

CHAPTER - II
REVIEW OF RELATED
LITERATURE

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2.1.0 INTRODUCTION

Review of related literature is vital to any research. Reviewing the literature helps the investigator in getting a detailed knowledge of the topic being taken up by the investigator. It helps to know what has been done so far in the field of study which the investigator wants to take up and discover the existing gaps in it. Reviews thus assist in building up the framework of the research to be conducted.

This chapter presents a brief review of the studies related to the present study. It aided the investigator's insight into the work already done in the field of enhancement of skills of English language in learners and so as to find the gap existing in the area. The reviews done also gave an insight into the methodology to be followed in the research taken up by the investigator including the design of the study, sample selection and tools preparation etc.

As English is one of the major subjects in school curriculum, it has always been subject to various researches across the globe. The researches in the field of English teaching-learning help in furnishing a clearer picture of the status of whole teaching-learning process of the language. Thus the investigator has tried to study the researches conducted in the field of English language with respect to the present study.

To acquire better insight of the area related to the development of programme, transaction of different programmes in the teaching learning of English, to know about the methodology adopted by the previous researchers and to be aware about the findings of the researches conducted in the area of English language teaching, the investigator has reviewed various literatures mentioned in the chapter. The chapter throws light on the researches in the area of English language, competence in the language, the LSRW skills and their transaction.

The objectives and findings of the studies reviewed, which were closely related to the present study has been taken into consideration. The reviews of the study are categorized as under:

- (i) Studies Conducted on General perceptions regarding English language
- (ii) Studies conducted for enhancing Communicative Competence
- (iii) Studies conducted in the area of LSRW skills
- (iv) Studies conducted in the area of listening skill
- (v) Studies conducted in the area of speaking skill
- (vi) Studies conducted in the area of reading skill
- (vii) Studies conducted in the area of writing skill

2.2.0 STUDIES CONDUCTED ON GENERAL PERCEPTIONS REGARDING ENGLISH LANGUAGE

Casey (2010) explored high school English students' perspectives regarding the value associated with English classes. The sample consisted of 15 high school students each from a rural public school and urban private school. A phenomenological study was designed to gather information. The findings indicated that indirect methods of instruction including large amounts of discussion led to a positive view of English. Moreover the students felt that their overall quality of life would suffer without the skills acquired in English class. Public school students specifically indicated a potential loss in future earnings if essential skills were not acquired throughout their English classroom experiences and would likely to have lower paying jobs.

Rawjee (2010) conducted a case study at an institution of higher education to know the perceptions of the connection between English language Proficiency and academic success. The participants were six international graduate students from Asia. Data were collected through a preliminary survey, individual interviews, a journal based on the investigator's reactions to the interviews. Data were triangulated and member checks validated the information. The investigator concluded that participants perceived that a positive connection exists between their proficiency in English and academic success.

2.3.0 STUDIES CONDUCTED IN THE AREA OF LSRW SKILLS

Singh & Satsangi (2001) studied English language proficiency of students in different English language teaching systems. The investigator made an attempt to study how English language proficiency of students gets affected when studying in an innovative system of school education.

The methodology used was the experimental method. The investigator constructed a comprehensive language proficiency test battery, comprising of four tests - tests of listening skill, speaking skill, reading skill and writing skill. The investigator administered each of these four tests on a representative sample of 80 students that consisted of 40 girls from each type of institution, innovative and traditional. The two groups were equated along several dimensions such as socioeconomic status, age, sex, class and the overall performance of students of the school in academic and non-academic areas.

The evaluation of the tests was done by two examiners and their mean scores were taken into consideration for analysis. For each of the skills of listening, speaking, reading and writing the mean performance of students was calculated for the two groups separately. Therefore, the means of the two groups were compared by calculating the t-value.

Their findings reveal that the students of both the systems were found to exhibit the same level of proficiency only in one skill, viz. listening. In all the other skills i.e. speaking, reading and writing the performance of the students in the innovative system was found to be significantly higher than the students of the traditional system

Kadam (2013) conducted a study on development of language skill training programme in English for B.Ed. students. The research was conducted with two objectives, (i) to develop language skill training programme for B.Ed. students and (ii) to study effectiveness of training programme in terms of LSRW skills with the help of oral and written achievement tests. Pretest posttest single group design was used by the researcher. The data was collected through written achievement tests for testing writing skill and reading comprehension and Oral achievement test for testing listening, speaking and reading skill.

The researcher concluded that In Listening, speaking and reading skill 80% students could achieve 80% marks after implementation of programme. In writing skill 80% students could not achieve 80% marks and hence the programme required improvement.

Todkari (2015) developed and implemented a remedial programme for the improvement of speaking, reading and writing skills of English language of the pupils of VI standard. study was focused on improvement of the speaking, reading and writing abilities of the student of English subject.

The researcher used the two-group experimental design in this study. Barshi Technical High school, Barshi was selected to conduct the experiment. One hundred students from the high school formed the sample of the study. The objectives of the study were (i) to design & implement the diagnostic test for testing the speaking, reading & writing of English of the students studying in VI standard, (ii) to diagnose the defects of speaking, reading & writing of English of the students studying in VI standard, (iii) to plan the remedial programme for the student's improvement in speaking, reading & writing of English language and (iv) to find out the effectiveness of remedial programme.

The tools used to collect data were: interview schedule, Pre-test and Post-test and retention test. t-test was used to test the hypotheses.

The researcher found that 80% of the respondents felt that LSRW skills are important to learn English language. It was found that the respondents found it difficult to develop these skills.

The Remedial Programme for the development of speaking, reading and writing skill helped all students of experimental group in performing better than the students from control group. The researcher recommended that the teacher should focus on LSRW skills while teaching and should be using different strategies and methods for teaching LSRW language skills in English.

Fernandes (2015) developed modules for enhancing English language abilities among the students of primary teacher education programme.

Objectives of the Study were: (i) to develop and implement modules for primary student-teachers to enhance their English language ability, (ii) to study the effectiveness of the modules in terms of their academic achievement in LSRW (Listening, Speaking Reading and Writing) skills, (iii) to study the opinion of primary student-teachers towards the developed modules for enhancing English language abilities and (iv) to study the attitude of the primary student-teachers towards English language.

The study followed quasi-experimental-pretest-posttest design in which two groups: Control and Experimental were taken. First Year P.T.C. students of the DIET (District Institute of Education and Training) P.T.C. College, Idar were selected as a sample for the study. It was a purposive sampling as the college authorities were willing to permit the researcher to use and implement the developed modules for the purpose of research. Pretest, posttest, modules for teaching English language, opinionnaire and attitude scale were used to collect the required data.

Mann–Whitney test was used to study the effectiveness of the implemented modules and Wilcoxon-Signed Pair test was used to study the attitudinal change among experimental group students. The experimental group students' opinion towards the developed modules was analyzed using percentage analysis. The findings proved that the developed modules for enhancing English language abilities among the primary student-teachers in the Experimental Group on post-testing performed better than their counterparts in the Control Group. The opinionnaire and the attitude scale data indicate that the Experimental group students profited and enhanced their English language abilities.

