% teachers and students are of the view that writing Puzzles, Jokes, Study-notes, Slogans, Quotations, and items for school (wall) magazines are also learners Present writing Needs in English.

(2) Learners future writing needs

1. 60% teachers and students believe that writing leave Applications, Social Letters, Letters of Complaint, Letters to editors, Reports, Written Announcements, Daily Dairy, and Curriculum vitae (C.V.) are students future writing needs in English.

2. 75% teachers and students are of the opinion that writing invitations. Greetings and Good wishes, Telegrams, Friendly letters, Job-Applications, Directions, Instruction and Description of Persons, Places, Things and Events are also learners futures writing needs in English.

(3) Favourite Topics of Writing.

1. 72% teachers and students express the view that students are interested in writing about Travels, Public place, and Favoruite (book, film, hero, heroine, festival, T.V./Radio Programmes.)

2. 65% teachers and students hold the view that students are also interested in writing about School, Picnic, Vacation and Favourite teacher, Writer and Leader.

9.12.2 Secondary School English Teachers' Teaching Strategies.

The following strategies were adopted by secondary school teachers in teaching English.

(1)   Teaching Approaches, Methods and Techniques.

(1)   100% teachers use the Grammar, Translation Method in their English classes.

(2)   96% teachers use the Grammar-Translation Methods in their English Classes.

(3)   Not a single teacher is acquainted with the CLT.

(2)   Teaching Objectives:

1.   100% teachers' objectives of teaching English is to make students pass examinations, produce grammatically correct sentence and write correct spellings, and to maintain formal atmosphere in the classrooms and to stress grammatical accuracy while teaching English.

2.   73% teachers stress of structural and lexical items and explain the content to be laugh.

(3)   Learning Exercises

(1)   100% teachers use the structural, translation and Accuracy Exercises in their classroom.

(2)   78% teachers give spelling exercises, and classroom and Home Assignments.

(3)   50% teachers make use of choral Drills and Lexical Exercises.

(4)   Teachers Role in Class Rooms.

(1)   100% teachers hold the view that their role in classroom is of an Instructor who explains rules, corrects grammatical errors and check class work and home work and are busy in giving grammatical accuracy exercises.

(5)   Use of Teaching Aids

(1)   100% teacher prefer to use only classroom aids,

(2)   15% teachers use 'Actions' etc. to put across the learners' under lying meaning and concept of structural and lexical items.

(3)   15% teachers use pictures and gestures while teaching English.

(4)   Less than 10% teachers use charts, Realia (Real objects) and Cards.

9.12.3 Development of Communicative Competence in Written English (Main Findings)

All the three groups of learner were given pre and post test of communicative competency. The data were analysed by t test and ANOVA. The following are main findings.

9.12.3.1 Main findings based on the 't' values :

The 't' value between all the pre and post test score of the three groups were calculated in order to find out the effect of the experimental treatments given to the three groups. The following are the main conclusions.

(iv) The 't' value between all the pre and post tests scores of the 2 groups (EG1 and EG2 are statistically significance at .05 and .01 level of significance.

There for it was concluded that the experimental treatment given to the EG1 and EG2 through the CLT and TLT respectively developed learner's ability to be grammatically accurate, appropriates as well as writing competent in social context.

(v) The 't' value between 3 pre and post test (i) PTLAC (ii) RTLAP (iii) PTLAP and total pre and post scores and the CG (Control group) are also statistically significant at .05 and .01 level of significance.

Therefore it may be concluded that the CG which was not given any special experiment treatment also improved in the receptive as well as productive appropriacy.

9.12.3.2 Main Findings Based On ANOVA (C.T.C.C.)

The one way ANOVA technique was used in this study in order find out the level of performance of the 3 groups of learners EG1-EG2, and CG on the 7 areas included writing description, instruction, greeting and good wishes, direction, telegram, invitation and letter. The following table contains the main findings.

Table 9.1

F value calculated for 7 items of CTCC

S.N.	Area of writing	Calculated F value	Significant/ not significant	Level of Significant
1.	Description	56.64	S	.05=3.07
2.	Greeting and Good wishes	50.00	S	.01=4.70
3.	Instruction	49.00	S	
4.	Invitation	54.23	S	
5.	Letter	47.34	S	
6.	Direction	57.81	S	
7.	Telegram	63.89	S	

The above table makes it clear that the calculated 'F' values are statistically significant at .05 (3.07) and .01 (4.70) levels of significance in all the areas of writing (CTCC).

Therefore it is concluded that all the three groups (1,2,3) improved in all the 7 areas of writing(CTCC). It mean the experiment given to the 3 groups were instrumental in rising their post test scores in the 7 areas of CTCC.

9.12.3.3. Main finding based on the critical difference and post test means difference (C.T.C.C.)

The critical difference and post test means differences were calculated in order to find out the groups which performed best in the 7 areas of the CTCC.

Table 9.2

Post test means difference between the three group

S.No.	Post test mean difference			Critical Difference	
	Areas	EG1 & EG2	EG1 & CG	EG2 & CG	.05	.01
1.	Description	4.01	6.15	2.14	1.17	1.54
2.	Greeting	.20 NS	1.11	.91	.24	.31
3.	Instruction	1.19	1.93	0.74	.40	.52
4.	Invitation	0.47	1.28	0.81	.24	.31
5.	Letters	.95(NS)(.01)	3.52	2.57	.72	.96
6.	Direction	1.42	2.14	0.72	.40	.52
7.	Telegram	1.40	2.07	0.67	.38	.50

NS=Non significance

NS(.01) on .01

The above able shows that –

(v) The post test means difference between the there groups is higher than the critical difference at .05 and .01 level at significant in the five areas writing exam. Descriptions, Greetings. Instruction, Invitation, telegram.

(vi) Unlike the EG1 and EG2 the post test means differ between the EG1 and CG and EG-2 and CG are higher than the critical difference in the two areas of writing. Exa-Greetings and Good wishes and letters.

(vii) The post test means difference between the EG1 and CG is higher than the critical difference as both the levels of significance in the area of writing greeting and good wishes.

(viii) The post test means difference between the EG1 and CG is not significant at .01 level in the area of writing social and friendly letters.

Next the post test means were compared in order to find out the groups which performs best in the difference area of the C.T.C.C. the following table presents the post test means of the three groups in the 7 areas of the CTCC.

Table 9.3

Post test means (CTCC) of the 3 Groups

S.N.	AREAS	GROUPS POST TEST MEANS		
		EG1	EG2	CG
1.	Description	11.55	7.54	5.40
2.	Greeting	1.64	1.44	0.53
3.	Instruction	2.63	1.44	0.70

4.	Invitation	1.64	1.17	0.36
5.	Letters	4.80	3.85	1.28
6.	Direction	3.04	1.83	0.90
7.	Telegram	2.81	1.41	0.74

The above table shows that –

(i)   The post test means EG1 (11.56, 1.64…………..) are higher than that of the EG2 and CG in all the area including description, greeting and good wishes, instruction, invitation, letters, direction and telegrams.

(ii)   The post means of EG2 (7.55, 1:44) are less than that of the EG1 but are higher than that of CG in all seven areas of C.T.C.C.

        Therefore it may be concluded that the EG2 which was taught by TLT performed better than CG in seven areas of the CTCC.

(iii)   The post test means of the CG (5.40, 0.53, 0.70……) are less than EG1 and EG2. It may be concluded CG which was not given experimental treatment did not improve its post test means significantly in comparison to the EG1 and EG2.

9.12.3.4 Testing Of Hypothesis (Acception Or Rejection) And Conclusion.

        One of hypothesis of present study is that there is no significance difference in the attainment scores on the communicative test between the scholar exposed to the three groups EG1, -EG2 and GG in C.T.C.C. Test.

The above hypothesis was tasted here on the basis of the following findings.

The analysis and interpretation of the data have indicated that -

(i)   The 't' value between all the pre and post test scores of three groups are statistically significant at .05 and .01 levels of significance.

(ii)   The calculated F value of three groups in the seven areas of CTCC is higher than the table value of F at .05 and .01 level of significant.

(iii)   There is a significance post test means different between three groups EG1 and EG2 and CG.

Therefore, on the basis of findings, the above mention hypotheses is rejected and it is calculated that there is a significance diff. in the attainment scores on communicative competency test between the scholars exposed to three different types of learning situation EG1-EG2 and CG.

In the other words, it may be tested that students who were taught by the CLT and TLT approaches did score significantly higher than the students who were not given any special treatment therefore, it can be concluded that the CLT and TLT approach involved in the experiment led to significance performance of the EG1 and EG2 respectively.

9.12.4 Comparative efficacy of the CLT and TLT approaches in Developing Writing competence (main findings).

The main findings (8.2 of)

The ANOVA as well as critical test of difference were used for find out which teaching approach was more effective in developing writing competence in the three groups of learners who were given pre & post test the following are the major findings in respect of the comparative efficacy of teaching approaches used in the study.

9.12.4-A Finding based on the ANOVA (Pre and Post Test)

The following table presents the Fx (pre test scores) and Fy (Post test scores) found out through the ANOVA.

Table No. 9.4

S.NO.	Test	Pre Test Fx	Post Fy	Table vale F
1	RTLAC	0.01	19.67	
2	PTLAC	0.02	17.68	
3	RTLAP	0.08	28.14	.01=4.79
4	PTLAP	1.04	84.78	.05=3.07
5	CTCC	0.20	100.19	
6	TOTAL SCORES	0.10	77.06	

The Fx (pre test) value on all the pre test three groups are less than the table values at df 117 at .01(4.79) and .05 (3.07) that all the three groups were equivalent before the administration of experiment treatment to them (group).

The Fy (post test scores) value on all the post test of the three groups are higher than the table value of 'F' at .01 and .05 level of significant. It means there was a significant real change in the attainment scores of the three groups after treatments of them (groups).

9.12.4-B Finding based on the post test means difference between the groups.

The following table presents the post test means difference between the three groups EG1, EG2 and CG.

Table No. 9.5

Post test means difference between the three groups.

Test	Post test mean difference	Level of Significant critical difference

	EG1 & EG2	EG1 & CG	EG2 & CG	.01	.05
RTLAC	1.35	6.78	8.13	1.70	1.30
PTLAC	3.50	7.50	4.00	1.62	1.23
RTLAP	7.25	10.38	3.13	1.02	0.80
PTLAP	5.75	8.95	3.20	1.32	0.95
CTCC	10.75	18.75	7.07	2.07	1.60
TOTAL SCO.	26.05	52.96	26.50	3.98	3.00

(i) The post test means difference between the EG1 and EG2 is highly significant in all the test area except the RTLAC (1.35) at .01 level of significance.

(ii) The post test means difference between the EG1 and CG and EG2 and CG is also significance in the test area at .01 level of significance.

(iii) The post test mean difference between the EG1 & CG (7.50, 10.30, 8.95, 18.75 and 52.96) is more than that the EG1 & EG2 and EG2 & CG in all the areas except the RTLAC (6.78).

(iv) The post mean difference between the EG2 & CG is less than that of the EG1 & EG2, EG1 & CG in all the test area except the RTLAC (8.13).

(v) The post test mean difference between the EG2 and CG in the area of RTLAC is 8.13 which is more than that of the EG1 and CG(6.78) and EG1 and EG2 (1.35).

9.12.4-C Main Finding Based On The Post Test Means Of The Groups.

The following table presented the post test means of the three groups.

Table No. 9.6

Post test mean of the three groups.

S.No.	Test	Post Test Means		
		EG1	EG2	CG
1	RTLAC	23.65	25.00	16.87
2	PTLAC	20.00	16.50	12.50
3	RTLAP	16.25	9.00	5.87
4	PTLAP	15.00	9.25	6.05
5	CTCC	28.75	18.00	10.00
6	TOTAL SCORES	104.25	77.75	51.29

(i) The post test mean of the EG1 are 23.65, 20.60, 16.25,15.00, 28.75 which are higher than that of EG2 and CG in all the test area except RTLAC (23.65).

(ii) The post means of EG2 in the area of RTLAC (25.05) is more than that of the EG1 (23.65) and CG (16.83) in the RTLAC.

(iii) The Post test means of EG2 are 16.50, 9.00, 9.25, 18.00 which are less than that of the EG1 in all areas except one (25.00) RTLAC but are higher than that of the CG (16.87), 12.50, 5.87, 6.05, 10.03, 51.29 respectively in the test areas of RTLAC, PTLAC, RTLAP, PTLAP, CTCC and total test scores.

9.12.4.-D Main findings based on difference between pre & post test means

   of CG.

Through the post test means of the EG1 and EG2 were higher than that of the CG yet it was decided to find out whether the CG improved upon its present scores. This was done by calculating the difference between the pre and post test mean as well as 't' in all the test areas. The following score table presents' 't' as well as pre and post test means of the CG.

TABLE No. 8.7

't' and Pre & post test means of the CG

S.N.	TEST	Pre Test Means	Post Test Mean	T value Pre and post	't' value
1	RTLAC	16.63	16.87	1.57NS	
2	PTLAC	11.38	12.50	5.99	.01=2.71
3	RTLAP	8.75	5.87	5.07	.05=2.02
4	PTLAP	5.73	6.05	6.05	df 40
5	CTCC	9.36	10.93	2.32(NS)	
6	TOTAL SCORES	51.84	52.22	5.21	

NS = No significant

The following are the main finding drawn from the above table.

(iii) The post test means of CG are more than its own pre test mean,16.63, 11.38, 8.75 in the area of RTLAC, PTLAC, RTLAP, PTLAP, C.T.C.C. and total scores respectively.

(iv)(a) The 't' value between the pre & post test means of the CG are higher than that of the table value of 't' for df 40 at .01 and .05 level significant (2.71 and 2.02) in the area PTLAC, RTLAP, PTLAP and total test scores.

(b) The 't' value between the pre and post test means of the CG is 1.57 (RTLAC which is less than the table value of t at .01 (2.71) and .05(2.02) level of significant in the area of RTLAC.

