

# CHAPTER – V

## DISCUSSION, FINDINGS AND SUMMARY

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### **DISCUSSION, FINDINGS AND SUMMARY**

#### **5.1 Introduction**

The Chapter 5 Discussion, Findings and Summary includes the statement of the problem, objectives, explanation of the terms, methodology, discussion on the findings and major findings which are mentioned as under.

#### **5.2 Statement of the Problem**

### **DEVELOPMENT OF MODULES FOR ENHANCING ENGLISH LANGUAGE ABILITIES AMONG THE STUDENTS OF PRIMARY TEACHER EDUCATION PROGRAMME**

#### **5.3 Explanation of the Terms**

##### **5.3.1 English Language Abilities**

English Language abilities would mean one who is able to receive as well as express information, opinion, ideas, etc. efficiently in the English language.

##### **5.3.2 Modules**

Modules would mean a set of Self explanatory tasks that would include the following components:

1. Grammatical Items, vocabularies, sentence constructions, situational text-materials and lessons.
2. Visual aids like pictures, charts, flash-cards, drawings, objects, et al.
3. Audio cassettes of songs, rhymes, speeches, declamations, intonation patterns, word-spell and pronunciation practice, radio news recordings, etc.
4. Audio-visual materials.

#### **5.4 Objectives of the Present Study**

1. To develop and implement modules for primary student-teachers to enhance their English language ability.
2. To study the effectiveness of the modules in terms of their academic achievement in LSRW (Listening, Speaking Reading and Writing) skills.
3. To study the opinion of Experimental Group primary student-teachers towards the developed modules for enhancing English language abilities.
4. To study the change in attitude of the primary student-teachers of Experimental Group towards English language.

#### **5.5 Hypotheses of the Study**

1. There will be no significant difference in the academic achievement in Listening skill of the primary student-teachers of Experimental and Control Groups.
2. There will be no significant difference in the academic achievement in Speaking skill of the primary student-teachers of Experimental and Control Groups.
3. There will be no significant difference in the academic achievement in Reading skill of the primary student-teachers of Experimental and Control Groups.
4. There will be no significant difference in the academic achievement in Writing skill of the primary student-teachers of Experimental and Control Groups.
5. There will be no significant difference in the academic achievement in LSRW skills of the primary student-teachers of Experimental and Control Groups.
6. There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to 'The importance of the English language'.
7. There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to 'Liking towards the English language'.

8. There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to ‘Views of primary student-teachers on English language teaching in present context’.
9. There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to ‘Negativities towards English language’.
10. There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to ‘Lack of exposure provided for the learning of English’.

### **5.6 Delimitation of the Study**

The study is delimited only to the DIET (District Institute of Education and Training) PTC College, Idar, Sabarkantha District.

### **5.7 Design of the Study**

The study followed quasi-experimental-pretest-posttest design in which two groups: Control and Experimental were taken.

O1 X O2 O1 O3 = Pretests, X = exposure of a group to the developed modules

O3 C O4 O2 O4 = Posttests, C = exposure of a group to the functional approach

### **5.8 Data Analysis**

Mann – Whitney U 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 and intensity index.

### **5.9 Discussion on Effectiveness of the developed Modules in terms of Academic Achievement**

The objective 2 was “*to study the effectiveness of the modules in terms of their academic achievement in LSRW (Listening, Speaking Reading and Writing) skills*”. The null-hypothesis

H<sub>0</sub> was: There will be no significant difference in the academic achievement of Experimental and Control Groups in LSRW skills of the primary student-teachers. In order to study the status of null hypothesis H<sub>0</sub>, the Mann-Whitney test was used to study the status of hypothesis H<sub>0</sub>. The sum of score of all four skills when tested using Mann-Whitney test, it was found that control and experimental group did not differ statistically ( $U = 82.00$ ,  $z = -1.494$ ,  $p = 0.135$ ) so there was no significant difference between control and experimental group on sum of score in all four skills namely Listening, Speaking, Reading and Writing.