2.4.0 STUDIES CONDUCTED IN THE AREA OF ENHANCING COMMUNICATIVE COMPETENCE AT VARIOUS LEVELS

Soumini (1984) conducted a study on a course design based on communicative approach for English language teaching in Regional Medium High Schools. The main objectives of the study were: (i) to design a course based on the communicative approach for the teaching of English for regional medium class IX and X students using science as the content, (ii) to prepare a few sample materials as per the course design, (iii) To try out the prepared sample materials to find out their workability in

classroom situations and (iv) to evaluate the materials in terms of the performance of students in rhetorical acts in biology.

The parallel experimental design was employed. The sample consisted of the students of Telegu medium high school. The experimental and control groups were formed on the basis of one to one matching. The course design was drawn for class IX and X, the content taken being the biological and physical sciences. The types of tests and instructional materials used were English competency tests I and II, Science Pretest, Science Achievement Test, Science Posttest and questionnaires to find out students reactions and teachers opinions on the course design.

Some of the major findings were: (i) the majority of the students found that the course design was useful to improve both science and English. Students found the figures, illustrations, charts and exercises given in the instructional material were interesting and satisfactory, (ii) Most of the English teachers felt that this type of course develop vocabulary, structures, concepts as well as the language skills. However, teachers felt a need of special training to teach English through communicative approach.

Paliwal (1996) studied developing communicative competence in written English among secondary school learners of Rajasthan. The study aimed at finding out the communicative needs of the learners of secondary schools in written English and develop their competence in the same. The study attempted to develop secondary school learners' communicative competence and to compare the efficacy of the TLT (Traditional Language Teaching) and CLT (Communicative Language Teaching) approaches in developing learners' communicative competence in written English in social context.

The investigator used normative survey method and pre-test-post-test experimental method. The objectives of the study were (i) to develop students' communicative competence in written English, (ii) to develop new strategies for developing students' communicative competence in written English and (iii) to study the comparative efficacy of the two teaching approaches (the traditional and Communicative Approach) for developing communicative competence in written English.

Some of the findings of the study were (i) The presentation of the language and its items in life like and social context helped the learners in learning linguistic appropriacy. (ii) Informal atmosphere facilitated learning in the classroom. (iii) A lot of

exposure to 'real' language helped the learners to be linguistically accurate, socially appropriate and communicatively competent.

Griffiths & Carol (2003) conducted a study entitled, “Language Learning Strategy Use and Competency”, which concluded that strategies are important if students are to learn effectively, and that this applies no less to language than to any other field of learning.

The research was carried out in three stages in a private language school in Auckland, New Zealand. Part A was used strategy inventory to investigate language learning strategy. Part B used interviews to investigate language learning strategy. Part C used a classroom based programme to explore means of instructing students in language learning strategy.

It was found that there is significant relationship between language strategies and proficiency. Moreover it was also found that those students who made the most progress were the ones who most increased the frequency of their language learning strategy use.

Marje (2003) attempted a study on analyzing the syllabus at Higher Secondary stage and identifying the communication skills in the light of objectives of teaching English in the new pattern. The objective of the research was (i) to find out the students' strengths and weaknesses in the particular competence (skill) and (ii) to develop communicative competence in writing skill. Pretest-posttest equivalent group experimental design was adopted for this research.

Some of the major findings were (i) Informative passages with the help of transparencies, drilling, pictures, multiple choice exercise were quite effective to improve summarizing. (ii) Group work motivated learners to think. (iii) Substitution tables, role playing, demonstration in generating and extending ideas, charts etc created interest among them and helped them to express on their own. (iv) Tape recorder, group discussion, group drilling helped them for note-making. (v) The presentation of the language and its items in life like situations and social context helped to develop skill of drafting and interpreting. (vi) A lot of exposure to 'real' language helped the learners to be linguistically accurate, socially appropriate and communicatively competent.

The researcher found that competencies developed were retained. Students had not missed significant parts related to competencies in written English.

Sharma (2006) attempted a study on preparation and tryout of materials for teaching 'Functional English' at the undergraduate level. The objectives of the study were (i) to analyse the syllabus recommended by the UGC, (ii) to assess the needs of the Functional English students, (iii) to prepare the materials for teaching different functions, (iv) to try out the materials in the first year B.A. class, (v) to know the effectiveness of the materials and (vi) to suggest modifications in the teaching of the Functional English course, if necessary. The experimental study was conducted by adopting the pretest and posttest experimental research design. The pretest was used to know the entry level behaviour of the students and to identify the identical groups. The sample selected thus included 'Anand Arts College', 'R.R. Lalan College' and 'A.P.T. Arts and Science College'. The test results were found to be highly significant at 0.01 levels in the experimental group where the innovative materials had been used. It was also found that the tasks designed were successful in producing authentic communicative situations in English classroom and could foster greater language use within the classroom. The study also revealed that the package of innovative materials had immensely helped the learners in enhancing their communicative competence by providing them enough opportunity to interact in English with other students. The investigator concluded that need-based materials could be the only last resort for making the learners an effective communicator and also for opening new job avenues for them. It was also observed that eclectic view of language learning is quite helpful. The investigator also suggested the supremacy of the innovative materials over the existing communicative materials and that the students were found to have improved communication skills due to the innovative material used in the English classroom.

Emanuel (2012) attempted to develop communication skills package for VII standard students of Gujarati medium schools and study its impact on student's oral communication skills. The experiment was both qualitative and quantitative in nature. It was a pre-experimental one group pretest and posttest design. The objectives of the study were- (i) to study the problems of student's oral communication, (ii) to design the materials to improve oral communication of students, (iii) to study the effectiveness of the materials, (iv) to study the feedback of the students towards the

tasks and (v) to provide suggestions to improve oral communication skills of students of Gujarati medium schools.

A null hypothesis 'There is no significant difference between the pretest mean score and posttest mean score' was formulated and tested. The population of the study comprised of standard VIII students studying in Gujarati Medium Schools of Gujarat. The sample constituted one school selected through convenient sampling technique.

The materials prepared for the students followed participatory approach and a set of tasks were prepared. The tasks were primarily related to oral communication. The students were engaged in the activities and were taught for a span of 20 days for 25 hours. The tools used for data collection were checklist, questionnaire, reaction scale and field diary. The data was analyzed using Content Analysis, Chi square and T-test techniques.

The findings suggested that the students had problem of speaking in English and framing sentences. The tasks helped them to develop their oral communication. They took interest and were motivated to speak in English. The tasks helped the students to use the English language in day to day life. It was also concluded that if the duration of such kind of tasks increase then it would be more effective to develop the oral communication skills.

Thakkar (2012) attempted a study on development and implementation of a strategy to enhance communicative approach for English language teaching among the student teachers. The objectives of the study were to (i) develop a strategy to enhance the communicative competence of the student teachers, (ii) implement a strategy to enhance the communicative competence of the student teachers and (iii) study the effectiveness of the developed strategy. The tools used by the investigator for this purpose were the information schedule, pretest and posttest, observation schedule and an opinionnaire to collect the data. The sample for the present study were all those B.Ed Students having teaching English as a major method. Data was analyzed through both qualitative and quantitative methods. The major findings indicated that the performance of the student teachers on all the language components improved in the posttest after the implementation of the strategy.

Valliammai (2012) measured the effectiveness of interactive language learning in improving the communication skills of secondary school students in Tamilnadu. The major objectives of the study were: (i) to teach communication skills through interactive way (spoken skills and written skills) for ninth standard students, (ii) to find out whether there is any significant difference between the pre-test mean scores of control group and experimental group students' communication skills in English, (iii) to find out whether there is any significant difference between the pre-test and post-test mean scores of control group students' communication skills in English and (iv) to find out whether there is any significant difference between the pre-test and post-test mean scores of control group students in different components of spoken English skills.