(c) The 't' value between the pre and post test means is of the CG is 2.32 (CTCC) which is less than the table value of 't' at .01 level of significance.

Although the performance of CG which was not given any special treatment was not very significant in comparison to the EG1 and EG2 yet it may be said there is a difference (In fact, no a significant one) In the attainment scores of the CG on the communicative competence test.

The factor, responsible for the difference in the performances of the CG might be the normal classroom teaching as well as learners own efforts like self study, consulting the subject teachers for improving upon their pre test scores. 9.96

9.12.5 Testing of Hypothesis

One of the hypothesis of the present study was that there is not significant difference in the efficacy of the CLT and TLT approach in developing writing competence in English in social content.

The above Hypothesis were tested on the basis of the following findings-

1. The results of the ANOVA declare that the Fx value on all the pre test scores of the three groups EG1, EG2 & CG are less than the table value of F at. .01 and .05 levels of significance. But the Fy values on the post test one higher than that of table value at .01 and .05 level of significance.

2. The post test means of the EG1 higher than the EG2 and CG in all the areas except the RTLAC.

3. The post test means of EG2 in the area of RTLAC is more than that of the EG1 and CG.

4. The 't' value between the pre and post test means of the CG are higher than the table value of 't' at .01 and .05 level of significance in the test area of PTLAC, RTLAP, PTLAP and Total score.

5. The 't' value between the pre and post test means of CG is less than the table value of 't' at .01 and .05 level of significance in the test area of RTLAC.

6. On the basis of the above findings. "The hypothesis that there is no significance difference in the efficacy of the CLT and TLT approaches in developing writing

competency in English is summarily rejected thus it may be concluded that there is a significant difference in the efficacy of the CLT and TLT approaches in developing writing competency in English in social context.

7. In other words it may be conclusively stated that the students who were taught through the CLT and TLT approach did score significant higher than the student who were not given any special experiment treatment. It is concluded in summary that the significance performance of EG1 and EG2 might be owing the CLT and TLT approaches respectively which were used for experimentation.

9.12.6 Conclusion

It is concluded in a concise summary, that the significant performance of the EG-1 and EG-2 might be owing to the CLT (Communicative Language teaching) and TLT (Traditional Language Teaching) approaches used respectively for the experimentation.

9.13 Educational Implications of the Study

This study may be termed as a significant attempt in the direction of the ELT in Gujarat in the sense that its results and findings would to quite useful for course-designers, teacher, learners, paper- setters, examiner, SIERT (State institute of Educational Research and Training) as well as the Board of Secondary Education, Gujarat.

In the present study, an attempt was made to compare two language teaching approaches (CLT and TLT). The following are the educational implications derived from the main findings of the study.

1. With the help of diagnostic testing, teachers may find out learners writing needs in English in social context, and design courses accordingly.

2. The study has revealed the fact that spell out learners' writing needs and then providing instructions to the learners can help them (learners) maintain and increase their interest in learning English.

3. Both the TLT and CLT approaches help in bringing about significant changes in the achievement scores of the learners.

4. The study supports the theory of linguists that communicative competence involves linguistic competence. In this study the EG-1 which was not taught accuracy in the strict sense of the term, also performed significantly in comparison to the EG-II where focus was exclusively or grammatical accuracy.

5. The presentation of the language and its items in life like and social context, helps the learner in learning linguistics appropriacy.

6. A lot of exposure to the 'real' language (The language people generally use in real life) helps the learners to be linguistically accurate, socially appropriate and communicatively competent.

7. The study brings the fact to light that the TLT approach is more instrumental in developing in the learners the ability to produce grammatically correct sentences.

8. The study makes it crystal clear that the CLT is more effective in developing the skill of producing socially appropriate expressions in the learners.

9. Informal atmosphere facilitates learning in classroom.

10. The learners are linguistically more receptive and responsive when their teacher also plays the role of a participant in the language learning tasks.

11. It is also brought out by the investigation that the use of role play group-work, group-discussion, basic-dialogues, and conversation helps the learners to develop communicative competence. Picture, charts, role-cards, cut-outs of magazines and newspapers stimulate the interest in learning to communicate.

12. The study proves that if teachers teach learners by the CLT approach helps the learners to learn written English in social contexts. (The learners who were not exposed to any kind of special experimental treatment did learn something either on their normal classroom, but this learning is not significant in comparison to the learners achievement scores in the experimental treatment groups.

13. Too much grammatical corrections hamper the pace of learning language and discourage the learners to come out with verbal expressing fluently.

14. The study suggests that the pre and in service teachers should be orientated towards the CLT techniques and be encouraged to use to the language in social context.

15. It is suggested by the study that functions of language items should be focused and practiced in social context.

16. On the basis of the above educational implications of the present study, the following model of language teaching is proposed.

Table ………..

Proposed Model of Teaching

Spelling out Learners Needs.	Designing a Course	CLT	CL Testing.
1	2	3	4
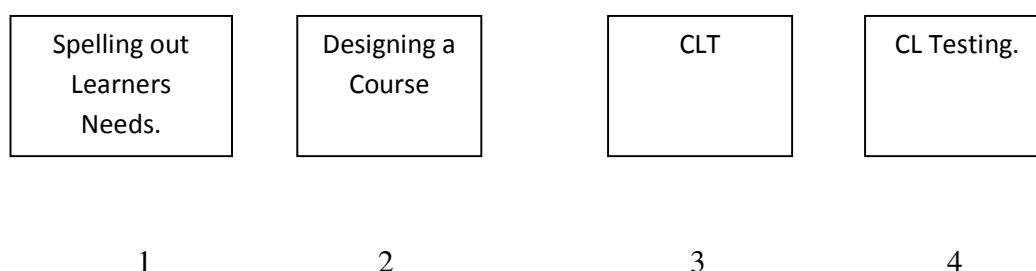
The model suggests that first of all learners writing needs should be spelt out. Then courses should be framed and designed on the basis of the learners' through the CLT. The learner's terminal behaviour should be tested through communicative testing.

9.14 Suggestions for Further Research

The present study was an effort to develop secondary school learners writing competence and to compare the efficacy of the TLT and CLT approaches in developing learners' writing competence in English in social context.

The survey of the related literature revealed the fact the only a few studies have been conducted in the area of linguistic and writing competence in English.

The results of the present study bring out certain points for further investigation which are as follows.

1. To find out learner's writing needs in spoken (as well as written) English.
2. To develop learners Communicative competence in spoken in English in social context.
3. To replicate the present study and conduct a similar study with a larger sample (population) of students in others states and/or at national level and with different types of learners.
4. To find out the comparative efficacy of the TLT and CLT in developing linguistic competence in spoken and written English.
5. Replication of the study may be done with difference samples and a different grade levels.
6. Similar study can be conducted with English medium school learners including boys and girls.

9.15 Conclusion

Thus in this chapter we discussed about research summary of the problem, educational implication of the study and suggestion for further research.

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APPENDIX 1

A QUESTIONNAIRE FOR SECONDARY SCHOOL (FIND OUT WRITING NEEDS) LEARNERS

Student name_____

School_____

Class_____

Age_____

Mother Tongue_____

_____

Please answer the following question .put a tick()mark in the appropriate box or column.

S.N	QUESTIONS(SITUATION)	ALWAYS	SOMETIMES	NEVER
Q.1 A	Suppose your are sick and can not go to school. Would you like to write a 'leave Application 'to your school principal in English?			
B	Some students of your class tease you in the classroom. Would you like toward complain in English?			
C	Suppose one of your friends live in England. Would you like to write his 'Address 'on the letter in English?			
D	Your class teacher has asked you to write a daily account of what you do every day in your daily dairy. Would you like to write it in English?			
E	Would you like to send greeting and good wishes for X-Mas to your friend to Madras in English?			
F	Your school Principal has asked you to write something for the school magazine'. Would you like to write something in English?			
G	You have a friend in Madras. You want to invite him to your sister's wedding. Would you like to write 'invitation' in English?			
H	Your English friend is coming to India. You want to come to your new home for a party. Would you like to write to him a list of 'instruction' in English so that he may reach your home easily?			

I	One of your friends lives in the U.S.A. You have to send him a 'Telegram'. Would you like to write it in English?			
J	Would you like to have 'correspondence' with the people abroad in English?			
K	Suppose you are reading the editorial of an English Newspaper .You Disagree with the editor's view. Would like to write 'Letter to the Editor' in English?			
L	Suppose you see an advertisement for a vacancy in madras in a newspaper. Would you like to write application for job in English?			
M	Suppose you are the president of the students union of your school. You want to hold a meeting of your cabinet. Would you like to write the 'notice 'in English?			
N	Suppose you want to have some information about some books from a book-seller in New – Delhi. Would you like to write to him a 'request letter' in a English?			
O	Suppose after completing your school and college education you became an officer . would you like to write 'office order and Notice' in English?			
Q.2	How many times do you have to write the following things in English?			
1	Stories (with an outline)			
2	Paragraph(Description etc.)			
3	Summary			
4	Answer to the English text-books			
5	Notices			
6	Admission forms etc.			

7	Slogans			
8	Thought for the day(Quotation)			
9	News etc. for the school magazine.			
10	Curriculum vitae (brief account of one's education etc)			
11	Essays			
12	Dialogues /Conversation etc.			
13	Jokes			
14	Puzzles/Riddles			
15	Study Notes			

Q.3	Besides these things, what else would you like to write in English?			
1				
2				
3				
4				
5				
Q.4	Which forms of written communication that you have written above do you use most? Please arrange your choice in an order and indicate frequency.			
1				
2				
3				
4				
5				
6				
7				

8				
9				
10				
11				
12				
13				
14				
15				
Q.5	Would you like to write about the following Topics/Subjects in English?			
1	School			
2	Games			
3	Friends			
4	Relatives			
5	Hobby/ies			
6	Village/city			
7	Picnic			
8	Travel			
9	Garden			
10	Vacation			
11	Favourite			
A	teacher			
B	book			
C	Festival			
D	film			
E	player			
F	hero			
G	heroin			
H	leader(political or social)			

I	program			
Q.6	What other subjects/topics would you like to write? Indicate.			

APPENDIX 2
A QUESTIONNAIRE FOR SECONDRY SCHOOL TEACHERS OF ENGLISH

1. Name of teacher   :--
2. Age   :--
3. Academic Qualifications:--
4. Professional Qualifications:--
5. Teaching Experience (English classes):----------------------------

S.No.	Level	Year
1.	Primary school	
2	Upper Primary school	
3	Secondary school	
4	Higher sec. school	
5	Senior Hr. Sec. school	
6	Any other level	
	Total years:	

6. Name of the school where you are teaching at present:_____
7. In which classes are you teaching English at present?
8. Please answer the following question .put a mark in the appropriate box/column.

Q.no	Questions	Always	Some-time	Never	Is it a future need?
1.	Do your students want to write the following in English?				
(i)	Leave Application				
(ii)	Friendly letter				
(iii)	Answer to the question of English text book etc.				
(iv)	Stories (developing an outline).				
(v)	Essays (paragraphs)				
(vi)	Summary				
(vii)	Invitations				
(viii)	Greeting and good wishes				
(ix)	Letters of Complaint				
(x)	Notices (Meeting etc.)				
(xi)	Telegraphic Messages				
(xii)	News items for Eng. Section of school magazine.				

(xiii)	Announcements (Written)				
Q.2	Besides these, what else do you think your students write or/want to write in English at present?				
I					
II					
III					
IV					
V					
Q.3	Which forms of written communication (such as application, letter, message, etc.) do your students use most at present to communicate though English. Please see the question no 1 and 2 for detail and then write them in order of their preference.				
I					
II					
III					
IV					
V					
VI					
VII					
VIII					
IX					
X					
XI					
XII					
Q.4	Do you think your students will need to write the following in English in future?				
I	Job application				
II	filling up forms and pro-forms				
III	study notes				
IV	articles for magazines and newspaper(English)				
V	Letter to Editors (English newspaper)				
VI	telegrams				

VII	Notices (meeting ,office etc.)				
VIII	orders (office etc)				
IX	Dialogues(conversions)				
X	slogans				
XI	Jokes, puzzles etc.				
XII	Minutes(of meeting etc)				
XIII	messages(Telephonic)				
XIV	Invitations				
XV	Stories(creative writing)				
XVI	poems(creative writing)				
XVII	Daily diary				
XVIII	Directions(written)				
XIX	Instructions(written)				
XX	Reports				
XXI	Announcements(written)				
Q.5	What else do you think your students will have a need to write in English in future.(please also indicate frequencies				
I					
II					
III					
IV					
V					
VI					
VII					
VIII					
Q.6	Which of the following topics do your students write and how often ?(please first tick the topic in the first column (below)and then indicate the frequencies in the other columns).				
1	School				
2	Sports				
3	Friends				
4	Relatives				
5	Hobbies				
6	Village/City				
7	Picnic				
8	Travel				
9	Events(Accident)etc.				