Experimental group (Mdn = 26.00) differed significantly from control group (Mdn = 10.00) on combined score of all four skills – listening, speaking, reading and writing after implementation of modules, ( $U = 0.000$ ,  $z = -4.736$ ,  $p = 0.000$ ). Therefore, the null hypothesis H<sub>0</sub> (H<sub>0</sub>: There will be no significant difference in the academic achievement in LSRW skills of the primary student-teachers of Experimental and Control Groups) was rejected and it was concluded that the experimental group benefitted by developed modules ( $p = 0.000$ ). This mentions that the experimental group benefitted better than the control group at both the levels of significance namely 0.05 and 0.01.

It indicated that designed and implemented modules for enhancing English language abilities among the primary student-teachers increased the academic achievement of experimental group in comparison to control group on post testing. The increase in academic achievement of the experimental group students can be explained due to the developed modules. The other factors of experimental validity such as maturity, history, testing and artificiality of the experimental setting were controlled in quasi-experimental design. The researcher also maintained neutral attitude while scoring the answer sheets that led to infer that the developed modules for enhancing English language abilities among the primary student-teachers emerged as a causing factor for the increase in academic achievement.

There was a decisive and marked change in the Experimental Group's English language abilities with particular reference to the 4 skills of Listening, Speaking, Reading and Writing for a number of reasons. Listening and Reading being receptive skills, various measures to make the student-teachers to listen to good English by way of listening to BBC News, Tucker's

Pronunciation CD, researcher's demonstrative reading of the text from the modules with proper pronunciation, stress, diction, modulation of voice and intonation patterns; reading aloud from the given passages by the primary student-teachers, tongue twisters which were hilarious, silent reading practice for gaining comprehension of the text at hand, skimming and scanning texts, etc had impacted in a positive manner their listening and reading skills. Speaking and Writing being productive skills, activities for speaking like declamation, constructing a story by looking at a picture, recitation of lines by-heart, situational dialogues, role-play, etc; practice in correct grammatical usages and sentence formation, power-point presentation of grammatical items and exercises, simple essay writing, spelling-bee game, textual question-answers, et al helped in developing speaking and writing skills. Further, the various approaches, methods, techniques and strategies used by the researcher have borne dividends.

On having evaluated the text-books used for English subject in the primary schools in the State of Gujarat which is based on the Functional Approach and having had a one-to-one discussion with the control-group teacher, it was found that the control group was taught with the help of the resources provided in the text-books itself. The Functional Approach stresses on the 'use' of the language, that is, language as a means of communication. The text-books being totally 'Activity-based', the control-group teacher used the activities provided in them and taught the primary student-teachers of the control group as per the instructions given therein.

The activities varied from group-work, pair-work, mark the answers, match the following, frame questions to get the underlined words as answers, some riddles to solve, true or false statements, quiz-questions, frame questions for the options provided, look at the picture and complete the sentences using the correct words, fill in the blanks, etc. The teacher taught the control-group in a routine manner as instructed in the textbook and systematic grammar rules were not taught at all. Further, pronunciation, diction, spellings, comprehension, etc were not stressed and nor were technology, audio-visual aids, power-point-presentations, creative ways of teaching and only one approach namely the Functional Approach was used in the class-room situation. The teaching was done without putting any mental stress and burden on the students. A personalized observation and careful noting of individual student's flaws in learning the language was also not maintained in a diary so as to provide remedial measures.