Students studying in standard IX at Alagappa Model Higher Secondary School, Karaikudi and Government Higher Secondary School, Kuruvi Karambai formed the sample of the study. Eighty students were selected from both the schools and they were divided into two groups. One group was considered to be the control group and the other is experimental group. These two groups were matched on the basis of their previous performance in English and also based on their skills of speaking and writing tested through a pre-test developed for the purpose.

t-test was applied to find out whether there was any significant difference in the achievement of experimental group and control group students in speaking skills, writing skills and communication skills in general. From the results of the study it was found that interactive way of language learning is more effective than traditional method in making the secondary school students learn communication skills in English. Moreover, the results also point out that the teaching learning process is interesting as the students become active.

Macwan (2013) conducted a study on preparation and try out of a task package to teach selected communicative functions at class VIII. This research had its genesis in feeling the need for developing a task package that makes the implementation of communicative approach easier and practical in the classrooms. Some of the objectives of the study were (i) to select communicative functions of English for class VIII, (ii) to validate the tasks on the basis of expert's opinion, (iii) to study the effect of the tried out programme on student's communicative competence and (iv) to study

the effectiveness of the programme in relation to student's achievement area and learning style.

The study was delimited to the students studying in class VIII of Gujarati medium school. A sample of 50 students was exposed to the treatment. The study followed one group pretest-posttest experimental design.

The findings suggested that (i) the experimental programme demonstrated significant effectiveness in generating, nurturing and shaping students communicative competence, (ii) the programme generated a great deal of interest, novelty, thrill in learning English language functions which otherwise was hardly seen and (iii) thus the programme was capable of enhancing communicative competence through participatory learning tasks.

Maheshwari (2013) conducted a study on the development and implementation of a strategy to enhance communication skills in English for the commerce undergraduates. The objectives of the study were (i) to study the initial level of communication skills in English language possessed by the first year B.Com. students, (ii) to develop the strategy to enhance communication skills of the students in English, (iii) to implement the developed strategy and to study the effectiveness of the strategy developed. The purposive sample was selected for the study from the first year B.Com. class. The sample constituted of 54 students distributed equally to control and experimental group. The tools used were Information sheet, pretest and posttest and a questionnaire. The findings indicated that the students showed improvement in their communication skill through their exposure to the English language through the programme related to the enhancement of the communication skills in English.

2.5.0 STUDIES CONDUCTED IN THE AREA OF LISTINING SKILL

Apparaj (1990) conducted a study of developing Auditory Abilities through Language Exercises in Teaching English as a Second Language in secondary schools. The major objectives of the research study were: (i) to investigate micro-listening abilities of listening skill of secondary school students who are studying English as a second language, (ii) to devise various listening language exercises to develop the micro- listening abilities, (iii) to find out the relationship between the micro-listening

abilities and listening language exercises in teaching English as a second language in secondary schools, (iv) to prepare listening test of English as a second language for testing the development of micro-listening abilities and (v) to compare the achievements in listening abilities of the control group and the experimental group pupils who are studying English as a second language.

Pretest-posttest parallel group experiment design was followed. 180 students of Jyotirling Vidyamandir studying in standard VIII formed the sample for pretest. Pretest score was used to match the group and the final sample constituted of 100 students (control group-50 and experimental group-50).

Ten micro-listening abilities & ten listening language exercises were used to develop the micro-listening abilities during the experimentation. The listening test CPLCGT3 was used for testing the development of micro-listening abilities. First eight listening exercises developed micro-listening abilities & last two exercises developed global listening comprehension of the learners of English as a second language. t-test was used to find the significance of difference between the mean scores of the posttest.

The study found that (i) there was a positive relationship between language exercises and developing listening skill, (ii) the listening language exercise of identify the word from non-sense sounds and word identification ability of the learners of English as a second language are negatively related (iii) there is a positive relationship between listening language exercises of identify the pronounced word written on blackboard and the listening ability of association of sound with written symbols of the learners (iv) There is a significant positive relationship between the listening language exercises and enhanced listening skill of the learners of English as a second language at secondary level.

Mathew (2001) conducted an experimental study entitled 'Enhancing the Listening Skills of Regional Medium Learners to Improve Reading Skills'. The experiment focused on establishing a close link between listening and reading comprehension. It aimed at enhancing the listening skills, examining the link between listening and reading comprehension and the extent to which the other skills like writing and communication significantly depend on listening skill. The main aim of the study was to find out how listening skill improves reading skill and consequently speaking and writing skills which are also a part of second language learning. The main objective of

the study was to provide enough exposure to learners through listening tasks to help them with reading and other related skills.

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

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

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

Ishler (2010) studied the reason of difficulty in understanding oral English Transactional texts in Tunisian EFL learners. Using qualitative research and a cognitive, strategy based theoretical framework, the study used a questionnaire, interviews, listening diaries and think-aloud protocols with the learners. The findings suggested that the learners encounter listening obstacles as they fail to comprehend the texts for not being able to use their default strategies.

Custar (2011) explored through a qualitative correlation study, the association between receptive oral language proficiency (listening comprehension) and academic achievement. The convenience sample included 802 high school students enrolled in an ELL (English Language Learners) programme. Linear regression analysis was used to examine the relationship between second language listening comprehension ability and academic achievement. The finding suggested a positive association between academic achievement and receptive oral language proficiency.

Parthiban (2011) measured the effectiveness of task based language teaching in improving listening skills of secondary school students. The major objectives of the study were: (i) to prepare Task-Based Language Teaching activities to improve listening skills in English in secondary school students and (ii) to find out the effectiveness of task-based language teaching approach in developing listening skill in English among the students at secondary level. The study tried to find out the effectiveness of the task-based language teaching approach with regard to various variables such as gender, parents' income, parents' education, community and locality.

Class IX students of Government Higher Secondary School, Annasalai, Pudukkottai formed the sample for the study. There were 50 students in both the control and experimental group. Both the groups were made equal on the basis of the pretest scores. The students were assigned to the experimental group and the control group by the flip of a coin. The experimental group was taught listening skill in English through Task-Based Language Teaching Approach for a period of 45 days at the rate of one and half hours per day.

Achievement test was prepared by the researcher for assessing the knowledge level of the secondary school students in understanding of English with features like vocabulary, pronunciation, stress, syllabification, grammar and meaning. Pretest and posttest were also prepared by the researcher for data collection.

To find out the significance of difference between the mean scores of the pretest and the posttest between the control group and the experimental group the researcher used t-test. Major finding of the study revealed that there was significant difference between the posttest mean scores of the control group and the experimental group in understanding different features of English through listening. Experimental Group

students scored significantly higher than the Control Group students in learning the language features of English through listening. It indicated that the Task-Based Language Teaching Approach had made strong and positive effects on the performance of the Experimental Group students.

Hamouda (2012) carried out the study on Listening Comprehension Problems - Voices from the Classroom with the participation of 60 first-year students majoring in English language and translation at Qassim University. The tools used for data collection were, a questionnaire and a semi structured interview with the subjects. The investigator was able to conclude that the students encountered various listening problems during learning comprehension such as unfamiliar words, the length of the spoken text, speed rate, a variety of accents, lack of concentration and pronunciation. The findings also suggest that the factors such as insufficient vocabulary, incorrect pronunciation, insufficient listening resources and environment hinder listening proficiency. The investigator suggests some strategies to overcome listening comprehension problems, such as adapting and improving listening materials, and improving teachers' classroom techniques.