10	Public Places(Hospital, Post Office, Rly.St.etc.				
11	Vacation				
12	Fevourite				
I	Book				
II	Teacher				
III	Game				
IV	Movie (Film)				
V	Player				
VI	Writer				
VII	Hero				
VIII	Heroine				
IX	Leader (Social, Political)				
X	Programme/(TV & Radio)				
XI	Festival				
Q7.	Besides these topics on which other topics do your students write or want to write in English at present?				
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

APPENDIX 3
Interview schedule for Secondary school Teacher of English
_____

(Semi-structure)   :
Name of teacher   :
School   :
Qualifications   :
Teaching Experience   :
Date   :

1) What 'objective' do you keep in mind while teaching written English to secondary school student?
2) What 'method' do you use while teaching written English?
3) How do you teach 'picture composition'? What steps do you follow to teach it?
4) How do you teach 'paragraph writing'?
5) How do you teach 'letter writing'?
6) How do you teach language items such as spellings, words, and structures etc?
7) How do you correct students' written composition?
8) What criteria do you keep in mind while scoring and marking students composition?
9) What instructions do you give to your students for writing?
10) What teaching aids do you use to teach written composition?
11) How do you correct their written home-Assignment? What kind of instructions do you provide to remove students' mistakes?
12) How world you teach 'Writing Description' of places persons, things and events to your students?
13) How would you teach 'writing instructions' to your students?
14) How would you teach 'writing Invitations' to your students?
15) How would you teach 'writing Greeting' and 'Good Wishes'?
16) How would you teach 'writing Directions' to your students?
17) How would you teach 'writing Telegrams' in English? What kinds of Telegrams ?
18) How would you teach 'writing conversation' to your students?
19) How would you start teaching writing composition if you are provided with good teaching aids and other facilities?
20) What suggestions would you like to give to the teacher who wants to teach written composition in English at the secondary school level?

APPENDIX 4
A Receptive
Test of Linguistic Accuracy

Subject   : English
Class   : X
Duration   : 40 minutes
Max. Marks   : 40

Name of student:_____

Instructions:

1) The following questions have four alternatives answer. You have to select the right its serial number (A,B,C,D) in square brackets given below the question. Example:

1)   I……………………English.
   a) am like   b) liking   c) like   d) likes

                                                               [c]

    C's is the correct answer which has been written in square brackets.

2)   Answer all the questions.
3)   All the questions carry equal marks.
4)   Please open the text and answer the questions given in it.

(A)   **Note : Fill in the blanks with the correct forms of the verbs.**

(1)   Ramu:-(In a letter to his friend) I have just…….. your letter. Thank you.
       a) Receive   b) received
      c) receiving   d) receives   [ ]

(2)   (Father writing a letter to his son): Dear Raju , when I m   writing this letter to you ,it ……….outside now.
     a) rain   b) rained
     c) has rained   d) is raining   [ ]

(3)   Teacher : It is a fact that the earth always……..round the son.
     a) moved   b) is moving
     c) has moved   d) moves   [ ]

(4)   Rita (in a letter to her friend) : I French now .
     a) would learn   b) will learn
     c) learnt   d) have learnt   [ ]

(5)   Anil: (in a letter to his friend Narendra) My father told me that he ……..on a tour next week.
     a) will go   b) would go
     c) goes   d) is going   [ ]

6)   My teacher…….white hair but his parents still have black hair .
     a) has   b) have
     c) had   d) have had   [ ]

7)   Stuti : I like coffee but Geeta …………like it.
     a) do not   b) does not
     c) will not   d) can not   [ ]

8)   I am happy to hear that you liked my old bicycle. Do you know the bicycle was very cheap when I …… it in 1981`.
     a) buy   b) bought
     c) was buying   d) am buying   [ ]

9)   Neelam (writing to her friend Rekha) : Please get off at the bus station , come out and go straight and then .... right . You will reach the railway station .
     a) turn   b) to turn
     c) turning   d) turned   [ ]

10)   Ramesh: I am terribly sorry I couldn't inform you about your examination result. You know, the result …. Last week .
     a) Declared   b) has declared
     c) has been declared   d) was declared   [ ]

11)   Father (in a letter to his son): I am happy to hear that after all you …. the examination in a first division.
     a) Pass   b) passed
     c) have passed   d)are passing   [ ]

12)   Raju : We are sorry to know that Dilip …his mother.
     a) lost   b)has lost
     c) have lost   d) had lost   [ ]

13)   Pramila: (in a letter to her elder sister) would you please………….. me a photograph of your new car?
     a) sent   b) to send   c) sending   d) send   [ ]

14)   I am reading a very interesting novel these days. Would you like……the novel?
     a) read   b) to read   c) reading   d) to reading   [ ]

15)   You are writing a formal invitation to your school Principal. You…to my birthday party at 8p.m at hotel Parkview on the 24th Feb., 92.
     a) invite   b) invited   c) are invited   d) have invited   [ ]

16)   I am ……. to know that you have got a first division.
     a) please   b) pleased   c) pleasing   d) pleasant   [ ]

17)   You are writing a telegram to your friend]" Examinations.."
     a) postpone   b) postponed
     c) postponing   d) postpone   [ ]

(B)   **Note :- Use the right word in the blanks**.

18) I am sorry I can not help you now. You know, I don't have….. money with me now.

a) some   b) not   c) any   d) no   [ ]

19) You will be happy to learn that Rita is a good dancer. She…… dance for many hours.

a) may   b) can   c) would   d) should   [ ]

(C) **Note:- The following question have some parts of the conversation between two people. One person is asking questions and the other is replying. We have given only the answers. Can you tell and write what the question was asked?**

20) Anil ….. is your name? Mohan: I m Mohan.

a) Who   b) What   c) Which   d) Why   [ ]

21) Rita:….. do you go to school, Meera ? Meera : I go to school at 8 a.m.

a) What   b) Who   c) When   d) Why   [ ]

22) Hemendra : ….do people drink wine ? Gopal : Because they like it.

a) When   b) Where   c) How   d) Why   [ ]

23) Teacher : Boys,….pen is this ? Rama : it is my pen, sir.

a) Who   b) Whom   c) Whose   d) Why   [ ]

24) Mother :… Raju a good boy. Son: yes mother, he is.

a) Does   b) Is   c) Are   d) Am   [ ]

25) Divya (A student writing to a book seller: ……you please send me some information about the latest books?

a) Could   b) Can   c) Will   d) Would   [ ]

Note: Fill in the blanks with right word which tells us about the sequence. the words 'first' and 'then' have been used. You should use another word of this type.

26) A Mother is writing to her daughter………. in your last letter you asked me to tell you how to prepare tea.

a) secondly   b) after   c) after that   d) lastly   [ ]

27) Dilip : I would like to you about my friend Rajan. You know, he is the boy… topped the school exam.this year.

a) whom   b) who   c) which   d) whose   [ ]

28) Since you are weak in English, you……work hard to learn it.

a) can   b) will   c) may   d) should   [ ]

D)   **Note: Use the correct prepositions in the following sentence.**

29)   Happy New Year …….you.
        a) to   b) for   c) with   d) of   [ ]

30)   Thank you very much….your letter.
        a) to   b) for   c) from   d) about   [ ]

31)   Please convey my regards…..your parents.
        a) about   b) for   c) to   d) on   [ ]

32)   Teacher (writing to a student):I am really very busy these days. You know I have
        been writing a novel….may last.
        a) at   b) for   c) from   d) until   [ ]

33)   I invite you…..my birthday party at 6.30p.m. Today.
        a) at   b) for   c) from   d) to   [ ]

34)   What will you write at the end of the letter to your friend?
        a)   Please reply my letter
        b)   Please do reply my letter
        c)   Please reply to my letter.
        d)   Please reply me.   [ ]

35)   Good luck….your examination.
        a) for   b) to   c) with   d) of   [ ]

Note: Use the right punctuation marks in the following sentences.
36)   Right written to me about your favorite teacher. What is his name.
         a) !   b) ?   c) :-   d) :   [ ]

37)   I have received your gift. Thank you very much. What a beautiful wrist watch it
        is…..
         a) ?   b) !   c) :   d) .   [ ]

Note : Use the correct articles in the following sentences.
38)   Father : It often rains there. You should take…..umbrella with you.
        a) one   b) a   c) an   d) some   [ ]

39)   Wishing you…….happy new year.
        a) a   b) an   c) the   d) one   [ ]

Note : Which name is correctly spent? Write the correct answer.
40)   Sita was the wife of lord…..
        a) rama   b) RAMA   c) Rama   d) RAM   [ ]

APPENDIX 5
A Productive Test of Linguistic Accuracy

Subject: English
Class   : X

APPENDIX FIFTH
PRODUCTIVE TEST OF LINGUISTIC ACCURACY
Duration: 40 minutes

Max.Marks : 40

Name of Student……………………………….…………………………………

Instructions:

1)   Given below are sentences which have some blanks in them. You have to fill in the blanks with the correct and appropriate words. These words can be nouns, verb, adjectives, adverbs, prepositions, articles, determiners,wh-words, modal-auxiliaries, helping verbs, connectives, past-participles, punctuation marks and verbs in the passive voice.

2)   You should read the sentence very carefully and try to understand the context before you answer the question .

3)   Answer all the questions.

4)   All the Questions carry equal marks.

5)   Fill in the blanks with the correct answer.

6)   Hints are given in round brackets.
        Example: We get from cows. A cow ……us milk.(give)
                    Ans…Gives.

7)   Please now answer the questions given in the test.

(A)   Note : Fill in the blanks with the correct form of the verbs given in brackets.

1)   Ramu : (in a letter to his friend) I have just ………….. your letter. Thank you.   (Receive)

2)   (Father writing a letter to his son) : Dear Raju, when I am writing this letter to you ,it……outside now. (rain)

3)   Teacher: It is a fact that the earth always …..round the sun. (move)

4)   Rita (in a letter to her friend) : I am not learning French now. I…..It next year.   (learn)

5)   Anil (In a letter to his friend Narendra): My father told me that he……..on a tour next week.   (Go)

6)   My teacher …. …..white hair but his parents still have blank hair.
                                            (Be)

7)   Stuti: I like coffee but Geeta……like it.   (not like)

8)   I am happy to hear that you liked my old bicycle. do you like my old bicycle. Do you know the bicycle was very cheap when I………….it in 1981.   (buy)

9)   Neelam (writing to her friend Rekha): Please get off at the   bus station, come out and go straight and then ….. right to reach the railway station.
                    (turn)

10)   Ramesh: I am terribly sorry I couldn't inform you about your examination result. You know , the result ……last week (declare)

11)   Father (in a letter to her elder sister) : Would you please ………me a photograph of your new car? (send)

12)   Raju: We are sorry …… his mother. (lose)

(B) Note : The following questions have some part of the conversation between two people. One person is asking question and other is replying. We have given only the answer. Can you tell and write what the question was asked?

1.   Anil …………………………..is your name? Mohan: I am Mohan. (Ask name)

2.   Rita ……………………… do you go to school ,Meera ? Meera: I go to school at 8 a.m.   (ask time)

3.   Hemendra ………………………… do people drink wine? Gopal: because they like it   (ask reason)

4.   Teacher : Boys,…………………. Pen is this ?(ask information about the owner of the pen)

5.   Mother : …………….. Raju a good boy? (Ask correct formation about Raju)

6.   Divya (a student writing to a book seller) :----------you please send me some information about the latest book?
    (Request)

(C) Note: Fill in the blanks with the right word which tells us about the sequence. The word 'First' and 'Then' have been used. You should use another word of this type.

(1)   (A mother is writing to her daughter): In your last letter you asked me to tell you how to prepare tea.
    Mother: it is so simple. First, boil some water with tea leaves .Then mix some milk in it , ….. boil it for some time .

(2)   Dilip: I would like to write to you about my friend Rajan. You know, he is the boy ……topped the school Exam this year.   (use a Wh word)

(3)   Since you are weak in English. You ….. work hard to learn it .
    (use a word indicating advice)

(D) Note: Use the correct prepositions in the following sentences.

(1)   Happy New Year …..you.

(2)   Thank you very much ……your letter.

(3)   Please convey my regards ……your parents.

(4)   Teacher (writing to a student): I am really very busy these days. You know , I have been writing a novel …… May last.

(5)   I invite you ….my birthday party at 6.30 p.m. today.

(6)   What will you write at the end of the letter to your friend?

(7)   Please reply ……….my letter.

(8)   Good luck………..your examinations.

(E) Note: Use the right punctuation marks in the following sentence

1)   You have not written to me about your favourite teacher, what is his name------

2)   I have received your gift. Thank you very much. What a beautiful wrist watch it is----------------------------

(F) Note: Use the correct articles in the following sentences.
1)   Father: It often rains there. You should take……….umbrella with you.

2)   Wishing you………………………………….. Happy New Year.

APPENDIX - 6
A Receptive Test of Linguistic Appropriacy

Class: X
Subject: English

Duration: 30 minutes   M.marks : 25
        Student Name:…………………………………….

a)   Answer the entire question.
b)   Each question has four alternatives answer. Although all the four alternative answers are grammatically correct yet one of them is the most appropriate answer and write the serial number of it in square bracket.
c)   Please understand the situation and context of the question carefully before you actually start answering the question.