The statistical superiority of the experimental group in terms of academic achievement compared to the control group was also confirmed by the interest shown by the experimental group students for enhancing their English language abilities in their positive agreement on the items of the opinionnaire and attitude towards English. The findings have been supported by various non-traditional approaches adopted by a number of researchers. **Singh and Satsangi (2001)** findings revealed 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. **Warsi (2002)** study on Effects of Visual Instruction on Second Language Productive Phonology indicated that the Experimental Group A subjects succeeded in accurately producing the English liquids and in correctly identifying perceptual speech contrast in a native-like fashion. **Ali Nihat (2003)** indicated that studying feature films in such a context helps students in several ways: as they develop a wider understanding of the art of film-making, they gain critical awareness of how media texts are constructed and how they can be deconstructed; they improve their English in a new context through speaking, writing, reading, and listening; they gain confidence in speaking in front of an audience, and they improve their presentation skills. **Hussain (2005)** found that direct teaching method was more effective as a teaching-learning technique for English as compared to traditional teaching method. **Muthukrishna and Singaravelu (2006)** findings stated that learner friendly task-based approach in transformation of Reported speech in English is more effective than customized approach. **Rezwana (2007)** study reveals that the teaching strategies developed have helped the students to improve their creativity. **Ezzedine (2011)** revealed that the integration of visual aids enhances second language communication skills and oral fluency. In addition, students hold positive attitudes regarding the implementation of visual literacy. **Bavesh (2012)** concluded that the Communicative Approach has fundamental key aspects like learner-centered teaching, activity-oriented teaching-learning, healthy interaction opportunities for learners, a lot of scope for creativity and function based language items which can lead to natural learning of English language. **Druce (2013)** proved that 68% of respondents disagree that the Direct Method is the most appropriate technique and 86% do agree that carefully planned translation activity can play a useful role in the L2 communicative classroom, with 82% agreeing to the use of an eclectic approach.

Considering the above mentioned discussions on Second or Foreign language teaching and learning, the history of language learning has thrown up umpteen approaches, methods and techniques. Each of them has contributed to the uniqueness and new ways of teaching and learning of language. To ask, which is the best approach or method, is an irrelevant question as most linguists would vouch for. To quote Richards and Rodgers (1986) wherein they state that a study begun in 1923 on the state of foreign language teaching concluded that “no single method could grantee successful results.” Rivers (1983) states “there is no single pedagogical answer, only the answers of many individuals.

### **5.10 Discussion on Analysis of Opinionnaire**

The objective 3 was “*to study the opinion of Experimental Group of primary student-teachers towards the developed modules for enhancing English language abilities*”. To study the opinion of Experimental Group of primary student-teachers towards the developed modules for enhancing English language abilities, Objective 3 of the present study, the researcher constructed the Opinionnaire on the three-point scale, ‘Agree’, ‘Cannot Say’ and ‘Disagree’. The Opinionnaire encompassed various statements to collect the primary student-teachers’ opinion towards the developed modules in terms of listening, speaking, reading and writing skills.

The Opinionnaire scale was used to study the opinion of the primary student-teachers towards modules prepared and implemented. There were thirty statements which were classified into four major categories by the researcher as mentioned under:

#### **I. Appreciation shown towards the modules**

Of the 6 statements, the primary student-teachers showed very high appreciation for statements 1, 2, 3, 20 & 30 but 23.53% had reservation for statement 5 ‘Grammar lessons were taxing. It is understandable that not all would enjoy grammar lessons as it is a bit taxing given the background of the primary student-teachers. It also has to be noted that the majority of them (70.59%) appreciated the grammar lessons. The overall result of all 6 statements (Intensity Index: 2.85) proves a very high rating for the first component namely ‘Appreciation shown towards the modules’.

#### **II. Activity-oriented teaching in language learning**

Of the Thirteen statements enlisted under the second component, Statements 6, 7, 9, 10, 18, 21, 24 & 26 recorded 100% agreement. Statement 17 ‘Declamation instilled in me the power of speech-making’ is bit of an eye-opener as 35.30% of the primary student-teachers expressed their disagreement with the statement. On hindsight the researcher felt that Declamation is a difficult task in speech-making as it involves memory, proper facial expressions, modulation of voice and spot-on emotions. For the first generation learners and specially those weak in English would find it extremely tough. Therefore, the result in Statement 17 is not surprising. Having recorded the result of all 13 statements (Intensity Index: 2.91), it shows excellent rating for the second component of the opinionnaire namely ‘Activity-oriented teaching in language learning’.

