

**DEVELOPMENT AND IMPLEMENTATION OF A
PACKAGE FOR ENHANCING LISTENING,
SPEAKING, READING AND WRITING
SKILLS AMONG SECONDARY
CBSE STUDENTS**

**A
Synopsis
Submitted in Partial Fulfillment of the
Requirement for the Degree of
Doctor of Philosophy
in Education**

Guide

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APRIL, 2017

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INTRODUCTION

Language is a tool which helps individuals to share their feelings, thoughts, ideas etc. and thus assist them to communicate. It also helps to have an access to the worldly knowledge. Aggarwal (2003) defines language as a set of symbols used in more or less uniform ways by a number of people, who are thus able to communicate with each other. Language is a carrier of one's thoughts and ideas and facilitates to give them a form. Though communication may not be the sole function of language, yet it serves as the best tool for communication. However, communication competency in a language is guided by the competency in the basic language skills. These basic skills are Listening, Speaking, Reading and Writing (LSRW). To have required competency in a language, mastery in LSRW skills is a prerequisite. In an era of globalization good communication skills are the keys to unlock the doors of success. Furthermore, good communication skills in English are also considered important in getting employable. It is also found that Individuals who speak English fluently earn more than those who don't speak the language, confirming the link between an education in English and scope of employment opportunities.

The need to enhance students language competency is felt at all levels; it is more so felt at secondary level. At this stage of school education, good command over the language is quintessential. By the time a student reaches at secondary level he/she becomes more of an autonomous learner, where adequate competence in language plays a vital role. It has been mentioned in the Report of the Secondary Education Commission (1952-53) that the methodology adopted should stress on LSRW skills of the language so as to develop the competency in the language. The commission further adds that all students cannot become eloquent speakers or good stylists but there is no reason why-if proper methods are adopted-every normal student should not be able to learn to speak and write in such a way as to convey his ideas lucidly and intelligibly.

Therefore, the need of a suitable package facilitating Input-rich communicational environment to help the students to enhance the basic language skills in English language was felt by the investigator. Consequently the investigator attempted to develop a package emphasizing on LSRW skills, to be supplemented as input in teaching – learning of English language at secondary level.

LANGUAGE AND ITS FUNCTIONS

Human beings have an advantage over all other living beings on earth with language as a medium of communication. It's not that other living beings are not able to communicate, but they do not have a refined and structural language to communicate as we humans have. Fromkin (2010) believes that the possession of language, perhaps more than any other attribute, distinguishes humans from other animals. To understand our humanity, one must understand the nature of language that makes us human. Language is the source of knowledge and has helped human civilization to grow. Language is also considered as a source of power and has been there at the core of human development. Richards (1985) says, we need language to speak with others, listen to others, read and write.

The fundamental function of language is communication. Manivannan (2006) defines language as a mean of communicating or expressing ideas, specifically, human speech, through voice and sounds articulated by the organs of the throat and mouth. Communication can be both verbal and non-verbal. But use of language as a powerful tool of communication cannot be negated.

Language helps one to interact socially. Language as a mean of social interaction helps in developing integration. It helps in connecting people. However, to connect to people socially requires interaction in a common language for smooth communication. The function of language is expression of thought whether in spoken form or written.

Language in its oral form helps us to connect ourselves socially and in its written form is crucial in producing a wide variety of information which helps to generate knowledge accessible to all. Generating knowledge in a common language helps to make the knowledge spread across the globe accessible and can help in development of all. Sharing of information globally adds to knowledge and facilitates advancement.

Education has been integral part of human society. Education helps to generate skilled human resource and thus helps in development of humans and the society consecutively. Language plays a crucial part in any curriculum and is essential in imparting education. Dua (2008) states that language education is an indispensable aspect of any education system and is the foundation of it. Language education with certain set objectives helps in achieving educational goals.

SIGNIFICANCE OF ENGLISH LANGUAGE

English is a language which is considered as a means of opening not only the doors of opportunity but of success too as it plays an important role in the domains of education, administration, business and political relations, judiciary, industry, etc. It is one of the six official languages of the United Nations. It has become a lingua franca and is used and understood by many nations for whom English is not their first language. Crystal (1997) estimates that 85% of international organizations now use English as one of their working languages. It is a working language of international organizations and conferences, science publication, international banking, economic affairs and trade; Advertising for global brands; Audio-Visual cultural products, International Tourism; Tertiary education; international law; As a relay language in interpretation and translation; Technology transfer; Internet Communication. Murali (2009) makes a mention that number of people who use English as a means of communication exceeds much more than the number of people who speak it as their mother tongue. This makes English a global language.