Varghese (2013) prepared Instructional Material and studied its effectiveness in developing listening comprehension in English at the high school level. The main objectives of the study were (i) to prepare Instructional Material to develop listening comprehension in English at high school level. (ii) to test the effectiveness of the Instructional Material and (iii) to analyse the ratings of the pupils regarding the suitability of the Instructional Material in developing listening comprehension.

The investigator adopted experimental cum survey method. Normative survey was used for collecting the views of high school English teachers regarding various aspects related to teaching and learning of English. Pretest - posttest control group experimental design was used for testing the effectiveness of Instructional Material in developing listening comprehension in English.

A sample of 50 high school English teachers of Kerala was used for the survey. The sample for the experimental study comprised of 190 students of Standard VIII. The experimental and control group each comprised of 94 students from Pathanamthitta District. Cluster sampling technique was adopted for the study.

The tools used in the study were: (i) Questionnaire (for Teachers), (ii) Instructional Material to develop listening comprehension in English at high school level. (iii) Listening Comprehension Test and (iv) Rating Scale regarding the suitability of Instructional Material (for pupils).

The findings of the study revealed that majority of teachers (60%) reported no importance given to the development of listening Comprehension. The findings also revealed that non availability of suitable materials for listening comprehension and no mention of listening activities in the course book are the reasons that listening comprehension are not taught in English class. The findings affirmed that the prepared Instructional Material was suitable highly effective in developing listening comprehension in English at High School Level.

2.6.0 STUDIES CONDUCTED IN THE AREA OF SPEAKING SKILL

Kudchedkar (1981) developed a course in spoken English at the college level and the studied its effectiveness. The objectives of the study were: (i) preparation of a set of courses in spoken English at the basic, intermediate and advanced levels and (ii) to investigate whether greater attention to speech would result in a transfer of learning, leading to improve proficiency in the other language skills (listening, reading and writing).

The courses were taught over a period of three years to determine their effectiveness in achieving their proficiency in speech. The study was experimental in nature. Pretest-posttest experimental design was used by the researcher.

The actual teaching materials for the Basic and Intermediate courses and the specimen lessons for the Advanced course were composed entirely by the researcher.

Several teachers, under the guidance of the researcher were involved in the experimentation. The teacher variable was controlled, as the same teacher was entrusted with the teaching of each pair of groups. The analysis of the data was carried out by the experimenter with the aid of statistical calculations made by the Machine Data Processing Unit of the Tata Institute of Social Sciences. Further analysis of the relation between academic aptitude and progress as well as between motivation and progress was carried out by the researcher. The major findings thus arrived at by the study were: (i) the experimental group scored higher marks than the

control group in the subjects in writing, (ii) traditional method failed to gain mastery over the language as a system, (iii) the course designed must aim at communicative competence using simple natural dialogues confined to the presented language items and (iv) Students' aptitude appeared to be even more important factor than motivation or methodology.

Vanbhatte (2003) conducted an experimental research, wherein the researcher collected, analyzed and categorized the common errors committed by the students of std. VIII of Marathi medium schools while speaking English language. Objectives of the study were (i) to identify the commonly occurring errors committed while speaking English by the students of VIII standard, (ii) to analyse the errors and categories them according to different aspects of pronunciation, (iii) to prepare and administer the programme to improve their English speaking skills, and (iv) to study the effectiveness of the programme. The researcher identified the causes of errors and prepared a programme to improve their English speaking skill. Two groups were prepared with randomization i.e. Control group and experimental group. Control group was taught by traditional method of teaching English and the speaking skill programme was used to experimental group and achievement test was used to find the effectiveness of speaking skill programme.

The programme was determined by comparing the pre-test and post-test scores of the experimental groups and between the post-test scores of the experimental and control group. The findings of the study highlighted that the English speaking skills of VIII standard Marathi medium students can be improved after the administration of a proper programme. The researcher also stated that creating a suitable situation is helpful to improve communicative competence.

Abd El Fattah Torky (2006) studied the Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. the study had four objectives, (i) Identifying the speaking skills necessary for first year secondary school students, (ii) Identifying appropriate strategies for designing a task-based program in the light of the cognitive approach to develop the speaking skills of first year secondary students, (iii) Constructing a program to develop first year secondary school students' speaking skills and (iv) Measuring the

effectiveness of the program in developing first year secondary students' overall speaking skill as well as speaking sub- skills.

A group of seventy six first year secondary students were randomly selected from one of Cairo governmental secondary schools, in the school year 2005-2006 (38 students in the experimental group and 38 students in the control group). The reason this school was selected is that it was seen to be a representative sample of Egyptian secondary stage governmental schools, with a large population of first year secondary students.

The study made use of four main tools. (i) A speaking skills checklist constructed by the researcher, (ii) A pre-post proficiency speaking test to measure the overall speaking proficiency and speaking sub-skills of both the experimental and control groups before and after the treatment; constructed by the researcher, (iii) An evaluation rating scale to score students' oral performance on the pre and post speaking test and (iv) Task-based program designed by the researcher in the light of the cognitive approach to train the experimental group students on the necessary speaking skills.

The findings of the study revealed that the program proved to be effective in enhancing the experimental group students' speaking skill in general and speaking sub-skills in particular. The teaching strategy raised students' awareness of spoken language features. The study also affirmed that exposing students to authentic texts, helps to raise their consciousness and encourages them to draw insights especially about the lexical phrases and expressions used in authentic rather than artificial spoken discourse.

English (2009) studied the level of competency and assertiveness of 22 ninth-grade African American high school students and their ability to achieve a level of proficiency in the area of public speaking. A program developed named *Speak Up*© was the process used to examine and evaluate the effectiveness of their skills. The design was to have students use public speaking techniques. The results indicated that the teachers and students believed that the program was beneficial to teaching public speaking skills.

Shalini (2010) studied why oral language skills in English of Indian students are poorly developed and how these can be developed in Indian classroom by focusing on the listening and speaking skills. She concluded that there is a need for educationists, administrators and English teachers to recognize the importance of developing linguistic skills among Indian learners. These will not only enable learners to communicate effectively, but will also pave way for success in academic, personal and professional spheres.

MeenaPriyaDharshini (2013) studied the effectiveness of using innovative strategies in developing speaking skills among engineering students. The study was based on four major objectives, namely (i) to identify the slow learners and the errors committed by them in speaking English at the Engineering college level (ii) to innovate some strategies for developing their speaking ability, (iii) to apply the strategies to the slow learners with a view to making them speak English and (iv) to identify the attitude of the students towards English in general. The investigator adopted experimental method for the study. The strategy included teaching strategies: Voice for Clips, Story on Photos, Act upon a Story and Ad Arbitrium.

A sample of forty-five students from the first year of Bachelor of Engineering and Bachelor of Technology was selected by random sampling after the identification of slow learners. Four branches of engineering were considered for the sample. The investigator selected single group, pretest-posttest design in the study.

The tools used for the study were: (i) test of General intelligence Tool (TGI Tool) for identifying the slow learners (Borrowed), (ii) a diagnostic test to identify the errors committed by the samples in written English (Constructed), (iii) Achievement tests to understand the performance of the students before and after the treatment and (iv) Attitude scale to find out the attitude of the treatment groups towards learning English before and after the treatment.