A Receptive Test of Linguistic Appropriacy
1.   Your friend Raju has passed the secondary school examination in a first division. You want to congratulate him. How will you being you letter?
a)   It is good that you   have got a first division
b)   I am happy to know that you got a first division.
c)   Congratulation on your success.
d)   I have just heard your result. Congratulation   [ ]

2.   You need some information about some books from a bookseller in New Delhi. How will you request him through your letter?
a)   Send me some information about the following books-
b)   Please send me some information about the following books.
c)   Will you send me some information about the following books?
d)   Could you please send me some information about the following books?[ ]

3.   Your friend's father died recently. You want to write letter of condolence to him. How will you begin your letter?
a)   I am very sad to hear about your father.
b)   I am sad to know about your father's sudden death.
c)   I am shocked to know that your father is no more.
d)   I am very sorry indeed to hear about your father sudden death.   [   ]

4.   You are writing a letter to your father. How would you end the letter?
a)   Convey my regards to mummy.
b)   Will you please convey my regards to mummy?
c)   Please convey my regards to mummy
d)   Please give my love to mummy   [   ]

5.   Suppose you have passed secondary school examination. Your friend Sunil writes a letter advising you to join an engineering college. You disagree with him. How will you express your disagreement in your letter?

a)   I can not agree with you. I want to become a doctor.
b)   I disagree with you
c)   I am sorry, I can't agree with you.
d)   I know your advice is good but really want to join a medical college. [   ]

6.   Your uncle sent nice birthday gift last week. How would you thank him?
a)   I thank you for the nice birthday gift.
b)   I must thank you for nice birthday gift.
c)   Thank you for the nice birthday gift.
d)   I would like to thank you for the nice birthday gift.   [   ]

7.   Suppose you have malaria. You can not attend your friend's birthday party in
      Jaipur next Monday. What will you write to your friend in letter?
a)   I have been suffering from malaria since last night.
b)   I beg to state that I am ill and can not come to your birthday.
c)   I regret to inform you that I'm ill and can not come to your birthday party.
d)   I am sorry I would not be able to come as I have malaria.   [   ]

8.   Suppose your class is going on an educational tour. You want to go with the class
      but you have no money with you. What will you write to your father?
a)   Please give me three hundred rupees to go on educational tour?
b)   Will you please give me three hundred rupees to go on educational tour?
c)   Would you please give me three hundred rupees to go on educational tour?
d)   Could you please give me three hundred rupees to go on educational tour?
                                                                                        [   ]

9.   Suppose your mother is seriously ill. Your father is away in madras. How would
      you write a telegram to your father?
a)   Mother seriously ill. Stop. Please come soon.
b)   Mother is seriously ill. Stop. Come soon.
c)   Mother seriously ill. Stop. Come soon.
d)   Mother is seriously ill. Stop. Please come soon.   [   ]

10.   You are coming by Chetak express. You send a telegram to your friend in Delhi
      to receive at the railway station. What would you write in the telegram?
a)   I am arriving on the Chetak express at 9.15 A.M. on 11th of this month. Meet me
      at station.
b)   I will arrive on the Chetak express at 9.15 A.M. on 11th September meet me
      station.
c)   Arriving on the Chetak express at 9.15 A.M. on 11th of this month.Meet me at
      station.
d)   Arriving on the Chetak express at 9.15 A.M. on 11th september. Meet me at
      station.   [   ]

11.   How would you make a written request in your letter to the railway authority to
      reserve two berths on the Pink City Express on the 12th of this month?
a)   Please reserve two berths on the chetak express on 12th of this month.

b)   I request you to reserve two berths on the chetak Express on 12th of this month.

c)   Would you please reserve two berths on the chetak Express on 12th of this month?

d)   May I request you to reserve two berths on the chetak Express on 12th of this month.   [   ]

12.   How will you send greeting and best wishes to your friend for the New Year? What will you write to him in your letter?
- a) Happy new year to you.
- b) I wish you a happy new year
- c) Wishing you a happy new year
- d) Best wishes & greeting for the New Year.   [   ]

13.   Your friend is preparing for his annual examination. What good wishes would you like to send to him?
- a)   Best of luck
- b)   Good luck with your exam
- c)   Wishing you success in your exam
- d)   God bless you.   [   ]

14.   Suppose you write a letter to your friend Mahesh. At the end of the letter you want to write that you will await his reply. What will you write?
- a)   I am awaiting your reply
- b)   Awaiting your reply
- c)   I am looking forward to your reply
- d)   Looking forward to your reply   [   ]

15.   Your friend is ill. He lives in a village. You give him some friendly advice to consult an expert doctor in a city. How will you advice him?
- a)   I advice you to consult an expert doctor in city.
- b)   You should consult an expert doctor in city.
- c)   Why don't you to consult an expert doctor in city.
- d)   You had better consult an expert doctor in a city.   [   ]

16.   Your younger brother is not serious about his studies. Being elder brother, you write a letter advising him to study seriously. What advice will you give him?
- a)   I advice you to pay more attention to your studies.
- b)   You should to pay more attention to your studies.
- c)   Why don't you pay more attention to your studies?
- d)   I would like you to pay more attention to your studies   [   ]

17.   You are the president of the student unions. Your school is going to celebrate its annual function next week. How will you invite your parents of students and other guest?
- a)   I invite you to our school function next Monday evening.
- b)   You are cordially invited to our school function next Monday evening.
- c)   I request you to come to our school function next Monday evening.

   d)   I have great pleasure in inviting   you to our school function next Monday evening.   [   ]

18.   On your way to school, suppose you meet a foreigner who asks you the way leading to railway station. Look at the picture below and then guide him. What will you say to him?

		left
X you are here		
+1	+2	
X		
Foreigner		Railway station
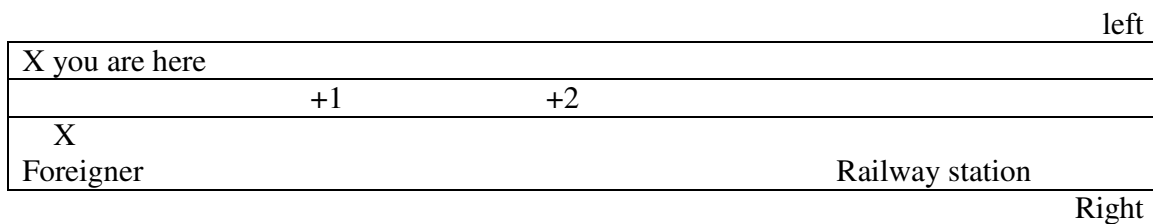
Right

   a)   Go straight and then turn right.
   b)   Go straight and reach the circle then turn right
   c)   Go straight and cross the circle and then turn right
   d)   Go straight and cross the circle and then turn right   [   ]

19.   How would you end your letter to your father?
   a) Yours obediently
   b) Yours sincerely
   c) Yours lovingly
   d) Love   [   ]

20.   How would you end your letter to your uncle ?
   a) Your affectionately.
   b) Yours obediently
   c) Yours sincerely
  d) Yours faithfully.   [   ]

21.   How would you end your letter to your friend?
   Cheer
   a) Love
   b) All the best
   c) Best wishes   [   ]

22. Suppose you are writing to your younger brother. What will you write at the end of your letter to him?
   a)   With regards
   b)   With love
   c)   With good wishes
   d)   Best of luck
   e)   Best wishes   [   ]

23. How would you begin your letter to your father ?
    a) Dear father
    b) My dear father
    c) My honorable father
    d) Dearest father   [   ]

24. How would you address your younger brother Rakesh in your letter to him?
    a) Dear brother
    b) My dear brother
    c) Dear Rakesh
    d) My dear Rakesh   [   ]

25. How would you address your elder brother Anand in your   letter to him?
    a) Dear brother
    b) My dear brother
    c) Dear Anand
    d) My dear Anand   [   ]

APPENDIX 7
A PRODUCTIVE TEST OF LINGUISTIC APPROPRIACY
Class: X
Subject: English

Duration: 30 minutes   M. Marks : 25
Student's name…………………………………………..
Instruction:
1) Answer all the questions.
2) Please understand the context and situation of the question very carefully before you answer it. As you know, we use a different form of the language with different types of person and relatives indifferent social settings.
3) Write down only the required answer.
4) Please avoid to write anything which is unnecessary.
5) Your answer must to the point.

A PRODUCTIVE TEST OF LINGUISTIC APPROPRIACY

1) Your friend Raju has passed the secondary school examination in a first division., you want to congratulate him. How will you begin your letter ? Please write only one sentence on the dotted lines given below.

Ans. [   ]   ……………………………………
                                ……………………………………
                                ……………………………………

2) You need some information about some books from a book seller in New Delhi. How will you request him through your letter ?write only one sentence.

Ans. [   ]   ……………………………………
                                ……………………………………
                                ……………………………………

3) Your friend's father died recently. you want to write a letter of condolence to him .how will you begin your letter? Write only one sentence.

Ans. [   ]   ……………………………………
                                ……………………………………
                                ……………………………………

4) You are writing a letter to your father .At the end of your letter you want your father to convey your regards to your mummy how would you express it? Write you answer on the dotted line below .please don't write in the box. You should write only one sentence.

Ans.   ……………………………………………………
            ……………………………………………………
            ……….…………………………………………

                    [MESSAGE   ]

            ……………………………………………………

5)   Suppose you have passed secondary school examination. Your friend Sunil advice you to join an engineering college. You disagree with him. How will you express your disagreement in your letter to him? What sentence would you like to write to him? Write your answer on the dotted line below. Write only one sentence.

Ans.

…………………………………………………………
……………………………………………………….
……………………………………………………….

6)   Your uncle sent you a nice birthday gift last week .how would you thank him? write only one sentence.

Ans.   …………………………………………
        …………………………………………
            …………………………………………

7)   Suppose you have malaria. You can't attend your friend's birthday party in Jaipur next Monday .what will you write? Write any one sentence?

Ans.   ……….…………………………………………
            …………………………………………
            …………………………………………

8)   Suppose your class is going on an academic tour. You want to go there but you have no money with you. What will you write to your father? Write only one sentence.

Ans.   …………………………………………
            …………………………………………
            …………………………………………

9)   Suppose your mother is seriously ill. Your father is away in madras .what you write in your telegram to your father?

Post & Telegraph Deptt.	Date :
To,	
Mr. …………………	
123/5, Madras	
Message :	

10)   you are travelling to Delhi by Chetak Express. You send a telegram to your friend in Delhi to meet you at the railway station. What would you write in your Telegram? Hints are given below.

To,	Telegram	Date :
Mr. A.K. Pal	…………………………………….	
Message	…………………………………….	

	………………………………………..

11) How would you make a written request to the railway authority to reserve two berths on the 'pink city' Eexpress on the 12th of this month? Write only one sentence.

To,
The station master
Western Railways
Udaipur station

| | …………………………………………
. | …………………….………………….. |

12) You wish to send seasons greeting and wishes to your friend for New Year. What will you write to him in your letter? Write only one sentence.

| | ………………………..…………………
| ………………………….………………… |

13) Your friend Gautam is preparing for this annul examination. What good wishes would you send to him in you letter? Write your answer on the dotted line below. Write only one sentence.

Ans.

…………………………………
……………………………….

14) Suppose you write a letter to your friend Mahesh. At the end of the letter you want to write that you will await his reply .what will you write? please write only one sentence on the dotted line below :

Ans.

……………………………….

15) Your friend is ill. He lives in a village. You give him friendly advice to consult an expert doctor in a city. How will you advice him? Write only one sentence.

Ans.

……………………………….

16) Your younger brother is not very serious about his studies. Being elder brother, you write a letter to him advising him to study seriously and pay more attention to his studies. What sentence would you write in your letter to him? Write just one sentence on the doted line.

Ans.

…………………………………

17) You are the president of the student Union. Your school is going to celebrate its annual function next Monday. What sentence would you write to invite the quests? Hints are given below. You should write only sentence.

Hints: Annual function of school, next Monday,8 p.m.

…………………………………………………………..
………………………………………………………….
………………………………………………………….

18) On your way to school, suppose you meet a foreigner who asks you the way leading to railway station. Look at the picture below and then guide him. How will you guide him?

*You are here			Left
	1	2	
Foreigner		Railway Station ……………….. I……I……I……I	Right

Foreigner: Could you please show me the way to the railway station?
You   : …………………………………………………………………
………………………………………………………………………
………………………………………………………………………

19) Suppose you are Rajesh. You write a letter to your father. How would you end your letter to your father? Write on the dotted line.

……………
Rajesh.

20) You are Ashok Jain. Write a leave application. How would you end your leave application to your school principal? What will you write on the dotted line?

……….
Ashok Jain

21)   Suppose you are Kapil.You are writing a letter to your friend .How would you
      end letter to your friend? What will you write on the dotted line?

…………………….
Kapil

22)   Suppose you are writing a letter to your younger brother. What will you write on
      the dotted line?

24)   How would you address your younger brother Rakesh in your letter? What will
      you write on the dotted line below?
      …………………………….

25)   How would you address your elder brother Anand in your letter to him? What will
      you write on the dotted line below?
      …………………

APPENDIX - 8

A COM PREHEHENSIVE TEST OF COMMUNICATIVE   COMPETENCE (C.T.C.C)

Duration : 1.30 hrs.

M.Marks : 50

Group No……………….……………….

Name of student………………….………….

Class…………………………………………..

Instruction

1.   Read the instruction for each question carefully before you answer them.
2.   Write your answer in English in the space provided in this test.
3)   Answer must be to the point.
4)   Do not write anything which is not necessary.
5)   Write neatly and good hand writing.

Q.(1)   Look at the picture and describe what the persons are doing in the market.

a)   Shopkeeper   ………………………………………
b)   The boy   ………………………………………
c)   The woman   ………………………………………
d)   The milkman   ………………………………………
e)   Bikes

Q.(2)   Suppose you send the following picture from   Punjab to your friend in Gujrat. Write a letter to him. Complete the letter given below and describe the picture.

Punjab,
20th june,2012

Dear Amit,
    Hello,

        I am sending you a photograph of a place with this letter. you can see many things in the picture.

1. ……………………………………………………………
2. ……………………………………………………………
3. …………………………………………………………
4. …………………………………………………………
5. …………………………………………………………
6. …………………………………………………………..

Please give my love to your parents.

                          Love,
                          Roju

Q.(3)   Look at the photography and describe the appearance of the person Write only
five sentences.

i)   (Height)…………… …………..
ii)   (Body)…………….
iii)   (Size of Sword) …................
iv)   (Colour of Sword)………………..
v)   (Clothes)………………………

Q.(4) Suppose your cousin OM Prakash lives in a village. He does not know anything
about the thing in the picture given below. You send him the picture and write
five sentence about it.(5)

i)   Name ?..
ii)   Colour?..
iii)   Size?...
iv)   Made of?...
v)   Used for?...

Q.5)   It is Dipawali festival next week. You have to send greetings and good wishes to your friend jitendra in Bombay. You have prepared a greeting card. The picture of the card is given below. Write good wishes and greeting in the space given in the card. Write only one sentence.   (2+12)

Q.6)   Look at the picture given below and write instruction in the space given in the letter.

Dear Raju,

I am very sorry to learn from your letter that you could help the man who was burnt in a fire accident last week. You should do the following things when our hand had burnt.

i)…………………………………………………………………………………………….

ii)…………………………………………………………………………………………

iii)…………………………………………………………………………………

…

iv)……………………………………………………………………………………..

v)…………………………………………………………………………………

I hope you will be careful next time and help to put out fire.