Today's is a global world and individuals keep travelling across borders for work. Working knowledge of English clears a big hurdle in this process as it is widely spoken by people world over. Around 16 million Indians are scattered across the globe making it the largest number of migrants. Thus, working knowledge of English language opens up the doors of world of work not only nationally but also internationally. The advantages attached to English language competency has been well understood and accepted in India. It has come a long way in India, since its acquaintance to the country.

POSITION OF ENGLISH LANGUAGE IN INDIAN EDUCATION SYSTEM

Policies on language education in India have always been debatable. The issue of medium of instruction in educational institutions across the country has been central and has attracted various controversies. Though there had been a lot of hue and cry regarding inclusion of English in the Indian Education System initially, It prevailed there due to some or the other inevitable reasons and went on to become obligatory in the Indian Education system. Crystal (2004) affirms that there has been a steady increase in English learning in schools in India.

From time to time the education commissions and committees in India have made various provisions regarding inclusion of English language in Indian education system. The Secondary Education Commission (1952-53) recommended compulsory teaching of English

in the secondary school curriculum. The Central Advisory Board of Education (CABE, 1956) included English in the three language formula and the Education Commission (1964-66) in its modified version of the formula. The National Policy of Education (1986) and its revised versions (1990 and 1992) have emphasised the need for an effective instruction in the language. Inclusion of English language in the curriculum has been there in all education boards existing in India.

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

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

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

Also the National Knowledge Commission Report (2007) of the government of India has recommended that, “In the current scenario, an understanding and command over English language is the most determinant of access to higher education, employment possibility and a social opportunity; the time has come for us to teach our people-ordinary people English language.” However, the fact that English language is today the language of instruction in almost all of the country's prestigious universities and private schools cannot be denied. The following findings of the Seventh All India School Education Survey (NCERT 2007) on the status of teaching of English in schools justify it.

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

The above findings indicate that there is a rapid shift from vernacular to English language as medium of instruction in education. English today is almost a compulsory second language in schools. Once deprived sections of the society now perceive the language as an instrument for progress. It is rightly put by NCERT (2006) that “English, in India today is a symbol of people’s aspiration for quality in education and a fuller participation in national and international life.” The realization that learning English in today’s scenario is inevitable has paved way for inclusion of English language in school curriculum in all education boards of the country.

OBJECTIVES OF ENGLISH LANGUAGE TEACHING AT SECONDARY LEVEL

Language competency is one of the objectives at secondary level. CBSE has laid down the following objectives of teaching English language at secondary stage

- to build greater confidence and proficiency in oral and written communication
- to develop the ability and knowledge required in order to engage in independent reflection and inquiry
- to use appropriate English to communicate in various social settings
- to equip learners with essential language skills to question and to articulate their point of view.
- to build competence in the different registers of English
- to develop sensitivity to, and appreciation of, other varieties of English, Indian English, and the culture they reflect
- to enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet etc.)
- to develop curiosity and creativity through extensive reading
- to facilitate self-learning to enable them to become independent learners
- to review, organize and edit their own work and work done by peers

These objectives clearly emphasize that at secondary stage a level of proficiency in English language is expected to be acquired by the students. Students are supposed to achieve an intermediate command of language skills by the time they leave school. To achieve this, students should be given enough practice in all four language skills. A variety of tasks facilitate in development of these skills. Focus should be on comprehension skills which will enable the students in finding, processing and re-expressing information wherein emphasis should be more on language rather than literature.

ENGLISH LANGUAGE COMPETENCY AT SECONDARY LEVEL

It was the recommendation made by The Education Commission (1964-66) that English will continue to enjoy a high status so long as it remains the principal medium of education at the university stage, and the language of administration at the Central Government and in many of the states. Even after the regional languages become media of higher education in the universities, a working knowledge of English will be a valuable asset for all students and competency in the language will be necessary for those who proceed to the university. It has also been opined by Dyvatham (2012) that as long as English continues to be the medium of instruction at the university level it has to be strengthened at secondary level.