It was found that the posttest scores of the experimental subjects were significantly greater than their pretest scores, (ii) the progressive test scores of the experimental subjects were significantly greater than their pretest scores, (iii) the posttest scores of the experimental subjects were significantly greater than their progressive test scores, (iv) the retention test scores of the experimental subjects were significantly greater than their posttest scores (v) the errors committed by the

experimental group in the posttest were significantly less than its errors committed in the pretest and (vi) the post-attitude scores of the experimental subjects group were significantly greater than its pre-attitude scores. The administration of the innovative strategies was found to be effective in helping the students of the experimental group to perform better in the posttest as well as the retention test. This proved the effectiveness of the innovative strategies.

2.7.0 STUDIES CONDUCTED IN THE AREA OF READING SKILL

Nanda (1982) undertook a study on investigation into the causes of poor attainment in English comprehension of class VIII in Cuttack city and their remedial measures in 26 secondary schools of Cuttack city. Using purposive sampling method 500 pupils were selected for the study. Detection of the weak areas of comprehension skills was made through a preliminary test on comprehension and a diagnostic test on comprehension. Tools also included opinionaires to teachers of English and interview schedule for teachers of English and pupils.

Objectives of the study were (i) to detect weak areas of comprehension skills, (ii) to investigate the causes of poor attainment in English particularly in the areas relating to simple comprehension, vocabulary items, structural items and critical thinking, and (iii) to suggest remedial measures for better teaching and learning process.

Some of the major findings were (i) Lack of knowledge in structural usage, lack of stronger foundations in elementary reading, distraction and careless reading, absence of reading readiness, lack of reading practice, negative attitude to reading, abstract ideas are some of the causes of poor attainment in English reading.

Dholakia (1986) studied the effectiveness of various strategies for improving reading comprehension in English of pupils of class IX in the context of certain variables. The objectives of the study were (i) to implement various strategies like Request procedure guided reading procedure ponder teaching in teaching English to pupils of class IX in order to compare their effectiveness on reading to comprehension and (ii) to compare the effectiveness of GRP III developing reading comprehension with those pupils who did not study with any such strategy.

The experiment was carried out in four schools of Bombay. One class of each school was selected for the purpose of the experiment. In each class there were 40 students.

The reading material was prepared keeping in view the language material for class IX. The tests that were used for collecting data were study habits inventory by Patel and SES scale by C.C. Pathak. Four equivalent groups were prepared on the basis of the score on pretest. The analysis of variance technique was used for testing the significance of difference between two means.

Some of the findings of the study were (i) the guided reading programme helped in improving reading comprehension. (ii) The programme proved to be effective in improving reading comprehension.

Skanthakumari (1987) conducted a study on development of strategies for improvement of reading skills in English at middle school level. The objectives of the study were (i) to identify the tasks involved in reading and comprehension and (ii) to develop the skills of reading and comprehension through the strategies. The major findings of the study were (i) the intervention strategy helped to improve the reading ability of the students of both the high and low groups, the increase in the low group being higher than that of the high group and (ii) the percentage of increase in the achievement of reading ability of the students and the mental ability score of the students of the high and low groups were significantly related.

Shermila (1999) conducted a study of the skills of reading comprehension in English developed by students of standard IX in the schools in Tuticorin district, Tamilnadu language in India, with the primary objective to find the level of attainment of standard IX students in Reading comprehension in English with regard to reading the lines, reading between the lines, and reading beyond the lines. The sample consisted of 1120 students on whom the test of reading comprehension was administered. However, only on 120 randomly chosen sub-sample, the tools to study the psychological variables were administered. The investigator prepared four research tools and established the validity and reliability of the test items. The five reading comprehension texts were selected from various books with the help of ELT experts to study the reading comprehension skill and sub skills. The findings suggested that though it was inferred from the study that the students of standard IX were not poor in Reading comprehension, it suggests the fact at the same time, that they were not strong in the skill of Reading comprehension. A large per cent (more than 60%) of the

subjects (standard IX students) fell under 'moderate' category in the skill of Reading comprehension in English

Asraf & Ahmad (2003) attempted a descriptive study through extensive reading program conducted in three rural secondary schools in Malaysia. They decided to set up an extensive reading program for students in rural schools, named the Guided Extensive Reading (GER) program. This program was adapted from Hsui's (2000) Guided Independent Reading (GIR) Program aimed at motivating the students to read extensively in English and helping them overcome their problems in understanding English texts as a means towards increasing their proficiency in the language. The study also aimed at determining whether and how students in our rural schools would benefit from extensive reading in English and exploring the possibility of having extensive reading as a main feature of the English Language Program for rural schools. Four classes participated in the program. Three classes were 7th grade classes, while one was a 9th grade class.

The results of this study suggest that students in rural schools can benefit from extensive reading. The majority of the students in this study developed positive attitudes towards reading in English as the term progressed, although they were initially reluctant readers.

Hassan (2003) studied the attitudes and beliefs of ESL Students about extensive reading of authentic texts. The qualitative study described the attitudes and beliefs of two groups of ESL learners regarding extensive reading of authentic texts in a three month ESL course called Reading Club focusing on extensive reading. Multiple qualitative methods such as interviewing, document analysis, notes and e-mail follow ups were used. The findings showed that extensive reading has helped students develop and improve various language skills including vocabulary, reading for meaning, grammar, listening, speaking and pronunciation.

Clifford (2008) investigated through mixed-methods study whether schools employ research-based comprehension strategies for improving children's' reading and how do they use comprehension strategies. Purposeful sampling procedure was used wherein the investigator interviewed four school teachers and their principal for the study. The data resources used for the study were semi-structured interviews, observations, visual data, and artifacts and analyzed with NVIVO7 software. The

findings implications were in regards to teacher's practices including examples of work habits, school programs and instruction that is closely aligned to the curriculum.

Kayla (2007) made an effort to determine the effect reading remediation would have on ninth graders' reading comprehension skills and English academic grades among other things. The reading problem was one of the contributing factors of average or below average performance on eighth grade test and English academic grades.

The investigator developed questionnaires, surveys and interview guides to help determine students' interest or lack of interest in reading. Standardized tests, content tests, practice tests and written papers were also developed to determine the progress of the participants. The ninth grade students were surveyed, observed, and tested to determine if reading remediation increased the test scores and academic grades.

Data analysis revealed that participation in activities promoted an interest in reading among the students. The result showed a significant increase in the test scores.

Eduardo et al. (2010) examined in detail the differences between less skilled and skilled comprehenders when they are allowed to interact with a text to answer questions while having the text available. The sample consisted of thirty eight students of grade seventh and eighth. The investigators recorded online measures using 'Read & Answer' tool which kept track of the reader's actions when interacting with the text. The findings suggested that the skilled comprehenders were better at searching for information than the less skilled ones. The investigators gave an explanation that after reading the text, readers obtains a mental representation that is deeper for skilled readers than for less skilled readers.

Lyman (2010) Investigated widely held views about middle school students' attitudes toward reading and about how the use of the read aloud strategy using picture books can benefit older students. The population for this study consisted of middle school students from two local area middle schools. The instruments used to attain the students attitude scores were the Rhody secondary Reading Attitude Assessment and the Teale-Lewis Reading Attitude Scale along with teacher logs. The findings showed (i) significant differences in students' attitudes toward reading following the read aloud intervention. (ii) Students ended with positive attitudes toward reading following the read aloud intervention at the two middle schools involved in this study.