Love,
Your father

Q.7)   I t is your birthday next week. You write an invitation to your school principal Write an invitation in the space given below: Birthday party, hotel taran,8 p.m.,30th September ,1992.)   (2+1/2)

……………………..   Date…………………………..

………………………………………………………………………………………….

………………………………………………………………………………………………

………………………………………………………………………………………..

………………………………………………………………………………………………

………………………………………………………………………………………..

Q.8) Read through the letter given below.

F-34,
Polo ground,
Udaipur, 313001,
30th April, 2012.

Dear Gopal,

Hello,

I have not heard from you for a long time .Is everything O.K.? How are you? I am waiting for your examination result .Has it been Declared? You know, I am really afraid of it.

It is very difficult to kill the summer vacation without friends.By the way, what are you doing these days,Gopal? Can you come and stay with me in Udaipur? It would be marvelous if you could come. I know my family would like to meet you.

We could go on a boat trip .we could go to see the city palace ,Gulab Garden , Fateh Sagar ,Zoo, museum ,Lake palace, Sukhadia fountain, and Udai sagar .We could go to cinema and play cricket in the evening. I am sure you will enjoy your stay in Udaipur .Let me know if you can come. Please write soon.

Love,Raju

Note: You have to write a reply to the above letter. Try to answer the questions which Raju has asked in his letter to you.

Write your letter in the space given below.

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………

Q.9)   Suppose you are Raju. your friend Gopal is coming to your city Udaipur first time .he does not know how to reach your home .you write a letter to him giving proper street directions .look at the map given below and give direction .your home is near the Railway station .you live in the 'A' colony.

i)

         ……………………………………………………………………………………………………
……………………….
ii)

         ……………………………………………………………………………………………………
…………………….
iii)

         ……………………………………………………………………………………………………
…………………….
iv)

         ……………………………………………………………………………………………………
…………………….
v)

         ……………………………………………………………………………………………………
…………………….

10.   Suppose you are Gopal and live in Jaipur.Your father is badly hurt in a road
        accident. You can not go to meet   Raju in Udaipur. Write a telegram to Raju
        giving the reason why you can not go to Udaipur. Feel sorry for it.

        Fill in the telegram form given below

[Your address is: - 16,Ram Nagar,jaipur-302 001]
[Raju's address is: - F-34,pologround , Udaipur-313001]

class	time	Sl-no	Post office	date	SL	WORDS
Serv. Ind.	Name………………………………………………………………					
Exp.	Address………………………………………………….					
ORD.	……………………….District…………………………..					
GTS	Telegraph office…………………………..					
R.P.	Telephone…………………Pin					
L.F						
	Telex no………………………………..					
STATE						

SENDER'S Name (To be telegraphed):   <-----

Not to Telegraphed   <------   ------nnwn-

Please forward the above telegram subject to condition

On reverse of this form.   Sender's signature

Address……………………………..   Phone………………………..

APPENDIX - 9

(A)Answer key to RTLAC Receptive Accuracy

Question No.	Answer	Question	Answer
1	B	21	C
2	D	22	D
3	D	23	C
4	B	24	C
5	B	25	A
6	A	26	C
7	B	27	B
8	B	28	D
9	A	29	A
10	D	30	B
11	C	31	C
12	B	32	C
13	C	33	D
14	B	34	C
15	C	35	C
16	B	36	B
17	B	37	B
18	C	38	C
19	B	39	A
20	B	40	C

(B)Answer key to PTLAC Productive Accuracy

Question No.	Answer	Question	Answer
1	Received	21	When
2	Is raining	22	Why
3	Moves	23	Whose
4	Will learn	24	Is
5	Would go	25	Could/would
6	Has	26	After that
7	Does not	27	Who
8	Bought	28	Should
9	Turn	29	To
10	Was declare	30	For
11	Have passed	31	To
12	Has lost	32	Since
13	Sending	33	To
14	To read	34	To
15	Are invite	35	With
16	Pleased	36	?
17	Postponed	37	!
18	Any	38	An
19	Can	39	A
20	What	40	Rama

APPENDIX - 10

APPROPRIACY TEST
Answer key to RTLAP

Question No.	1	2	3	4	5	6	7	8	9	10
Answer	c	d	d	d	d	c	a	d	a	d

Question No.	11	12	13	14	15	16	17	18	19	20
Answer	c	d	b	d	c	b	d	d	e	a

Question no	21	22	23	24	25
Answer	c	b	a	c	d

ANSWER KEY TO PTLAP
1. Congratulation on your success.
2. Could you please send me some information about……..?
3. I am very sorry indeed to hear about father's sudden death.
4. Please give my love to mummy.
5. I know your advice is good but I really want to join a medical   college.
6. Thank you for the nice birthday gift.
7. I have been suffering from…..
8. Could you please give me?
9. Mother seriously ill. Stop..Please come soon.
10. arriving on chetak express 9.15 a.m. 11th Sept. Stop. Please meet me at station.
11. Would you please reserve two berths on the pink city express on 12th of this month?
12. Best wishes &Greeting for the New Year.
13. Good luck with your exams.
14. Looking forward to your reply
15. Why don't you consult an expert doctor in a city?
16. You should pay more attention to your studies.
17. I have great pleasure in inviting you to our school function.
18. Please go straight, cross the second circle and then turn right.
19. Love.
20. Yours affectionately,
21. Love
22. With love
23 Dear father
24. . Dear Rakesh
25. Dear Anand

APPENDIX - 11

T L T MATERIALS

DESCRIBE THE PERSONS

DESCRIBE THE THINGS

DESCRIBE THE EVENTS

DESCRIBE THE PLACE

DESCRIPTION OF PLACE
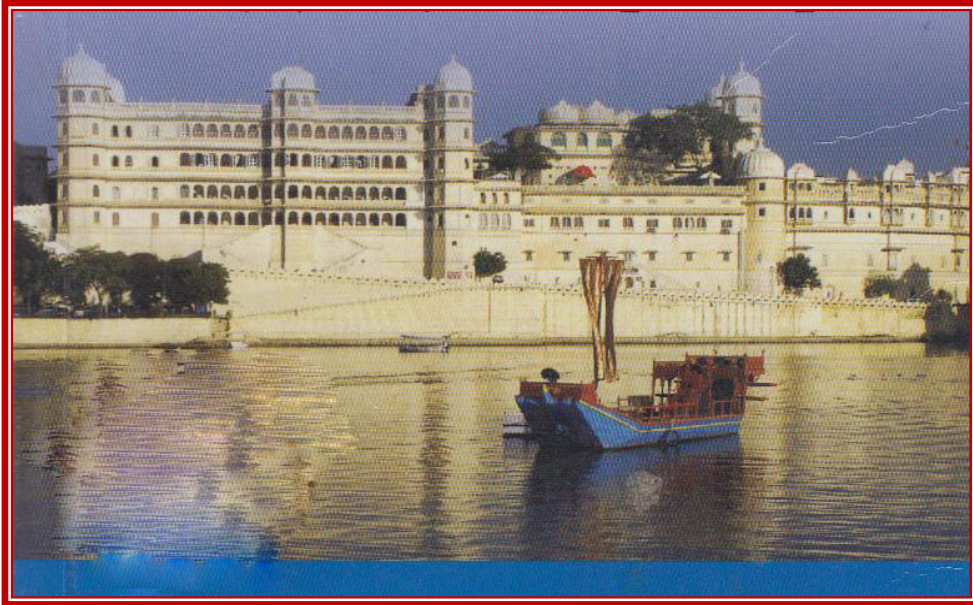
GIVE STREET DIRECTION
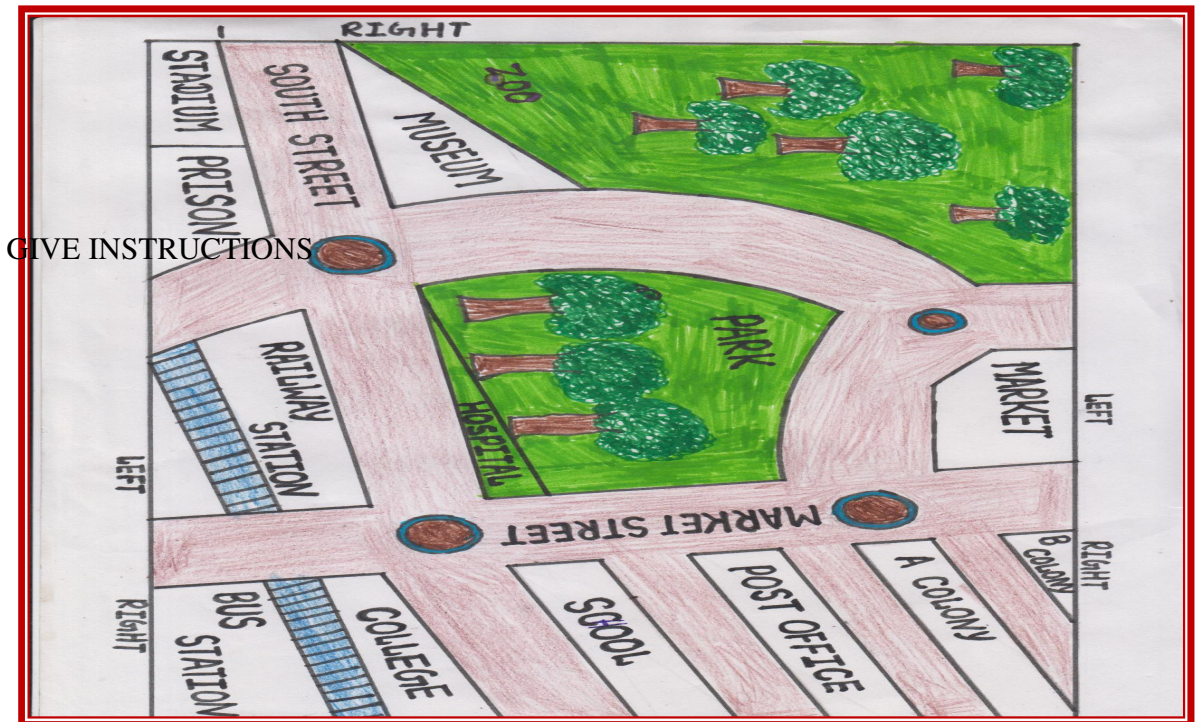
GIVE INSTRUCTIONS

GIVE INSTRUCTION

T L T MATERIALS

Description of persons

(1)

He She Rita Rama Stuti	has	white black red lovely attractive	shoes hair shirts clothes eyes

(2)

He She Rita Mohan Gita Gopal Narendra Om Goutam Raju Rajani Anju Minakshi Monica	is	tall short small thin fat well-built strong weak nice attracyive handsome beautiful fair lovely

(3)

This That	Is	a	picture of	a	girl boy man woman hero heroine leader

(4)

| His Her Sita's Rama's | hair colour nose height weight | is | black brown tall short light heavy |
| | shoes clothes eyes | are | cheap costly expensive dirty nice attractive |

(5)

| He She | Is | Mohan Rita | boy girl |

(6)

He She Rama Rita Gopal Dinesh Leela	Is	wearing putting on	a	red shirt blue skirt
		looking		nice lovely beautiful attractive handsome
	looks			

(7)

| His | face | is | ovrl shaped round flat | |
| | nose | is | fairly rather | long short big sharp blunt |

Her	colour	is	medium sized
			brown blank pink

His Her	hair	is	blank brown white grey
	height		long small medium
	body		fat thin strong well-built weak

(8)

Who What Whose picture	is	this that	?

(9)

What	is	his her	name height colour job	?

(10)

What	colour	is	his her rani's raju's	hair dress shirt frock skirt scart	?

		are		eyes shoes pants	

(11)

I	like	?
	dislike	

(12)

He Amit She Tina	is	a	good nice beautiful handsome smart lovely wonderful	actor actress hero heroine dancer singer leader film-maker news-reader teacher student

(13)

			because					
I		Mukesh		he			good handsome beautiful lovely	man actor singer dancer boy
	like	him		she	is	a	attractive nice wonderful	girl actress hero
we		her		she				
		Lata					wise well-behaved	heroine student

(14)

Does	he she Rama Ritu	have	long beautiful brown black small attractive	clothes eyes hair dresses	?

(15)

Is	he she	a	tall short big small fat thin healthy kind gentle	man woman boy girl person	?

(16)

Is	he she Gopal Dhanu	wearing putting on	a	red black brown blue yellow grey	shirt skirt cloths pants shorts	?

Description of things

(17)

			pen pencil
IT This That	is	a	pencil camera TV set radio fan

(18)

		white black brown blue red grey
It	is	white black brown blue red grey

(19)

			cheap expensive costly
It	is	very	cheap expensive costly

(20)

			plastic iron gold silver stone bricks cement clothes clay
It	is	made of	plastic iron gold silver stone bricks cement clothes clay

			paper wood bronze copper Zink

(21)

It	is	big small lovely nice wonderful beautiful attractive

(22)

It	is	used	for	photography writing drawing	
We People	use	it	for	making printing	pictures ornaments jewels houses books

(23)

it	has	a	switch battery button pair of lens drawer

(24)

I We	like love	it	because it is	good nice lovely attractive

(25)

Is	it	a	black red green blue brown yellow white	pen pencil rubber eraser camera book table	?

(26)

Is	It		made of	plastic iron wood clay stone paper	?
	the	camera TV set almirah table cup			

(27)

Is	It		used for	photography writing drawing pictures taking photographs making toys building house ironing clothes	?
	the	camera iron pencil cement ink clay			

(28)

				switch	

Does	It		have	a	battery button bulb	?
	the	camera				
		torch			pair of lens	

(29)

What	is	Its	color size height length	?
		it	used for made of	

(30)

Why	do	you they we	like love	it	?