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

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

CBSE in its curriculum for secondary stage stresses on the communicative nature of the language which emphasise on skill development through activity based teaching learning in all subjects. More and more exposure to English language through language activities would help the child to enhance the language skills naturally. Chomsky (1986) rightly opines that “language development in children occurs spontaneously....., the child, simply by exposure to a language, is able to master its linguistic features.” Banerjee (2006) also says that proficiency in language is gained in parts through language experiences. She has also stressed that language competency depends on repetition and practice. Thus at secondary level where the students already have an acquaintance with the language, giving them an environment rich in language activities to practice the usage of language in real life situations will help them to enhance their language competency.

It has been put forward by National Curriculum Framework (2005) that input rich communicational environment is a prerequisite for language learning. A language teacher cannot create such an environment without providing the students with inputs which helps in

developing the basic language skills in students. Students need to have an exposure to appropriate input which assists in language acquisition and competency. As English rich environment is not available to many students outside the school, special emphasis should be on providing a competent environment in the school itself which enhance their language skills. The creation of such an enabling environment has to be encouraged through various activities emphasizing on language skill development. NCF (2005) also talks about comprehensible input which can enable acquisition of all the different skills of language.

PREVALENT PRACTICE IN ENGLISH LANGUAGE TEACHING (ELT)

In the teaching learning process of language, methods adopted for teaching plays an important role. An appropriate method of teaching languages helps in attaining the objectives of teaching a language. The history of ELT in India has seen emergence of different trends advocating a shift from grammar translation method to direct method and then to audio-lingual method and bilingual method. However, there were various arguments regarding the aims and objectives of ELT in the present scenario where language is viewed as a tool for communication. It was felt that an approach which helps in developing communicative competence needs to be adopted in teaching of English. As put forward by Dyvadatham (2012) that it has always been the view that teaching English should be done in such a way that English classroom provides an adequate atmosphere for learning English as the medium of communicative function. This perspective of ELT has attracted considerable attention and thus came into existence the communicative approach of teaching language. The Position Paper on teaching of English mentions that the most important characteristic of the communicative approach is a strong emphasis on actual use of language in real-life settings, which is based on the communicative needs of the learners. The communicative approach towards language teaching gave birth to what is called communicative language teaching (CLT), which focuses on the effective communication in various situations. Thus the goal of language teaching in communicative approach is to develop communicative competence. Teaching through CLT becomes task-based. The learner is taught to function in diverse communicative situations. Rathore(2012) lays down the following desired set of principles of CLT

- a) Communication is a vital part in language learning process.
- b) Authentic, purposeful and meaningful communication should be the goal of classroom activities.

- c) Fluency is considered to be an important dimension of communication.
- d) Communication involves the different language skills.

Thus when the question is of developing communicative competence, it is essential to provide equal significance to all four language skills as language competence cannot be developed in isolation but only in an integrated manner. Therefore, the emphasis should be on providing students with enough opportunities to use English language in varied situations which facilitates learning of the language and enhancing the LSRW skills.

DETERRENTS IN ACQUIRING ENGLISH LANGUAGE COMPETENCY

Though English has been there in our education system for more than a century now and occupies an important place in school curriculum; students still struggle to attain required competency in it. Nair (2012) reported that majority of our students lack listening and speaking proficiency in English. Their skills in these areas were measured and it was found that they were not up to mark, despite schools conducting tests to improve them. Even though English is introduced from class I in CBSE schools, students do not have the expected competency at secondary level. Shermila (1999) puts forward her views that in general, students are not found to be competent in English because of lack of skill-oriented teaching. Even after being exposed to English language for years they do not have required competency which can be contributed to various factors. Apart from teaching of English without emphasizing on language skills following factors also pose hindrance in acquiring the required competency in English language by students.

- Meaningful language education requires teachers who are skilled and knowledgeable as well as contextualized materials (print and others). However, the real picture is different. Jaishree & Tamilselvi (2012) make a mention that many teachers of English enter the profession without proper training. They lack not only the teaching skills, but even the basic English language proficiency.
- Lack of competent English language environment in the school many a times acts as a barrier to enhance students language skills.
- English is being taught as a subject in schools rather than as a language. Sindkhedkar (2012), states that the teacher has to attempt to train the students in accomplishing the skills of language and there is no need to acquire knowledge about the language. If the teacher

explains the meaning of a text, the teacher is teaching the language as a subject. On the other hand, if a teacher trains the students in the skills of the language and gives enough practice then the teacher teaches the language as a language.