### III. Use of Technology/ICT in language learning

Considering in totality the five statements enlisted under the third component of opinionnaire scale ‘Use of Technology/ICT in language learning’, statements 19 and 27 recorded cent percent agreement. 29.41% primary student-teachers disagreed with Statement 12 ‘Listening to BBC News helped in getting the right pronunciation’. The reason being that the news readers on BBC News channel have a different accent and so it is but natural that the first generation primary student-teachers who are listening to BBC News for the first time would find it hard to follow the British accent. But the researcher felt it important to give them a taste of the ‘Queen’s Language’. The rating of the five statements (Intensity Index: 2.84) scores high in the appreciation value under the third component ‘Use of Technology/ICT in language learning’.

### IV. Kinesthetic-learning aspects in modules

Of the 6 statements enlisted under the fourth component of opinionnaire scale, statements 15, 22, 28 and 29 were scored 100% by the primary student-teachers and statements 14 and 16 recorded 88.24% and 82.35% respectively in favour of the statement. It proves that Kinesthetic-learning i.e. ‘learning by doing’ the primary student-teachers fruitfully engaged in learning English by doing and participating in the given tasks. The total aggregate of all the 6 statements under ‘Kinesthetic-learning aspects in modules’ showed remarkable approval (Intensity Index: 2.93).

The over-all view of the student-teachers to the modules prepared by the researcher from the above mentioned data-analysis has been positive and encouraging. Language teaching has to be dynamic, flexible and inclusive. To quote Tarone and Yule (1989) the responsibility lies in the hands of the “individual teacher’s ability to choose appropriate procedures and materials according to some principle or some set of principles.” This choice will be based on the learner’s needs and not based on a ‘global theory’. It has to evolve “from an investigation of the highly localized situation of the teacher’s classroom”. The philosophy behind this approach involves “local solutions to local problems and has to remain sufficiently flexible to allow recognition of a great deal of variation in the nature of the language experience”. The modules developed and implemented by the researcher kept an ‘Eclectic mind’ while focusing on enhancing the English language abilities among the students of primary teacher education programme.

### **5.11 Discussion on Analysis of Attitude towards English Language**

The objective 4 was “to study the attitude of the primary student-teachers towards English language”. The attitude scale comprising of 40 statements was of three point scale in which three options ‘Agree’, ‘Disagree’, and ‘Can’t Decide’ were given. The researcher enlisted the basic components on which the student-teachers’ attitude can be studied and total five components were listed down mentioned as under:

#### **I. The importance of the English language**

The test statistics was based on negative ranks,  $z = -2.669$  which was significant at  $p = 0.008$ , and therefore, it can be concluded that there was a significant difference on the component of importance of English language on attitude scale and therefore, it suggests significant increase in posttest score on the component of importance of English language on attitude scale after learning listening, speaking, reading and writing based on developed modules in English language. Further, the daily diary notations pointed out to the fact that they were realizing the importance of learning English and made serious and concerted effort to learn the language.

Therefore, Hypothesis 6 “*There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to The importance of the English language*” is rejected.

The resultant change in the attitude of the primary student-teachers with regard to the importance of English language is because they were able to crack the psychological block namely the defeatist attitude that English is a foreign language and therefore not so important to learn as they can safely manage and carry on with their daily activities in their mother tongue. They found themselves cocooned in their own regional surroundings. The modules helped them shift the goal post and look at the English language as opening up a world of possibilities; the sky being the limit.