Moreover teachers expressed positive attitudes about the read aloud process and indicated that the read aloud process worked for students and it helped them to understand reading material and concepts.

Susan et al. (2010) examined the impact of the learning strategies curriculum (LSC), an adolescent reading intervention program on students reading comprehension. Using a randomized treatment-control group design, the study compared students' outcomes for these constructs for 365 students who received daily instruction in 6 LSC strategies and 290 students who did not receive intervention instruction. There were no significant differences between ninth grade intervention and control groups in reading comprehension or strategy use. The study suggests that reading comprehension and strategy use might be further enhanced for older adolescents if the instruction helped students to think about and use the strategies in more complex and sophisticated ways that enabled them to go beyond the text.

Rickenbacker (2011) addressed the poor performance of middle school students in reading by examining the effects of an 8-week reading intervention program for middle school students. The research questions developed were: (i) Is there a significant difference in the level of the students' reading skills, interest and enjoyment between the students pretest and posttest scores? And (b) what is the relationship between the grade status of the students and their posttest scores in reading skills and interest?

46 students were selected for the program. The intervention program was designed to foster strong literacy skills by dividing the teaching of reading into easy-to follow steps. Students reading comprehension scores on the classroom reading inventory were collected. Focus groups were used to collect the students' interests in reading before and after participation in the program.

It was found that 96% of the students increased their reading comprehension skills. The findings suggest that attention should focus on both academic skills and personal development of the students. It was also found that children are positively motivated towards reading with parent's interest and involvement. The Study demonstrated that reading skill levels and student enjoyment in the activity of reading can be improved if educators are in possession of effective tools and resources.

Kumar, Agarwal & Sharma (2013) presented a paper based on the findings of the National Achievement Survey (NAS) of Class V students conducted in 2010 by the National Council of Educational Research and Training (NCERT) through its Department of Educational Measurement and Evaluation (DEME), presented the achievement of students in language especially in reading comprehension. The survey was conducted through tests and questionnaires administered to a sample comprising of 1,22,543 students in 6,602 schools across 31 States and Union Territories (UTs). The reading comprehension tests given to Class V students consisted of three test booklets, each containing four reading passages with five multiple-choice items on each passage. The passages were chosen to represent a range of text types including informational passages, tables, public notices, and stories. The items were designed to test a range of relevant cognitive processes or 'reading skills'. These are classified as 'locate information', 'grasp ideas and interpret' and 'infer and evaluate'. The responses of students to the various items were analysed using Item Response Theory. The findings suggested that most students found it difficult to work out the timing of an event, to locate the place name from the given notice. More than 50 per cent of them were able to make simple inference about the participants in a sport. A large number of students (63 percent) could recognise the text type as a notice. Overall, it was concluded that the teachers needed to work with their students to develop their competence in reading at different levels. This can be done by presenting the students with unseen texts of different varieties and asking them to read, understand and answer the given questions. The problems in reading occur due to the fact that most of the language testing in our country is textbook based and only tests recall of information from the seen texts. Thus, if the students are made to read different kinds of reading texts often during an academic session, they would certainly be able to perform better on reading comprehension.

2.8.0 STUDIES CONDUCTED IN THE AREA OF WRITING SKILL

Sharma (1989) conducted a study to design a course in written English for the High School stage. The objective of the study was (i) to design a course in written English for the high school stage based on the communicative approach, (ii) to prepare a remedial teaching programme to meet the needs of the students and (iii) to find out the effectiveness of the programme. Both survey and the experimental designs were

used for the study. The sample for the study was drawn from a secondary school consisting of 90 students belonging to standard VIII, IX and X. Collection of data was done through a questionnaire. Pretest and posttest were conducted to find out the effectiveness of the designed course and remedial programme. An opinionnaire was used to record the opinions of the students regarding the designed course and remedial programme. The major findings of the study were, (i) A large number of the students were poor in written English, (ii) The well-designed communicative syllabus incorporating the needs of the students can make the students tension free, interactive in class room, create the satisfying and positive attitude towards learning writing and (iii) enhance the skill of writing and revising.

Harakara (1996) prepared training programme for 8th standard students to improve writing skill in English language and studied its effectiveness with three objectives, (i) to prepare the material based on “Synectics” model for the training of English medium students, (ii) to test effectiveness of training programme, (iii) to find out the effect of teaching lessons.

Pretest-Posttest Experimental design was selected for the present study. Incidental sample was used to select 110 8th standard students from Karnataka English Medium High School. The sample was further divided into experimental and control group of same size. One section of standard 8 was selected as control group and another as control group. The tools used in the study were: (i) pretest, (ii) development of the training programme, (iii) posttest-I and (iv) posttest-II

The researcher used t-test and f-test to compare the scores of the two groups. The researcher also applied qualitative analysis. From the results thus arrived at, it could be concluded that the implementation of the training programme prepared by the researcher was highly effective in developing the writing skill and stylistic components of the writing skill of 8th standard students. The qualitative responses showed that the experimental group could think more number of relevant, varied and unusual responses, compared to the control group.

Cooks (2002) studied how explicit writing instruction, within different learning environments, impacts the development of expository writing skills of secondary students. The research question guiding this investigation was: how does explicit

writing instruction within two technology-based Website-impact student's construction of expository texts in a social studies classroom? Through participant observation as a ninth-grade social studies teacher, the investigator collected the following data: audiotapes of student's interactions, transcriptions, interviews and student writing samples. These particular types of data provided insights into more effective instructional practices to develop expository writing skills across content areas.

The analysis included evaluation measures documenting the stages in writing, development of student's expository texts in varying learning and teacher assessment of student – produced work.

The result of this study were: (1) explicit writing instruction is needed at secondary level; (2) instructional practices must incorporate socially interactive learning environments to improve writing skills; and (3) students need material to be interesting, engaging and connected to the content information.

The significance of this research was that explicit writing and different socially interactive learning environments may contribute to the development of expository writing skills.

Nambiar (2006) measured the effectiveness of intervention on the writing skills in English. Objectives of the study were: (i) to develop and provide intervention for overcoming the writing difficulties faced by the students in experimental group and (ii) to find the effectiveness of intervention in overcoming the difficulties encountered by the students on pre-test.

The researcher went in for the experimental design. The sample of the study constituted of 200 students from Government and Government aided schools of Malayalam medium. These 200 students who were selected from Government and Government aided school on the basis of performance on the pre-test were split into experimental and controlled group. The intervention was given for a period of 3 months. The evaluation was done through post testing and each language component was analyzed separately. The performance of the experimental group was compared with that of controlled group.

Linear Regression Analyses and t-test were used to analyze the data and for testing the formulated hypothesis of the study.

The students from both, Government and Government aided schools were found to be facing problems in writing. It was also found that the intervention provided to the experimental group was quite effective. A significant improvement in the performance of all students included in the intervention was noticed after administering the post test.

Rakpa (2008) carried out a quasi-experimental designed study entitled ‘Designing Supplementary Writing Materials: With Specific Reference to Undergraduates Majoring in English in Naresuan University, Phayao Campus, Thailand’. The objectives of the study were: (i) to design the supplementary process writing materials to assist the writing classes mainly for undergraduates majoring in English, (ii) to provide effective samples of writing processes and lesson plans for writing classes and (iii) to use the designed materials with the writing classes where the learner-centered approach was applied.