- With the conservative situations where the teachers are required to finish the syllabus, the teachers are left with no time to emphasise skill building. Sindkhedkar (2012), states that, teachers are hard pressed for time to cover the syllabus and cannot spare much time to handle the language items. And students will also make complains that the teacher has not taught the lessons.
- There is more emphasis on writing while assessing the students in English language and less emphasis on other skill areas. Moreover as put up by Krishnaveni (2010), performance in examination takes precedence over actual performance in using the language effectively.
- Krishnaveni (2010) also mentions that language teaching in India gives more importance to reading and writing, ignoring the important skills of listening and speaking. Thus students are provided with fewer opportunity to speak and listen in the English classrooms compared to reading and writing.
- Environment and family background play vital role in developing competency in English language. This has been stressed by Lathem (1975) that deficiencies in language teaching in the schools are less apparent where the parents are providing richness and variety of language stimulations and interaction.
- One of the major problems as mentioned by Jaishree & Tamilselvi (2012) is the non-availability of teaching materials. Materials in the form of textbooks, supplementary readers and workbooks are either inadequate or inappropriate.

It is therefore required that some strategic steps be taken so as to overcome the above mentioned hurdles in the process of enhancing language acquisition. As language is best acquired through meaningful interaction and use in varied situations, activity based teaching emphasizing on four skills (LSRW) can help in enhancing language competency.

REVIEW OF RELATED LITERATURE

Review of related literature is vital to any research. Reviewing the literature helped the investigator in getting a detailed knowledge of the topic being taken up by the investigator. It

helped to know what has been done so far in the field of study taken up by the investigator and discover the existing gaps in it. Reviews thus assisted in building up the framework of the research conducted.

The investigator has tried to explore the researches conducted in the field of English language with respect to the proposed 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 reviewed various literatures which threw 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 had been taken into consideration. The reviews of the study were categorized as under:

- (i) 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

The study conducted by Thomas (1982) emphasizes 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) also 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.

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.

Various studies have been conducted for developing LSRW skills which emphasized that strategies developed and implemented in a proper way definitely benefits the students in enhancing LSRW skills in English language.

The studies of Ishler (2010) and Hamouda (2012) imply that 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) suggested strategies to overcome listening comprehension problems, such as adapting and improving listening materials, and improving teachers' classroom techniques.

If suitable strategy is planned and implemented for enhancing speaking skill it can surely help the learner. Studies such as English (2009) and Custar (2011) suggested that a positive association exists between academic achievement and oral proficiency and various programmes to develop speaking skills can benefit the public speaking skills. Thus they concluded that if a student has a good command on speaking skill, it definitely benefits the student in academic areas.

A lot of work has been done emphasizing 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. 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. The study of Asraf & Ahmad (2003) concluded that students got benefitted

from extensive reading and developed positive attitude towards 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 studies related to writing skills in English language also implied that a well-developed strategy to encourage students to write, surely help them to enhance this area. Studies such as Sharma (1989), Carol (2003) and Ballinger (2009) emphasized on developing a strategy to develop writing skills in English language which can help to enhance student's skill of writing. These studies thus suggest that developing such strategies which has a positive effect on students writing skill needs to be worked upon. The literatures reviewed by the investigator have following implications for the present study.

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 proposed 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.

- (i) English assumes the status of a major subject in the school curriculum.
- (ii) Students at all levels have a perception that a positive correlation exists between their proficiency in English and academic success and high paying jobs.
- (iii) A strategy focusing on listening skills in English language is essential and helps in developing students listening skill in English language.
- (iv) Suitable strategy focusing speaking skill if planned and implemented in English classrooms certainly helps students in enhancing speaking skill in English language of students.
- (v) A well-developed strategy 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.

- (vi) Exposure to various reading texts improves students reading skill.
- (vii) A strategy which can encourage students to write helps them to develop their writing skill in English language.
- (viii) 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 review of the literatures gave 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. Thirty six studies were reviewed by the investigator during the process. Various 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 wherein 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 was an attempt in this direction to enhance LSRW skills in English language among secondary CBSE students.