Description of places & Events

(31)

It This That There	is	a	place market school college jungle river hill play ground building road tree wall

(32)

It	is	a	historical natural	place

This			new big small lovely nice wonderful	city village palace
		an	old ordinary	fort

(33)

Is	there	people boys girls . . houses huts trees			?

(34)

Is	there	a	house river tree school boy man bird dog		?
		an	aero plane egg		

(35)

Is	it	a	school house village fort river hill road building tree	?

(36)

	many a lot of	people boys girls			house city village	

Are there	a few a number of	birds dogs women men teachers	in	the	hall zoo office	?

(37)

Is	he she Rama Ritu	playing	cricket hockey lawn tennis football table tennis	?

(38)

Are	They	going coming	up down	the	hill road lane	?

(39)

The	man boy girl woman	is	running going moving	fast slow
	men women boys	are	eating crying	quickly bitterly

(40)

What	Is	happening there	
Who	Is	running fast moving slow	?
where	Is	the boy standing	

(41)

It	is	near the school within walking distance only not far difficult to reach there on foot a two minutes walk

(42)

you	go there come here	
Please	walk go	up to the theatre down the lane
Well	turn	Left right

(43)

How can I	reach go to come to arrive at get to	the	Railway station Bus station air port Stadium Park Police station	?

Instructions
(Can you tell me how I can prepare tea?)

(44)

It Is	not very	easy simple difficult	to make	prepare	tea coffee

(45)

What	should do	I we they he she you	do	first of all then after that thereafter finally	?

(46)

First of all Firstly Secondly Then After that Thereafter And Finally lastly	take	a		container sieve
	lit	a		
	pour mix add	some		stove
	filter it serve it in cups			water milk sugar tea leaves

(47)

Please You	take cut fold use	a piece of paper it into small piece. it twice gum glue

(48)

Some	water milk	is	taken added to it poured into it

(49)

A piece of paper	is	folded cut turned

Invitations

(50)

I	invite	you	to	my birthday party my sister's wedding our school picnic

(51)

You	are	cordially invited	to	a party the function birthday party	at	Hotel	Palace Tarana Parkview	at	6.30 7.00 6.00 9.00	pm	today tomorrow on 20th July
						my	homa residence				

(52)

Who	are were will be should be	invite to		the	dinner birthday party. wedding. marriage party function cultural programme

(53)

The	class	IX X XI XII	feels takes	pleasure in inviting you	to	a	party function picnic

(54)

I	am	extremely terribly very	sorry	i	can not	unable to	come	to	the	party function wedding marriage
We	are				am					
	regret	that		we	are					

(55)

I	Request the pleasure of your company	at	my birthday party	at	6.30pm	today
we			our sister wedding		7.00pm	tomorrow

(56)

I we	accept	with pleasure the kind invitation
Mr. and mrs sharma	accept	
I	regret that I am unable to accept your kind invitation.	
Mr. and mrs sharma	They are unable to accept the kind invitation of Mr. and Mrs. mathur.	

(57)

I	Regret to inform you that	I	Can't come	to	your	Birthday party marriage wedding
We		We				

Telegrams(Telegraphs)

(58)

Wedding Marriage Party Picnic Function Program	Fixed on 27th next month
	postponed
	cancelled

(59)

Please Kindly	come arrive reach	soon immediately quickly

(60)

Result	out declared cancelled withheld postponed	stop	collect	next contact	Monday month till next Friday

(61)

Congratulation	for	getting first division distinction marks. gold medal top position

(62)

your	Mother Father Brother sister	Sick Seriously ill

(63)

Coming Arriving Reaching	next Saturday	Monday Tuesday Wednesday Thursday Friday	9 a. m	Chetak express. pink city express jodhpur express Ajmer local

(64)

	documents books photographs mark sheet	

Send	result	immediately
	admission card	
	pass port	
Bring	permission letter	
	answer sheets	
	question papers	
	is. 500	
	a bank draft Rs 100	
	progress report	

(65)

Parcel	received	thanks
Gift	reached	
Money order	got	

(66)

Weather	bad	journey	postponed
Climate	worse	travel	cancelled
	worst	meeting	

(67)

Ramu		road accident
		fire
	hurt in	police firing
Ritu		looting
		arson

(68)

Pappu			
Monu			
Banti	hurt in	Monday	last
Chinki			
Rani			

(69)

	Malaria			party
	Fever			picnic
Suffering from	Typhoid	unable to	come to	school
	Sun stroke			function

	cold			wedding

(70)

	uncle			last night
Your	neighbor	died		this morning
	driver			yesterday
	peon			
	dog			
	cat			

(71)

	information			return post quick mail
Send	message	by		air mail
	approval			courier service
	consent			telegram
	permission			telex at 110002
				telephone 50311881

(72)

	house	contact		Police Station
	office	meet		S.P
Theft in your	home			Dy S.P
	shop	inform		S.H.O
	godown	go to		Police

(73)

Receive	me him	railway station	6 PM	Monday
Meet	her	bus station		Thursday
See	them	air port	7.P.M	Sunday
	us		9 A.M	Wednesday

(74)

Declare			Immediately
Publish	result		
Bring out			sons
announce			

(75)

	revaluation	
	marks	

send	merit list awards prizes	soon

(76)

please	Book reserve	Two Three four	Seats berths	Chetak express Pink city express	

(77)

Raju's Your Their Our	exams interview medical test meeting monthly test TV programe	next coming	week Monday Sunday month

(78)

Trains flight	postponed cancelled held up

(79)

Reservation 2seats 3 berths	confirmed booked	next	Monday Sunday

(80)

Monthly Half yearly Quarterly Annual Final Written Oral	exams tests	next	week fortnight month Monday

(81)

First Second	Award	

Congratulations Consolation Special	Prize Honour	to you

(82)

Eye Ear Nose	operation	next Monday successful all right	Please do not worry

(83)

Please accept Shocked to	my	condolences sympathy
	get learn hear	news

(84)

Eye Ear Nose	operation	Next Monday Successful All right	Please do not worry

(85)

Your You	Selection appointment	in	PMT Army Navy Doordarshan
selected			

(86)

Wish you Greeting and all good wishes for I wish you	a very	happy	Diwali X mas Holi Rakhi ID Onam Beisakhi New year

(87)

Wish you a happy birthday

Many happy returns of the day
Heartiest greeting for your birthday
Heartiest congratulations

Letter

(88)

Thank you Thanks	For your	Letter Telegram message

(89)

I	received found got	your letter	this morning this evening today yesterday on Monday

(90)

I am	happy glad	to	know learn get hear	the good news

(91)

Dear	Raju Dilip Mohan	yours	sincerely, cordially truly affectionately	Gopal
			love, with love, yours ever, your friend, your pal	

(92)

Dear	Anil	Goodbye, Bye, Cheer, See you again	

		Best wishes,	

(93)

		Hi Hello	
Dear	Ashok Anil Raju Rakesh	How do you do? How are you?	

(94)

Are	you	fine o.k. happy all right well	there	?

(95)

I would like you to	write to me quickly go there quickly come here for summer vacation spend your holidays with me. study hard for the exam. help my brother in mathematics

(96)

I	would	like to	inform write to	you	about the	exam result test

(97)

What would	you	like to	read write listen speak eat drink play wear put on do	?

(98)

Could you	go to school and get my progress report

please	get me a guide book in English in English ask Mohan when he will come here book two berths for Delhi next month
Would you please	help my younger brother in science send me a list of new books

(99)

Why don't you	get the help of your teacher consult a specialist doctor meet my father in Delhi, go to Bombay for medical checkup	?

(100)

It would be better	for you	to	take science study medicine join an engineering college

(101)

I am sorry	I	can not	agree with accept	you your advice
		disagree	with	you your advice

(102)

We could	go	to	the	theater swimming pool cinema	in the	evening morning

(103)

I	hope think believe trust	you would	like this place enjoy here, be delighted here, love to be here, next time also.

(104)

with	regards best wishes best compliments warmest love love

(105)

I am happy that	your exams are over
	winter vacation is round the corner
	your summer vacation is only a week away
	you are coming here on long leave

(106)

It is very	kind nice sweet	of you to	help congratulate	me
			send me a beautiful gift	

(107)

Thanking Congratulating	you	once again

(108)

Thank you Thanks Many many thanks I am thankful I am grateful	very much indeed to you for greetings for your letter of congratulations to you for your birthday greetings

(109)

I am We are	awaiting looking forward to	your reply letter arrival result

APPENDIX 12

C L T MATERIALS

DESCRIBE THE PERSON

DESCRIBE THE THINGS

GIVE STREET DIRECTIONS
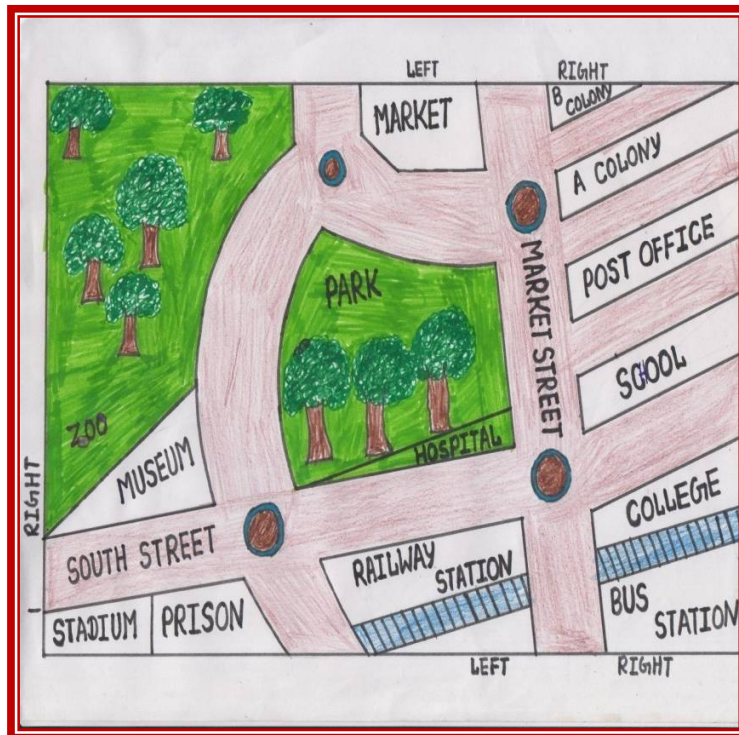
DESCRIBE THE EVENTS
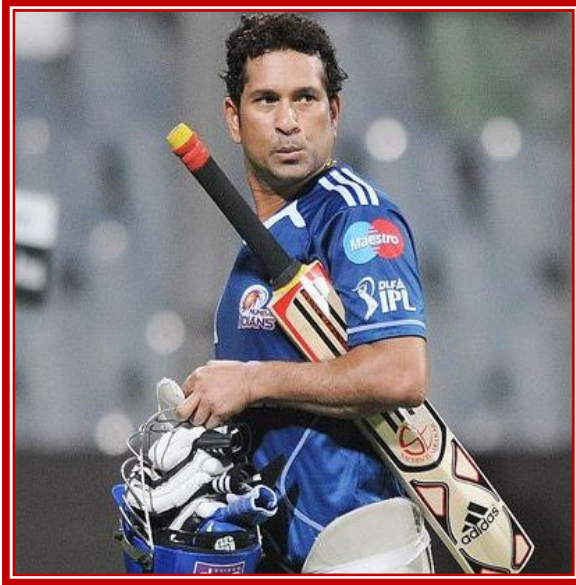
C L T MATERIALS

Description of persons

(1)

Questions					Answers					
Does	he she	have	black white red	hair shoes shirts	?	Yes no	he she	has	black white red	hair shoes shirts

(2)

	Questions						Answers			
Is	his her	hair shirt	black grey long short beautiful	?	Yes no	his her	hair shirt skirt	is	white red brown long short

(3)

Questions						Answers					
is	he thin she	a	tall thin fat short small	man woman boy girl	?	Yes no	he she	is	a	tall thin fat short small	man woman boy girl

(4)

	Questions					Answers				
Is it	a	picture photograph	of	a	girl boy man woman tree dog city village	?	Yes no	it is a	picture of	man woman girl boy tree dog city village

(5)

Look at you can find you can recognize	the	man woman boy girl tree dog	he has white hair it has a long tail she is wearing a skirt it has big branches he has brown shoes she is rather thin

CLT: Description of things

(1)

It is	a	pen pencil camera tooth brush washing machine	It is used for	cleaning teeth washing clothes drawing pictures taking photographs writing

(2)

Questions					Answers	
What is	a	pen pencil camera tooth brush washing machine	it is used for	?	It is used for	Photography, writing Drawing, cleaning teeth

(3)

Questions					Answers	
What is a	camera pen chair fan toy bat cricket ball	made of	?		It is made of	plastic iron wood cloth clay

(4)

Questions					Answers		
Is	it	very	small big good lovely attractive cheap expensive	?	Yes no	It is	small big expensive attractive cheap good lovely

(5)

		used for	photography. taking photographs
It A camera	is	made of plastic	
		small beautiful attractive black handy lovely expensive	
	has	a	switch reel target hole lens.

APPENDIX - 13

CLT MATERIALS

(1)   **Dialogue (Description of persons)**

Raju :   Hey, Manoj . Come here. Can you please tell me who your grandfather is in this group photograph?

Manoj :   No, I am reading a book now, please ask me after sometime.

Raju :   Oh, Manoj. Please do it now.

Manoj :   Well .please look at the photograph, he is very old.

Raju   :   Is he a thin person?

Manoj :   Well ,yes.

Raju :   He is very short.

Manoj :   No, he is tall.

Raju : And he has moustache?

Manoj :   Oh, yes

Raju :   He is putting on white 'kurta' and 'Dhoti'.

Manoj :   You are right.

Raju :   He has a walking stick in his hand

Manoj :   Yes, he has.

Raju :   Is this your Grandpa,Manoj?