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

Some of the findings of the study were: (i) the mean score average of students’ awareness of writing reveals both positive and negative opinion prior to the lesson plans, (ii) writing was quite hard work as far as the language skills were concerned, (iii) lesson plans with supplementary process writing material assisted the students to study writing with effective writing activities, (iv) students opined positively for the process writing and (v) Students understood and realized that the process-writing helped them in assisting friends and doing class activities in pairs or groups and the learners’ role was very important in process writing.

Ballinger (2009) studied the gaps in the literature by exploring the issue of motivation and writing and revealing the views of several middle school students. The study examined the six young adolescent's perspectives on academic writing. The results emphasized the need for middle school writing instruction to be developmentally appropriate and reflect the true nature of writing in order for it to be motivating.

Ravichandran (2013) studied a strategy to develop communicative competence in writing skill at degree level students. Some of the major objectives of the research study were: (i) to develop a competency based achievement test for measuring the competency based achievement in English language at degree level students, (ii) to develop English language usage inventory, for measuring the ability to use written English at degree level students, (iii) to design training programme and develop a strategy to improve communicative competence in written English at degree level students, (iv) to study the impact of communicative approach on the competency based achievement of students, (v) to study the impact of communicative approach on the ability to use written English of the students and (vi) to study the impact of communicative approach on the retention ability of the students to use written English.

The study comprised of survey to measure the existing conditions of English language teaching in colleges and experimentation to tryout the strategy. A stratified multi-stage random sampling technique was employed to select the sample for the survey. The sample thus consisted of 600 students covering 12 colleges from 4 districts of Tamil Nadu. Competency based achievement test, English language usage inventory and personal data sheet were used to collect data from the students for the survey. The data thus collected using the questionnaires, competency based achievement test and English language use inventory was statistically analyzed using measures of central tendency, standard deviation, Chi square test and t test.

In the second phase of the study experiment was conducted by adopting the pretest-posttest experimental research design. 60 students of Government Arts College, Melur, Maduri formed the sample for the experiment. Difference between the pretest and posttest scores of both the groups was compared. The differences were tested for significance by applying the t-test.

The findings of the study indicated that the competency based achievement of the students was just average and the ability to use written English was below average. It was also found that the students who were taught through the strategy had improved ability to use written English and the retention ability of these students was also more.

Aggarwal (2015) studied the effect of self-regulated strategy model in improving the writing skill in English language of secondary school students. Some of the main objectives of the study were: (i) to develop and validate a test for identifying the paragraph writing skill in English language for secondary school students, (ii) to develop and validate the instructional material for adapted SRS model for teaching paragraph writing skill by self-regulated strategy model, (iii) to develop and validate the instructional material for teaching paragraph writing skill by conventional method, (iv) to develop and validate criterion referenced test for both self-regulated strategy model and conventional method to measure the mastery of paragraph writing skill, (v) to develop and validate retention test for both self-regulated strategy model and conventional method to measure the retention of paragraph writing skill, (vi) to compare the effect of self-regulated strategy model and conventional method on paragraph writing skill of secondary school students and (vii) to compare the effect of self-regulated strategy model and conventional method on the retention of paragraph writing skill of secondary school students.

The tools used by the investigator were: (i) Raven's standard progressive matrix for measuring the intelligence of secondary school students, (ii) English language Assessment Test, (iii) criterion referenced test, (iv) retention test and (v) the Instructional material for adapted self-regulated strategy model. The investigator used pretest-posttest experimental method. Random selection of English medium public school in Ambala district, Haryana was done. Eighty five students of standard IX were also selected randomly from that school for the study.

t-test was used to compare the effect of self-regulated strategy model and conventional method of teaching. From the results of the analysis of the data collected it was found that students who were taught using SRS model performed better after experiment than those who were taught through conventional method. The retention of students exposed to SRS model was also found to be higher in the form of total

retention scores for all paragraphs than the students who were exposed to conventional method.

Thenmozhi (2015) developed an instructional package to improve the writing skills of senior secondary learners of Kendriya Vidyalaya. Some of the major objectives of the study were: (i) to identify the errors committed by the Senior Secondary learners of Kendriya Vidyalaya, (ii) to develop a suitable Instructional Package to improve the writing skills of writing, (iii) to study whether there is any significant difference between the pre- test mean scores of control and experimental group in writing skills and (iv) to find out whether there is any significant difference between the post-test mean scores of control and experimental group in writing skills.

The investigator adopted pretest-posttest control group design. One hundred students from Kendriya Vidyalaya Karaikudi, Madurai and Sivaganga were selected. They were divided into two groups consisting of 50 students in control group and the other 50 in experimental group. The hundred students were divided into two groups based on the proficiency test marks obtained by them in the previous year examination. These two groups were matched on the basis of pretest scores. The control group was taught through traditional method of teaching writing skills and the experimental group was taught through Instructional package consisting of task based activities. Posttest was administered at the end of the experiment to find out the effectiveness of the Instructional Package. t test was used to find out the significance of difference between the mean values.

The findings thus arrived at indicated the effectiveness of the Instructional package was established over the traditional method of instruction. The Instructional package was effective in improving the writing skills of the students of Senior Secondary section studying in Kendriya Vidyalaya Karaikudi, Madurai and Sivaganga. The group who had undergone the treatment committed less number of mistakes in their written communication. A favourable attitude was created among the experimental group towards writing in English language, by the Instructional Package.

Though a study conducted by Thomas (1982) does not come under any of the above stated category, it deals with the historical perspective of English language teaching in India and is referred here.

Thomas (1982) conducted a study entitled “The teaching of English in India with special reference to Madras presidency: A historical survey,” (1835-1947). The study was an attempt to trace the evolution of the teaching of English in India from its official beginning in the days of Macaulay to the last days of British rule when it had already usurped the position of a major subject in the school curriculum. The scope of the study was limited to the school stage of education in the presidency of Madras during the period 1835-47. The problems examined were: (i) official policy on English Education, (ii) position of English in schools, (iii) methods and classroom practices, (iv) courses of instruction and teaching materials, (v) examinations and (vi) teaching training. The research methodology used was historical survey based on library study involving identification, analysis, interpretation and evaluation of pertinent primary as well as secondary sources in the form of documents, reports, syllabus, question papers, textbooks, books, articles, speeches, research reports etc. The major contributions of the survey among others were: (1) The result of the survey provided a general picture of the implicit and explicit causative forces that led to the official introduction of English education in India, (2) It helped to build a coherent picture of the development of the English education in the Madras presidency during 1835-1947.

2.9.0 MAJOR OBSERVATIONS OF THE REVIEW OF RELATED LITERATURE

The inception of teaching of English in India can be dated back to our colonial past but since then English has come a long way to acquire its current position in school curriculum. Its importance is more so at secondary stage which is considered as a preparatory ground for higher education. The study conducted by Thomas (1982) reflects on how English from its beginning during colonial period has assumed the status of a major subject in the school curriculum. Moreover, the students are aware of the fact that they cannot do away with English language and lack of required competency in English language can affect them inversely. The studies such as of Casey (2010) and Rawjee (2010) indicated the belief that students have a perception that a positive connection exists between their proficiency in English and academic success and that if they are not able to acquire this required proficiency in English language their overall quality of life would suffer and they would be paid less.