RATIONALE

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

English language taught at primary and upper primary classes basically focuses on acquaintance with language and structure building. By the time learners reach secondary classes they have a sound foundation of the language and the basic skills of the language. Therefore, at secondary level where the learners are equipped with knowledge of English language, their communicative competency needs to be stressed upon. This is required as the learners at this stage are prepared to contribute to the socio economic development of the community, equipped with the required skills. Moreover, at secondary level, the learners are also prepared for entrance to higher education; where again intelligible use of language is expected. Thus learning a language for these purposes at secondary level becomes mandatory for the learners. Ganguly (1992) stresses that it is an accepted fact that English would continue to play an important functional role in the field of higher education and knowledge sharing. The same has been advocated in the Scheme of RashtriyaMadhyamikShiksha Abhiyan (RMSA) that it is essential that school leavers acquire a higher level of knowledge and skills than what they are provided in the eight years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. This fact cannot be denied that communicative competence has a greater role to play when we talk of skills. It therefore becomes mandatory that serious attempts be made to ensure that all learners leaving school have required competency in English language. Dyvadatham (2012) in the same line added that the chief objective at secondary level is to improve students' skills in listening, speaking, reading and writing. The same has been realised by CBSE and as a result various innovative practices related to English language teaching and evaluation, stressing on LSRW skills is being undertaken by it for past couple of years. However, they seem meager in case of integrated development of LSRW skills of English language.

Though CBSE students follow a well-developed curriculum in English, they still lack the required competency in English. This has also been opined by Joseph (2003) that it is surprising that after learning English in English Medium School for more than eight years a student is still found possessing inadequate knowledge of the actual conversational aspects of English. He further added that teaching English should be done in such a way that the English classroom provides adequate atmosphere for learning English as the medium of communicative functions. For this, motivating students towards it and towards the programme to be implemented needs to be done. Position Paper on Teaching of English also suggests a comprehensible input-rich curriculum that lays the foundation for spontaneous

language growth. It also stresses on meaningful language exposure. While teaching English language, the investigator observed that the interesting and indigenous inputs in the form of language activities not only motivates students to learn English language but also create their interest towards the subject and thus would prove to be of a great help in enhancing student's communicative competence.

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

STATEMENT OF THE PROBLEM

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

OBJECTIVES OF THE STUDY

The present study was conducted with the following objectives.

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

HYPOTHESIS

The following null hypotheses were formulated to achieve the said objectives of the present study and those were tested at 0.01 level of significance.

- (i) There will be no significant difference between the mean achievement score of listening skill of experimental and control group secondary students.
- (ii) There will be no significant difference between the mean achievement score of speaking skill of experimental and control group secondary students.
- (iii) There will be no significant difference between the mean achievement score of reading skill of experimental and control group secondary students.
- (iv) There will be no significant difference between the mean achievement score of writing skill of experimental and control group secondary students.
- (v) There will be no significant difference between the mean achievement score of English communication skill of experimental and control group secondary students.

EXPLANATION OF THE TERM

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

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

OPERATIONAL DEFINITION OF TERMS USED

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

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

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

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

Communication Skill: Communication skill is the sum total of all the four skills.

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

DELIMITATION OF THE STUDY

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

DESIGN OF THE STUDY

The study was experimental in nature where Quasi-experimental design was used. The Pretest-Posttest Equivalent-Controlled Group Design was followed in this research. The design of the study can be presented as follow.

O1 X O2

O3 C O4

Where, O1 and O3 were pretest

O2 and O4 were posttest

X stands for Experimental Group and

C stands for Control Group

Following this experimental design, the achievement of students in English of the experimental and control group was measured as the pretest and at the end of the experimentation the achievement in LSRW was measured as posttests. The pretest score was used to make the groups equivalent. The posttest LSRW achievement test result was used to see the effectiveness of the developed package.