## II. Liking towards the English language

The Wilcoxon Signed Ranks Test – Test Statistics for Liking towards English Language, second component of the attitude scale was based on negative ranks,  $z = -3.530$  which was significant at  $p = 0.000$ . That clearly showed there is significant difference between tests scores measured on second component Liking towards English Language before and after experimental intervention. It can be further said that students' post scores were higher than their respective score measured before experimental intervention on the second component - Liking towards English Language. This lead to conclude experimental group students experienced positive attitudinal change after learning English language based on developed modules and they started liking English language which was not observed before.

Therefore, Hypothesis 7 “*There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to Liking towards the English language*” is rejected.

A lack of exposure to the English language and being taught as a second language in a cumbersome manner created a distaste towards the language. The modules following the principles of learning: from easy to difficult, known to unknown, concrete to abstract; made it easy for them to grasp. Moreover, the joyful learning experience that they had by learning English through action songs, rhymes, video clippings, role-play and other activity-oriented teaching-learning methods made them experience a real feel for the language, eager to learn more and developed a liking towards the English language.

### III. Views of primary student-teachers on English language teaching in present context

It can be said that significant difference was found for the third component, Views of primary student-teachers on English language teaching in present context of attitude scale for experimental group students as the Wilcoxon Signed Ranks Test – Test Statistics for the third component, Views of primary student-teachers on English language teaching in present context of attitude scale was based on negative ranks,  $z = -0.327$  and is significant at  $p = 0.744$  thereby leads to conclude there is significant difference at  $p = 0.05$ .

Therefore, Hypothesis 8 “*There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after the experiment with regard to Views of primary student-teachers on English language teaching in present context*” is accepted.

The statements in the third component of the attitude scale namely Views of primary student-teachers on English language teaching in present context is subjective in nature and given the fact that the primary student-teachers were hailing from a non-English environment and lack the aptitude in their knowledge of English, they feel at sea when English is spoken all the time. A sprinkling of bilingual method of teaching English would not be out of place in such a situation given the ‘need’ that the primary student-teachers themselves have expresses in unison. Therefore, there is a need for having a ‘Need Analysis’ to be carried out before implementing a language teaching programme. But their response to the two statements under Views of primary student-teachers towards teaching of English namely ‘English has to be taught seriously in school’, ‘English has to be taught in simple and interesting way’ is overwhelming, which implies that the teaching of English has to be done in a simple, interesting, systematic and in a serious manner.

### III. Negativities towards English language

The Wilcoxon Signed Ranks Test – Test Statistics for fourth component - Negativities towards English Language, of attitude scale was based on negative ranks and  $z = -3.630$  and  $p = 0.000$  indicating significant difference existed for experimental group students for fourth component of attitude scale - Negativities towards English Language. It is, therefore, concluded that

experimental group students observed attitudinal shift in their Negativities towards English language after learning English language based on researcher developed modules.

Therefore, Hypothesis 9 “*There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to ‘Negativities towards English language’*” is rejected.

A proper mix of approaches, methods and techniques used in teaching English to the student-teachers through the use of modules had brought about a paradigm shift in viewing the English language. Having had a discussion with the student-teachers it was found that in their schooling days they did not have a proper teacher to teach English. More often than not, the translation method was followed wherein the teacher would translate the words and sentences of the English text by using the mother tongue. They had to go through the motion of learning English without any interest. It was a boring and dull affair devoid of any teaching techniques or method of teaching. The teachers were themselves not well versed and conversant in the English language and so could not inspire their students. For the first time, these primary student-teachers got a real taste of English through the use of modules which was a judicious mix of different approaches, methods and techniques. The primary student-teachers took active part and interest in the activities, games and group assignments. They showed a keen interest to learn English and used to wait for the English classes to begin. That explains the positive attitudinal change towards the English language.

#### IV. Lack of exposure for the learning of English

Wilcoxon Signed Ranks Test – Test Statistics for fifth component - Lack of Exposure of attitude scale was based on negative ranks,  $z = -3.660$  and  $p = 0.000$  indicating significant difference existed for experimental group students for the fifth component of attitude scale – lack of exposure. It can be further stated that experimental group students underwent positive attitudinal change for component – lack of exposure of attitude scale as their posttest scores on the

component – lack of exposure was higher than their pretest scores on the same component of attitude scale.