Review of studies conducted by Singh & Satsangi (2001), Kadam (2013), Todkari (2015), and Fernandes (2015) revealed that they have all tried to develop LSRW skills in students through innovative system, language skill training programme, remedial programme and module to teach LSRW skill in English. These studies proved that such efforts help to develop the LSRW skills in English among the learners. This indicates that if the learners are exposed to the basic language skill through various means it has a positive effect on their LSRW skills in English language. These studies emphasized that strategies developed and implemented in a proper way definitely benefits the students in enhancing LSRW skills in English language.

The investigator reviewed various studies which implied that developing learner centered strategies generates interest of students towards the language components and thus facilitate in enhancing language skills. This indicated that if the activities stimulate student's interest in language learning, it helps in developing communication competency. Soumini (1984), Thakkar (2012) and Maheshwari (2013) have developed course material and strategies to enhance communicative competence in students and were successful in doing so. They all concluded that developing strategies emphasizing on the skill development in English language among the students if implemented properly improves students' communicative competency. Emanuel (2012) and Macwan (2013) developed activity based packages for teaching English in class VIII Gujarati medium schools with an intention of developing students communicative competency in English language and concluded that such initiatives definitely helps students developing language competency.

The studies of Ishler (2010) and Hamouda (2012) have observed that the strategies which can help to develop listening skill among students should be developed for enhancing listening skills of students in English language to overcome the listening obstacles and improve their listening skill. Ishler (2010) suggested that the learners encounter listening obstacles as they fail to comprehend the texts for not being able to use their default strategies. Hamouda (2012) suggests strategies to overcome listening comprehension problems, such as adapting and improving listening materials, and improving teachers' classroom techniques. The studies conducted by Apparaj (1990), Mathew (2001), Ishler (2010), Custar (2011), Parthiban (2011), Hamouda (2012) and Varghese (2013) revealed that appropriate teaching practices emphasizing on listening

comprehension and sub skills of listening help learners to develop listening competency in English language. Study undertaken by Custar (2011) suggested that a positive association exists between academic achievement and listening proficiency in English.

If suitable strategy is planned and implemented for enhancing speaking skill it can surely help the learner. Study conducted by Kudchedkar (1981) found that the spoken English courses have positive effect on communicative competence of the learners. Vanbhatte (2003) found that creating enabling environment for speaking skill in English develops communicative competence. The study conducted by Abd El Fattah Torkey (2006) revealed that different tasks for speaking skill in English helps in making learners towards sub-skills of speaking skills. The study of English (2009) found that programmes to develop speaking skills can benefit the public speaking skills in individuals. Shalini (2010) found that effective linguistic skills help in academic success along with success in personal and professional spheres. Meena Priya Dharshini (2013) concluded that appropriate strategies for teaching speaking skill helps in retention of the skill in learners. The studies thus revealed that if a student has a good command on speaking skill, it definitely benefits the student in academic areas.

The literature reviewed in the field of reading skill in English revealed that if proper strategy is followed to create students interest towards reading, it helps to enhance reading skills in English language. It not only helps students to enhance their reading skill area but also make them better comprehenders. Nanda (1982) found that learners had negative attitude towards reading in English. Dholakia (1986) found that guided reading programme improves reading ability in learners. Studies of Skanthakumari (1987), Clifford (2008), Lyman (2010) and Susan et al. (2010) stressed that developing strategies to improve student's reading ability should be research based and concluded that they are effective and can develop student's positive attitude towards reading. Shermila (1999) found that learners had moderate level of reading skill which can be improved by teaching reading skill to learners. Studies of Asraf & Ahmad (2003) and Hassan (2003) found that extensive reading beneficial for academic success and it helps to improve vocabulary, pronunciation etc. in English language. Kayla (2007) found that there is a direct relationship between academic

grades of the learners and their participation and interest in reading. Eduardo et al. (2010) were able to find that the individuals who were skilled comprehenders were better at searching for information than the less skilled ones. This implies that if a student's reading skill is developed, the student is at ease while comprehending and interpreting while reading. However, Kumar, Agarwal & Sharma (2013) suggested that the teachers need to work on the reading skill of the students to develop their competency in reading. They also added that if the students are exposed to various reading texts during the academic session they would certainly be able to perform better on reading comprehension. The study conducted by Rickenbacker (2011) revealed that reading skill levels and student enjoyment in the activity of reading can be improved if educators use effective tools and resources.

The studies related to writing skill in English language reveals that a well-developed strategy to encourage students to write surely helps them to enhance their writing skill. Studies conducted by Sharma (1989) found that even if students are poor in written English, a well-designed communicative syllabus incorporating the needs of the students can create positive attitude towards learning writing and enhance the skill of writing and revising in English. Cooks (2002) and Ballinger (2009) revealed that explicit writing instruction is needed at secondary level. Students need material to be interesting, engaging and connected to the content information. Harakara (1996), Nambiar (2006), Rakpa (2008), Ravichandran (2013), Aggarwal (2015) and Thenmozhi (2015) have revealed that developing a strategy or an intervention programme to enhance writing skills in English language can help to enhance students' skill of writing. These studies thus suggest that developing strategies which are interesting and can motivate students along with working on different aspects of writing skill needs to be used so as to help learners to develop their writing skill in English language. The literatures reviewed by the investigator have following implications for the present study.

2.10.0 IMPLICATIONS OF THE REVIEW OF RELATED LITERATURE

The purpose of reviewing the related literature is to know about the researches conducted in the related area and to see what implications these have for the present study. The review of related literature here reveals that various studies have been

conducted on developing the basic skills in English language at various levels of education. The literatures reviewed by the investigator have following implications.

- English assumes the status of a major subject in the school curriculum.
- Students at all levels have a perception that a positive correlation exists between their proficiency in English and academic success and high paying jobs.
- Innovative teaching practices focusing on the language skills prove effective in enhancing LSRW skills in learners.
- Teachers need to be trained according to the needs of English language teaching to develop language competency in learners.
- A strategy focusing on listening skills in English language is essential and helps in developing students listening skill in English language.
- Suitable strategy focusing speaking skill if planned and implemented in English classrooms certainly helps students in enhancing speaking skill in English language of students.
- A well-developed teaching material focusing on reading skill motivates students and develops their interest towards reading in English language, which in turn enhances their reading skill. This improves in students the skill to interpret the texts while reading.
- Exposure to various reading texts improves students reading skill.
- A strategy which can encourage students to write helps them to develop their writing skill in English language.
- There is a direct relation between the learners' academic achievement and their participation and interest in language skill activities.
- A well-developed strategy focusing on all four skills of English language is required to develop student's language skills in English. This if implemented in an appropriate manner it surely helps in enhancing communicative competence.
- The studies reviewed indicate that exposure to language learning opportunities through any mean helps learners to enhance their English language competency.

The review of the literatures gives a clearer picture of various aspects of English language and its teaching learning process which have been worked upon. The investigator reviewed various studies done in India and across the globe related to her study. Fifty one studies were reviewed by the investigator during the process. All

studies have been found advocating development of input rich environment to develop students' LSRW skills in English language. However, there were no studies found by the investigator where in an attempt has been made to enhance English language competency through LSRW skill development in an integrated manner along with the syllabus. In addition, the investigator also did not come across any such studies conducted on CBSE secondary students. Hence, the present study is an attempt in this direction to enhance LSRW skills in English language among secondary CBSE students.