Manoj :   Well, yes. You are quite right.

Raju :   Thank you very much indeed ,Manoj.

Manoj :   You are very welcome

(2) Dialogue   : (Person)

Teena :   Meena, who is you favourite teacher ?

Meena :   Mrs.Joan is my favourite teacher.

Teena : I,see.How does she look ?

Meena : Well,she is rather tall .her hair is short and brown. She always   puts on pink dress.

Teena : Does she wear black shoes?

Meena : No, she wears white shoes.

Teena : And she has blue eyes?

Meena : Yes, she has. How do you know it?

Teena : Well, I saw her at your birthday party last Sunday.

Meena : Oh,I see.

(3) Dialogue: (Person)

Ashok : Hey,Mohan.where are you going to ?

Mohan : To the Railway station.

Ashok : I see. Why are you going there ?

Mohan : To receive our new principal.

Ashok : How will you recognize him?

Mohan : Our class teacher Mr. Mathur has told me that our new principal is tall and thin. He has spectacles on his nose.

Ashok : Does he have brown hair?

Mohan : Yes, he has.

Ashok : Is he an old man ?

Mohan : It seems so.

Ashok : Well, I am getting late. We will meet in the evening today. Goodbye.

Mohan : Bye

(4) Dialogue (Person)

Teacher :   Well, my students. I have a photograph of a film actor with me.

Student :   Could you please show us the picture, sir ?

Teacher :   Yes, I will. But can you just guess who he is.

Student :   Well, I can .please tell us how he looks.

Teacher :   Yes, surely .he is tall and young. He has long hair. His hair is black.

Student :   Is he known as "lamboo"?

Teacher :   Oh yes.

Student :   I am sure he is Amitabh Bachchan

Teacher :   Yes, you are right.

Student :   Thank you sir.

Teacher :   Thank you.

(5)   Dialogue (Person)

Pinky :   Sister, what have you brought from the market?

Sister :   well, I have brought for you a picture of a film heroine.

Pinky :   Really?

Sister :   Yes, my dear sister.

Pinky :   Is she Shridevi?

Sister :   No, she is not.

Pinky :   Does she have beautiful and long hair?

Sister :   Well, yes and she is wearing a south Indian dress.

    Her eyes are black and beautiful. She is fairly tall and lovely.

Pinky : Is she Madhuri dixit?

Sister : No my poor sister.

Pinky : Is she Meenakshi sheshadri?

Sister : Well, yes you are right .pinky here is her picture

Pinky :   Thank you sister.

Sister : Thank you.

(6)   Dialogue : (Description of place)

Sanjay :   What place is that, Manoj?

Manoj :   Well, it is a big building. It is in a market.

Sanjay :   Oh, I see. It is very beautiful. Isn't it ?

Manoj :   Well, yes there are many rooms in it.

Sanjay :   Is it made of bricks?

Manoj :   No, it is made of stones and cement.

Sanjay :   What do people do in it?

Manoj :   Well, they work in it. It is an office of a company.

Sanjay :   Can we go in it Manoj ?

Manoj :   No. you can not.

Sanjay :   Oh I see. Lets see something else.

Manoj :   Well, it is a good idea.

(7)   Dialogue (Place)

Raju : Which city is it. Gopal ?

Gopal : It is London, Raju

Raju :   It is a big city

Gopal : Well ,yes there are many big buildings in the city.

Raju : Are there many rooms in the building?

Gopal : Yes, there are .Do you like the buildings?

Raju : Well yes.

Gopal : What is there in front of the building?

Raju : Well, it is a fountain

Gopal : Let us take a photo of it.

Raju : What a great idea

Gopal : Come on, Raju.

(8) Dialogue (Place)

Gopal : Hey,Raju. Look there .what is that?

Raju : It is a bridge, Gopal.

Gopal : What's that under the bridge?

Raju : Oh, Gopal. It is a river, isn't it ?

Gopal : Well yes and is that a boat Raju ?

Raju : Yes, of course. It is a boat. There are some people sitting in the.

Gopal : It is a lovely place. Isn't it?

Raju : Yes it is

Gopal : There are some beautiful trees at the river.

Raju : Lets go there.

Gopal : Yes it is a lovely idea. Come on.

(9) Dialogue (Place)

Raju : Hey Gopal.what's that ?

Gopal : It is a picture of village in Britain.

Raju :   Are those things huts?

Gopal :Well, yes they are.

Raju :   What's that white thing on the roof?

Gopal :   There is some snow on the roof.

Raju :   And there is some dry trees.

Gopal :Yes, some are big and other are small.

Raju :   And what are those black thing s up above the hills?

Gopal :They are clouds.Raju.

Raju :   I like this picture. Can I have it. Gopal ?

Gopal :Yes you can. Its my pleasure

Raju :   Thank you very much Gopal.

Gopal :You are welcome.

(9) Dialogue (place)

Raju: Hey Gopal, come here. See the photograph my uncle has sent to me.

Gopal :   It is natural place, isn't it?

Raju   :   Yes, it is. and there is a big lake. Gopal :

Gopal: There are some hills also.

Raju   :   Yes, the hills are lovely.

Gopal :   Well, yes.

Raju :   What are those things over. Gopal?

Gopal :   Well , they are houses, Raju.

Raju :   I see. Is there any bout in the lake, Gopal?

Gopal :   Yes, there is a boat in the lake.

Raju :   Can we go there, Gopal ?

Gopal :Why not? Let's go there come on.

Raju : Yes. That will be nice.

(11) Dialogue : Description of Events

Raju :   Is it a Zoo, Gopal?

Gopal :Well, yes It is.

Raju :   Is that an elephant ?

Gopal :Yes It is standing in the cage.

Raju :   What is the lion doing over there?

Gopal :Well, it is looking at the elephant.

Raju :   And what is that black –hair animal, Gopal ?

Gopal :Don't you know it ?

Raju :   No really.

Gopal :It is a bear.

Raju :   Oh I see. What do you call that bird with long beautiful wings and a tail?

Gopal :It is peacock.

Raju :   What are the children doing in the zoo ? are they afraid of the animals ?

Gopal :   Well they are looking at the animals and birds. They are not afraid of the animals. The animals are in the cage.

Raju :   I see. Gopal, where is monkey?

Gopal :It is in the cage near the elephant's cage.

Raju :   Oh, yes. It is there. Hello, monkey.

Gopal :   Raju ,don't go near the cage. Let's go home. Our mom must be waiting for us.

Raju :   Oh, yes. Hurry up.

(12) Dialogue (Event)

Raju :   Gopal, where is the photograph of the girl ?

Gopal :Which girl , Raju?

Raju : The Girl who is small. She is eating bread.

Gopal :   Is the laughing, Raju ?

Raju : No, she is smiling.

Gopal :   Is she looking happy?

Raju : Oh yes. How do you know it?

Gopal :   Well I can see the photograph now.

Raju :   Where is it?

Gopal :   Well, it is there on the wall

Raju :   Oh I see thank you. Gopal

Gopal :   You are very welcome.

(13) Dialogue (Events)

Raju :   Gopal. Look at the picture there.

Gopal :Yes

Raju :   What is the boy doing on the road ?

Gopal :Well, he is pulling a dog. And there, a woman is calling him.

          Who is that man on the bicycle?

Raju :   Well, he is a milkman. He is riding a bicycle.

Gopal :Yes, she is running to get the bus.

Raju :   And see the woman behind the bus.

Gopal :   Yes, she is running to get the bus.

Raju :   Do you know what the two girls are doing there?

Gopal :   They are going to a toy-shop.

Raju :   What is the man doing behind the care ?

Gopal :   Well, he is putting something in the car

Raju : I see , thank you Gopal.

Gopal :You are welcome.

(14) Dialogues (Events)

Raju :   Hey Gopal. What there in you hand?

Gopal :   Well, it is a picture of a sea- beach.

Raju :   Yes.

Gopal :   There are some people at the sea. Two children are playing with a ball. Who is there in the chair?

Raju : He is a person reading something.

Gopal :   What is the boy doing in the sea.

Raju :   Well, he is swimming.

Gopal :   Can I take this photograph, Raju?

Raju :   No, Gopal. I am sorry. I am taking it to my younger brother now.

Gopal :   Oh, I see . Well, It is all right.

Raju :   It is nice of you .Goodbye.

Gopal :Bye.

(15) Dialogue (Events)

Raju :   Where is photograph you took last Sunday , Gopal ?

Gopal :   It is On the wall. Please see it.

Raju :   Oh, it is there. It is lovely scene .what are the children doing?

Gopal : Well, they are playing games .

Raju : The boy is playing with a football, isn't he?

Gopal : Yes, he is.

Raju : What is the girl doing in the chair ?

Gopal : Well, she is reading a book of stories.

Raju : I see is that boy flying a paper –plane?

Gopal : Well, yes. He is.

Raju : What are those girls doing there?

Gopal : Which girls?

Raju : The two small girls over there.

Gopal : Yes, they are talking .

Raju : And who is there in the sea ?

Gopal : He is a boy. He is swimming in the sea.

Raju : Oh, I see. Thank you.

Gopal :Thank you.

(16) Dialogue (Telegram)

Ashok : Hey, Babu, listen. Where are going to?

Babu : To the post and telegram office.

Ashok : Why ?

Babu : To send a telegram.

Ashok : To whom ?

Babu : To Raju's parents .

Ashok : Raju's parents? What's wrong with Raju?

Babu : He is seriously ill.the doctors say that his parents must come soon.

Ashok : Oh, my god. May god help him? Can I help you any way Babu?

Babu : Well, please tell my father that I would be let.

Ashok : Ok.

Babu : Thank you.

(17) Dialogue (Telegram)

Dilip : Raju, Raju.please come here. Have sweets.

Raju : Sweets? What is the matter? You seem very delighted.

Dilip : Yes, I am. You know I have passed the examination a first division.

Raju : Oh, that's a nice. Well done, my friend. Congratulation but can you please tell me how you got the news?

Dilip : Well, yes. See this telegram from papa.

Raju : Let me read it.

Dilip : Oh, sure

Raju : (reads the telegram)

"Passed exam. Stop . First division. Shop. Congratulation"

Raju : Dilip, come on. We will have a party tonight.

Dilip : Yes, of course. Thank you for the great idea.

Raju : You are welcome.

(18) Dialogue (Telegram)

Raju : Hey, Ashok . Why are you weeping?

Ashok : My mummy………

Raju : You mom ? What happened to her? What's this in your hand?

Ashok : It is a telegram.

Raju : A telegram? Whose?

Ashok	:	My brother's.
Raju	:	Let me read it.
Ashok	:	"Mother seriously ill, come soon"
Raju	:	Oh , I see. Please don't worry. I will go with you. Lets hurry up. Come on. We must take an express bus.

(19)   LETTER 1 : (Gopal writes a letter to Raju)

<div align="right">

F-34, polo ground,

Udaipur, 313001

12st June, 1992

</div>

Dear Raju,

Hello,

Thank you for your letter. I am happy to learn that you have passed the examination. Can you come to Udaipur in summer vacation? I think you would enjoy your stay here.

I am awaiting your letter.

<div align="right">

Love,

Gopal

</div>

(20) Letter 2 (Raju's reply to Gopal's letter)

12, Meera marg.

Jaipur -302001.

7 june,2012

Dear Gopal,

Hello,

Thank you for your invitation. I am sorry I can not come there as my father has hurt his leg in a road accident. I hope you would not mind it. Please give me love to your parents

With Love,

Raju

(21) Letter 3 (Gopal replies to Raju's letter)

F-34, polo ground,

Udaipur, 313001

11st June, 2012

Dear Raju,

Hello,

I am sorry to learn that your father has hurt himself in a road accident. I am worried about him. Can I give you any help?

I wish him a speedy- recovery.

I am looking forward to your letter

Best wishes,

Gopal

LETTER 4 : (Raju replies to Gopal's letter)

12, Meera Marg.

Jaipur -302001.

12 June,2012

Dear Gopal,

Hello,

Thank you for your letter. It is kind of you to offer me your help. There is nothing to worry about. Doctors say that my Daddy would be all right and recover soon.

Papa and mummy send their love to you.

Thank you once again.