POPULATION

The population comprised of all the secondary students of CBSE (Central Board of Secondary Education) English medium secondary schools in Gujarat state during the year 2015-16. According to the Annual report 2012-13 by CBSE, as on 31.3.2013, there were around 13,898 CBSE affiliated schools around the globe. There were around 260 CBSE affiliated schools in Gujarat State as on the above mentioned date. The Report also notified that the number of students in standard IX in Gujarat at this time were approximately 16000

SAMPLE

Sample for the present study was selected using convenient sampling considering the convenience criteria i.e. availability of the schools as per the reach of the investigator. One CBSE secondary schools of Baroda city was selected. There were two sections of standard IX in the school selected. Students of standard IX of one section were considered as experimental group and the students of standard IX of other section were considered as the control group. On the basis of their pretest achievement score in English LSRW, the experimental and control groups were made equivalent. These equivalent groups were then considered as the sample for the proposed study.

TOOLS FOR DATA COLLECTION

The following tools were used by the investigator for the purpose of data collection for the proposed study.

Achievement Test:

(i) Achievement Test for Pretest and Posttest:

Achievement test for pretest of 100 marks was prepared by the investigator for pretesting and posttesting. The test helped to measure the LSRW skills of English language. Testing of each skill carried 25 marks. Pretest scores of the experimental and control group were used to

make the control and experimental group equivalent. Posttest scores of experimental and control groups were used to compare the enhancement in the LSRW skills of the control and experimental group after the experimentation.

(ii) Achievement Test for Continuous Assessment of LSRW skills:

The investigator prepared assessment test for assessing each skill i.e. LSRW of five marks each for each lesson in English. It was spread through two semesters. Testing was done for each chapter during the process of teaching learning. Each activity of LSRW followed by the assessment was based on the theme of the units of the Literature Reader for standard IX of CBSE. In total the weightage of formative assessment was of 160 marks for each semester which included 40 marks for each skill. The tests comprised of suitable items to measure different skills.

Reaction Scale:

In order to get the reaction of students towards the developed package, a Likert type five point reaction scale was constructed considering different dimensions of the developed package.

PHASES OF THE PRESENT STUDY

The investigator conducted the present study in various phases. There were three different phases of the study like Preparation of pretest, Preparation of the package, and Implementation of the package.

Phase 1. Preparation of Pretest: The investigator prepared the pretest on the basis of the CBSE guidelines for LSRW skill in English in its secondary school curriculum 2014-15. The pretest consisted of four sections. One section each assessed student's listening, speaking, reading and writing. The investigator prepared various activities as part of the pretest to assess LSRW skills in English language. The test was of hundred marks and each section was for twenty five marks. The test was validated by the experts in the field of English language teaching and by the teachers teaching English in secondary section in different CBSE schools. Necessary modifications were made in the pretest on the basis of the responses from the subject experts. Later a pilot of the pretest was conducted before implementing it on the sample.

Phase 2. Preparation of the Package: A package for enhancement of LSRW skills was developed by the investigator considering the needed components of the LSRW skills related to the English course of CBSE Standard IX content. The investigator developed a set of activities stressing LSRW skills in English language for each unit of Literature Reader for standard IX. These activities were related to the unit being taught at that particular time period. All activities were followed by assessment of 5 marks each for every activity. While preparing the activities and assessment criteria guidelines given by CBSE as learning outcomes for every skill in its secondary school curriculum 2014-15 was taken into consideration.

The activities on listening comprised of listening to an audio track which was followed by assessment of students listening, understanding, interpreting and responding.

For the purpose of speaking activities, extempore, debate, role play, speech, conversation etc. were conducted. Students were assessed on the basis of rubric prepared by the investigator.

Reading activities were prepared by the investigator related to reading of the varied texts in relation to the unit being taught. Worksheet in the form of completing the sentences, questions, summarizing in limited words, reordering the extract or conversation, MCQ, stating true or false, striking off the sentences not present in the read extract etc. were used to assess students reading.

Writing activities such as, writing on well-worn topics, topics related to real life, expanding notes, clues converted to writing, story writing, etc. were prepared by the investigator. While planning the activities, the investigator took into account the writing tasks prescribed by CBSE as part of the syllabus. The assessment was done on the basis of rubric prepared by the investigator.

The investigator validated the whole package from the subject experts in the field of English language teaching. The subject experts included the faculty in the education department taking English method and the teachers of different CBSE schools teaching English to secondary classes. Necessary amendments were made in the package on the basis of the feedback received, to make it suitable to the LSRW skills of English language needs of the secondary students of CBSE.

Phase 3. Implementation of the Package: The prepared package was implemented by the investigator on the experimental group in English language classroom. It was integrated with the teaching of English language to standard IX students. The experiment continued for one academic session i.e. one academic year (April 2015 to March 2016). There are fourteen units in the Literature Reader for standard IX, which comprises of prose, poetry and drama. During the teaching learning process of English language in standard IX, the investigator assessed the students for the specific skills through the achievement tests prepared by the investigator for each unit. The assessment in each unit was for 20 marks. This helped the investigator and the students to keep a track of the improvement in each skill. During the same time the control group was taught English using traditional method with the help of their teacher.

DATA COLLECTION

The researcher personally collected the data during the intervention period. Before the implementation of the package, pretest was administered to the students of both the group: control and experimental. During the experimentation the achievement tests related to each unit focusing of LSRW skills were administered. After the implementation of the package, posttest was administered to both the groups. The investigator went with the same test for the posttest as was used as pretest. There was a huge gap of one academic session between administration of the pretest and posttest. At the end of the academic session in which the experimentation was done by the investigator, reaction scale was administered to the experimental group to know the reaction of the students towards the package.

DATA ANALYSIS

The collected data during the intervention period was analyzed quantitatively. Mean standard deviation and standard error of mean was calculated on the post test scores of the control group and the experiment group. This was done to see the significant difference between the control group and the experiment group. As the research design was quasi experimental in nature, non-parametric equivalent of t test, that is U-test was employed on the post test scores of the control group and experiment group.

To analyse the reaction scale, frequency, percentage and intensity index was calculated for each statement.

MAJOR FINDINGS

- The developed package was found effective in enhancing the listening skill of the secondary CBSE school students in terms of the achievement in listening skill.
- The developed package was found effective in enhancing the speaking skill of the secondary CBSE school students in terms of the achievement in speaking skill.
- The developed package was found effective in enhancing the reading skill of the secondary CBSE school students in terms of the achievement in reading skill.
- The developed package was found effective in enhancing the writing skill of the secondary CBSE school students in terms of the achievement in writing skill.
- The package was found effective in enhancing the overall communication (LSRW) skill of the secondary level CBSE school students.
- The package was also found effective in enhancing the overall achievement of secondary level CBSE school students in English.
- The package was found effective in enhancing the communication skills of secondary level CBSE school students in English in terms of the reaction of the students towards the package as the average reaction of the experimental group was positive towards the package.
- It was found that there was no change in the overall communication (LSRW) skill of the control group in their pretest and post test score during the whole academic year.

DISCUSSION

The package developed by the investigator had various activities emphasizing on the LSRW skills in English. Each activity was related to the units of the Literature Reader for standard IX of CBSE. This helped to develop student's interest in the LSRW activities and to make them relate to the LSRW activities. Language teaching is all about transacting skills of language so that students develop effective command over the language and are able to use it in a lucid way. The LSRW activities gave the experimental group the required practice to develop the communicative competence in English language.

The present study aimed at developing a package comprising of activities for enhancing language skills at secondary level, from communicative point of view, the investigator decided to use learner-centered, generic activities to enable the development of input rich

environment to enhance language competency among the students at secondary level. Students of the experimental group initially were found to be reluctant to participate in the implementation of the package as they were hesitant to speak or to express themselves. The students were also not able to express themselves in writing. Their thought could not find shape due to lack of command over the language. Gradually the students overcame the fear to express themselves in English. Feedback by the teacher and the peers helped them to improve upon their drawbacks.

CONCLUSION

The growth of human civilization without language is unthinkable. Language is considered as a tool to transmit thoughts. This ability to transmit or share boundless thoughts is unique to humans and has helped in rise of human species. This uniqueness of humans can only be of help when we have good command on language which in turn is dependent on proficiency in the language skills. English which is considered as a global language helps to communicate globally. And therefore proficiency in English helps individuals to have an edge over others who lack English language skills. The LSRW skills of language become important for students as well, as English language is widely used in the education sector in India. As secondary education is a significant stage in the educational journey of any student, they need to be equipped with good language skills to move further. It becomes essential here to help students to enhance their language skills in English.

This study emphasized on the use of activities to enhance students LSRW skills of standard IX students of CBSE Schools. It was found that the package was effective in doing so. The students found the package to be effective in enhancing their LSRW skills in English.

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