Your pal,

Raju

APPENDIX-14
TEST SCORES OF 3 GROUPS (CLT, TLT, CG) IN
Post –test –CLT Group

S.NO	RTLAC(40)	PTLAC(40)	RTLAP(25)	PTLAP(25)	CTCC(50)	TOTAL
1	28	16	15	15	26	
2	36	17	16	16	27	
3	25	18	14	14	29	
4	25	19	17	15	28	
5	30	21	18	16	30	
6	29	23	18	17	31	
7	25	25	17	18	30	
8	24	22	16	17	29	
9	24	20	17	16	27	
10	25	19	16	17	28	
11	25	18	17	18	26	
12	24	17	16	17	25	
13	30	21	15	16	26	
14	29	20	14	15	31	
15	30	21	15	16	30	
16	24	19	18	17	29	
17	17	18	13	18	30	
18	15	19	14	17	31	
19	18	20	15	15	30	
20	25	16	17	16	29	
21	23	19	19	12	32	
22	25	20	18	13	27	
23	24	20	17	14	28	
24	20	22	16	15	29	
25	20	21	15	16	30	
26	25	22	14	17	31	
27	27	23	15	12	30	
28	24	24	17	14	31	
29	25	25	16	16	32	
30	26	27	19	15	26	
31	18	22	18	17	27	
32	17	20	14	13	25	
33	16	19	15	11	26	
34	17	18	17	10	27	
35	18	17	18	17	28	
36	20	20	19	16	29	
37	21	21	18	15	30	
38	21	16	16	14	31	
39	20	17	17	13	32	
40	18	18	14	12	26	
M=	950/40	800/40	650/40	600/40	1150/40	

| | =23.75 | =20 | =16.25 | =15 | =28.75 | |

Post –test –TLT Group

S.NO	RTLAC(40)	PTLAC(40)	RTLAP(25)	PTLAP(25)	CTCC(50)	TOTAL
1	24	17	10	11	15	
2	25	16	9	10	15	
3	23	15	8	9	16	
4	22	14	9	7	17	
5	23	13	10	9	18	
6	24	16	11	10	19	
7	25	17	10	8	20	
8	26	18	11	10	19	
9	25	19	08	11	18	
10	23	20	07	13	17	
11	22	19	09	14	16	
12	21	18	10	13	20	
13	22	16	08	12	21	
14	23	17	07	12	22	
15	24	15	10	11	16	
16	25	16	11	10	17	
17	26	17	06	9	20	
18	27	16	10	8	21	
19	25	14	08	7	22	
20	26	13	09	8	23	
21	26	15	10	9	15	
22	25	16	08	10	16	
23	27	17	09	11	17	
24	25	18	11	12	19	
25	26	19	10	11	16	
26	27	19	8	10	14	
27	28	19	07	9	17	
28	29	18	08	8	15	
29	28	19	09	6	16	
30	27	17	10	7	15	
31	26	18	11	8	18	
32	27	17	12	9	19	
33	28	14	12	6	20	
34	29	15	10	10	21	
35	30	16	09	11	20	
36	26	17	08	8	19	
37	28	18	07	9	18	
38	27	19	06	6	17	
39	26	15	08	7	16	
40	25	14	09	8	21	
	1000/40	660/40	360/40	370/40	720/40	
	=25	16.50	9	9.25	18	

Post –test –CG Group

S.NO	RTLAC(40)	PTLAC(40)	RTLAP(25)	PTLAP(25)	CTCC(50)	TOTAL
1	13	6	6	7	15	
2	15	7	5	6	15	
3	16	10	5	5	16	
4	17	12	7	4	17	
5	18	13	6	3	18	
6	19	14	7	4	19	
7	20	15	7	6	20	
8	21	16	5	9	19	
9	17	17	5	10	18	
10	16	16	4	3	17	
11	15	14	9	2	18	
12	16	13	10	7	20	
13	17	12	11	6	21	
14	18	10	4	3	22	
15	19	9	3	4	16	
16	20	6	2	7	17	
17	18	9	5	8	20	
18	17	11	4	9	21	
19	16	15	9	6	22	
20	15	17	10	5	23	
21	12	11	9	9	15	
22	13	10	10	10	16	
23	14	11	6	4	17	
24	16	12	7	7	19	
25	18	17	4	6	16	
26	20	16	3	5	14	
27	21	14	5	3	14	
28	13	15	6	9	15	
29	14	13	7	4	16	
30	15	17	6	7	15	
31	18	18	5	8	18	
32	17	8	4	7	19	
33	16	10	3	2	20	
34	15	11	2	3	21	
35	14	12	5	4	20	
36	13	15	4	5	19	
37	15	14	2	7	18	
38	16	13	9	9	17	
39	17	12	9	9	16	
40	18	13	3	10	21	
	675/40	500/40	235/40	242/40	720/40	
	16.87	12.50	5.87	6.05	18	

APPENDIX-15
TEST SCORE OF THREE GROUPS (CLT, TLT, CG)
PRE-TEST CLT Group

S.NO	RTLAC(40)	PTLAC(40)	RTLAP(25)	PTLAP(25)	CTCC(50)	TOTAL
1	22	18	11	08	17	
2	23	19	12	09	19	
3	24	17	10	08	15	
4	21	17	9	06	13	
5	20	16	8	07	14	
6	21	15	10	07	4	
7	17	13	8	04	5	
8	16	13	7	05	4	
9	17	12	8	6	3	
10	16	13	7	5	1	
11	12	10	6	7	1	
12	13	11	7	8	1	
13	12	9	8	7	2	
14	13	10	10	8	17	
15	14	11	13	14	14	
16	17	90	12	13	14	
17	21	16	16	12	15	
18	18	13	12	10	14	
19	19	12	10	7	7	
20	20	10	12	6	14	
21	20	16	10	6	13	
22	21	15	9	5	7	
23	18	14	9	6	5	
24	17	15	11	5	4	
25	16	16	8	4	3	
26	15	9	7	3	7	
27	14	8	10	4	17	
28	13	15	9	5	19	
29	12	7	7	4	11	
30	13	8	7	6	11	
31	15	8	8	5	6	
32	14	7	7	3	18	
33	13	5	8	2	10	
34	20	6	8	3	9	
35	15	6	7	4	8	
36	17	6	7	2	3	
37	15	10	6	2	3	
38	14	8	4	2	5	
39	13	4	8	3	6	
40	20	7	4	2	5	
	671/40	454/40	350/40	230/40	374/40	
	16.77	11.35	8.75	5.75	9.36	

			PRE –test –TLT Group			
S.NO	RTLAC(40)	PTLAC(40)	RTLAP(25)	PTLAP(25)	CTCC(50)	total
1	14	9	10	3	8	
2	15	8	11	4	10	
3	12	8	8	5	11	
4	10	13	9	6	12	
5	20	14	8	5	13	
6	18	11	9	2	9	
7	17	9	7	3	10	
8	16	8	10	6	11	
9	17	9	11	7	8	
10	19	7	13	5	9	
11	14	8	11	4	8	
12	16	9	10	6	13	
13	25	7	8	3	8	
14	17	11	10	7	8	
15	16	10	9	8	9	
16	18	11	10	12	10	
17	14	9	13	7	8	
18	13	9	10	8	9	
19	16	7	11	8	7	
20	18	8	10	7	9	
21	13	10	6	7	10	
22	15	8	7	6	11	
23	14	9	8	6	9	
24	15	9	6	5	8	
25	20	16	6	4	13	
26	19	15	5	3	12	
27	18	14	4	2	11	
28	17	13	5	2	10	
29	16	12	5	3	9	
30	15	11	6	4	8	
31	16	10	7	3	9	
32	14	8	6	5	6	
33	21	17	9	7	9	
34	15	13	10	8	7	
35	16	14	11	9	8	
36	18	15	12	10	6	
37	17	12	11	11	8	
38	15	14	12	11	7	
39	20	15	13	6	8	
40	21	17	8	7	12	
	650/40	450/40	355/40	235/40	370/40	
	16.25	11.25	8.87	5.87	9.25	

PRE –test –CG Group

S.NO	RTLAC(40)	PTLAC(40)	RTLAP(25)	PTLAP(25)	CTCC(50)	TOTAL
1	13	8	9	3	8	
2	14	9	10	4	7	
3	15	7	9	3	8	
4	14	8	10	4	9	
5	16	6	8	5	8	
6	13	6	7	6	7	
7	13	7	8	7	8	
8	14	9	10	8	10	
9	17	8	12	3	9	
10	16	7	9	4	7	
11	14	5	10	2	8	
12	15	4	6	1	10	
13	14	5	5	4	3	
14	16	9	7	3	7	
15	16	11	8	4	8	
16	25	6	6	6	17	
17	24	18	13	10	15	
18	23	16	11	9	14	
19	20	15	9	7	13	
20	18	12	8	6	12	
21	18	12	7	4	12	
22	16	11	6	3	11	
23	17	10	7	4	10	
24	18	9	6	3	9	
25	17	10	7	4	8	
26	16	10	6	3	9	
27	15	9	7	4	8	
28	14	8	6	2	7	
29	15	9	7	4	7	
30	13	8	6	5	6	
31	20	20	14	12	13	
32	19	18	13	11	12	
33	18	17	12	10	11	
34	17	16	11	9	10	
35	16	15	10	8	9	
36	15	14	9	7	8	
37	16	15	10	8	10	
38	17	13	10	10	9	
39	18	13	11	11	13	
40	17	12	10	10	12	
	633/40	455/40	350/40	230/40	374/40	
	16.57	11.38	8.75	5.75	9.36	

APPENDIX-16

List of Schools for survey study Sabarkantha District (Gujrat)

1.   Uttar Bunyady Girls School, Vijaynagar.

2.   Saint Marry High School, Vijaynagar.

3.   Lok Bhari Uttar Bunyadi, Abhapur

4.   Shri Sharneshwar School, Abhapur

5.   Saraswati High School, Androkha

6.   Shri Mati S.R. Joshi Antarsuba

7.   Shri Jawahar Vidyamandir Anadar, Vijaynagar.

8.   Vireshwar School Kalvan Vijaynagar

9.   Sarvoday High School Kodiyawada

10.   Vinay Bharti Girls School Chithoda

11.   Shri Amardip School Chitariya

12.   Shri C.G. High School Vadali

13.   Shri Bhag Shastri High school Vadali

14.   Shri Sharda School Vadali

15.   Sheth P.K. High School Vadali

16.   K.B. Patel High School Vadali

17.   Choriwad High School Vadali

18.   Matri Shri Ganga BA School Vadali

19.   Shri Triveni School Junakamu Vadali

20.   Shri K.A. Patel High School, Vadali

21.   Shri A.K.B. High School, Bhandwad

22. Gyandip School Varthu

23. Bhartiya School Davali

24. Shri Tapovan Uttar Buniyadi Gathadia

25. A.M. Shah High School, Sardoi

26. G.K. Bhatta High School, Methasan

27. Mahadev Gram School, Bakrol

28. Shri J.B. High School Modasa

29. K.M. Shah High School Modasa

30. Jansewa High School

31. Shri Malhum High School, Madani, Modasa

32. Yogi Kripa High School, Modasa

33. Saraswati High School Modasa

34. Shri Ji-Botala High school

35. Triveni High School Modasa

36. Shrimati M.K.Kadiyo High School Da Dhaliya

37. P.M. Kothari High School, Tichoi

38. Shri Mati N.M. Paranami Uttar Buniyadi High School, Ticyoi

39. Sen.Secondary School Bhilodi.

40. Secondary School Parosada

41. Sen. Secondary School Dadwa

42 Arya Jyoti secondary School Shamlaji

43. Girls Secondary School, Shamlaji

44. H.P. Thakar Senior Secondary School Bhiloda

45. Saint J.V.S. Sen. School Bhiloda.

46. Prerna Senior Secondary School, Bhiloda

47. Jai Prakash Senior Secondary School, Lusadiya

48. Lusadiya Secondary school, Chituriya

49. Senior Secondary Megraj.

50. Neru Secondary school Meru.

APPENDIX-17

LIST OF EXPERTS

1. Prof. Divya Prabha Nagar, J.R.N. Rajasthan Vidyapeeth University, Udaipur

2. Dr. Rajendra Prasad Sanadhya, J.R.N. Rajasthan Vidyapeeth University, Udaipur

3. Dr. Praveen Doshi, J.R.N. Rajasthan Vidyapeeth University, Udaipur

4. Dr. Devendra Ameta, Lokamanya Tilak Teachers Trainging College, J.R.N. Rajasthan Vidyapeeth University, Dabok, Udaipur

5. Dr. B.L. Shrimali, Lokamanya Tilak Teachers Trainging College, J.R.N. Rajasthan Vidyapeeth University, Dabok, Udaipur

6. Dr. Saroj Garg Lokamanya Tilak Teachers Trainging College, J.R.N. Rajasthan Vidyapeeth University, Dabok, Udaipur

7. Dr. Anil Paliwal , Vidya Bhawan Teachers Training College, M.L.S. university, Udaipur

8. Dr. Rachna Rathore, Lokamanya Tilak Teachers Trainging College, J.R.N. Rajasthan Vidyapeeth University, Dabok, Udaipur

9. Dr. Sunita Murdia, Lokamanya Tilak Teachers Trainging College, J.R.N. Rajasthan Vidyapeeth University, Dabok, Udaipur

10. Dr. Ami Rathore, Lokamanya Tilak Teachers Trainging College, J.R.N. Rajasthan Vidyapeeth University, Dabok, Udaipur

11. Dr. S.S.. Jain, North Gujrat University, Patan

12. Dr. M.P. Sharma, North Gujrat, University, Patan.

13. Dr. Amit Dave, Lokamanya Tilak Teachers Trainging College, J.R.N. Rajasthan Vidyapeeth University, Dabok, Udaipur

APPENDIX-18

STATISTICS USED IN RESEARCH

Mean $= \dfrac{\sum x}{n}$

$\sum x$ =   sum of the scores

S.D. $= \sqrt{\dfrac{\sum d^2}{n}}$

t value $= \dfrac{M1 - M2}{\sqrt{\dfrac{S_1^{\,2}}{N_1} + \dfrac{S_2^{\,2}}{N_2}}}$

M1   =   Mean of Ist Group

M2   =   Mean of IInd Group

S1   =   SD of Ist Group

S2   =   SD of IInd Group

N1   =   Total No. of Ist Group

N2   =   Total No. of IInd Group

$$r = \dfrac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2] N \sum y^2 - (\sum y)^2}}$$

N   =   No. of pair scores.

$\sum x$ =   sum of first group score (students)

$\sum y$ =   sum of Second group score (teachers)

$\sum x^2$ =   sum of Square of first group score (students)

$\sum y^2$ =   sum of Square of Second group score (teachers)

$\sum xy$ =   sum of product of first and second group scores.

ANOVA

$$SSt = \Sigma x^2 - \frac{(\Sigma x)^2}{n}$$

M= Mean M_1 = $\sum x = M_1 + M_2 + M_3$
                                             !st Group

                M_2 =   IInd Group

                M_3 =   IIIrd Group

SSb   = $\dfrac{(X_2)^2}{N_1} + \dfrac{(X_2)^2}{N_2} + \dfrac{(X_3)^3}{N_3} - \dfrac{(X)^2}{N}$

SSw   = $SS_t - SS_b$

F   = $\dfrac{SS_b/df_b}{SS_w/df_w}$

dfb   =   Total Column - 1 =   3-1 = 2

dfw   =   Total Sample -   group No.
           =   120-3-117

SSt   =   Total groups variance

SSb   =   Between groups variance

SSw   =   Within groups variance

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