Therefore, Hypothesis 10 “*There will be no significant difference in the attitude of Experimental Group primary student-teachers before and after experiment with regard to ‘Lack of exposure for the learning of English’*” is rejected.

Lack of Exposure in the English language is a fact of life for the primary student-teachers as they come from a rural background, no one in their family or neighbourhood who can converse in English and neither do they subscribe to any English TV channels at home or go for English tuition. These aspects remaining constant, it is left solely to the English teacher in the school/college to provide a proper and conducive environment for learning English. The researcher through the prepared modules exposed the primary student-teachers by bombarding them with a lot of English through innovative ways of teaching and a participatory-approach by way of involving them in the various activities, thereby, offsetting the lack of exposure in the English language.

## **5.12 Major Findings of the Study**

The major findings of the study are as under:

1. The experimental group achieved significantly on posttest score in listening skill after experiencing the programme. It indicated that the experimental group sharpened their listening skill by listening attentively to the TV news, video clippings, voicemail messages, action songs, teacher’s reading of the text, etc.
2. The experimental group after experiencing the programme improved upon their speaking skills by way of participating in role-plays, dialogues, picture descriptions, spinning yarns, declamation, debate, et al. This helped them to build their confidence in the skill of speaking.

3. The experimental group after the intervention improved upon their reading skill as they listened to good English from BBC News, Fr. Tucker's pronunciation CD, reading practice given by the teacher from the lessons in the module, advertisements, etc. They were able to read with comprehension which proved beneficial as the result suggests.
4. The experimental group had to do written exercises, grappled with grammar lessons, learnt to write correct spellings of words, wrote postcards, letters and essays. Thus, they developed their writing skills.
5. The experimental group after going through the modules could excel in all four skills namely listening, speaking, reading and writing. Language skills cannot be learnt in isolation and therefore the combination of skills through the use of various methods and techniques had helped positively the experimental group in the LSRW skills.
6. The experimental group after experiencing the programme showed positive attitude towards the importance of English language.
7. The experimental group after the intervention through modules, the experimental group developed a liking for the English language and had a joyous experience.
8. The experimental group views on English language teaching in the present context have to be taken into consideration and a need analysis has to be formulated before implementing any language programme.
9. The experimental group started appreciating the English language and started taking an active part in learning it with enthusiasm. Their fears were put at rest as they gained in confidence in learning the language and quelled the negative attitude towards English language.
10. The experimental group being first generation learners of English and come from rural background with no one to converse with them in English. The developed modules exposed them to the English language through innovative ways of teaching and a

participatory approach through various activities. Thereby, offsetting the lack of exposure in the English language.

### **5.13 Implications**

The researcher, through a judicious assortment of the different approaches, methods and techniques developed the modules to enhance the English language abilities among the primary student-teachers. The focus was to develop the Listening, Speaking, Reading and Writing skills which brought about the desired results in the primary student-teachers in all four LSRW skills. Further, the attitude of the primary student-teachers towards the English language showed marked improvement as seen in the result. They developed an interest and liking towards English. They waited eagerly for the English classes and participated in all the activities and exercises with total involvement. They being future teachers, bears a lot of significance in the way they will view the English language which will then have a ripple-effect on their prospective students.

The implications based on present research are as under:

1. Modules for teaching English Grammar should be developed, designed and implemented for the teaching of English as a Second Language in school curriculum.
2. 'Use' and 'Usage' are both crucial in language learning as they are like two sides of the same coin; implying a re-look at the Functional Approach to language learning that stresses more on the 'Use' of language.
3. An 'Eclectic Approach' by way of 'informed eclecticism' needs to be used for the teaching of English language.
4. A systematic, well-designed and compact methods and strategies have to be planned and worked-out in the teaching of English.
5. A judicious mix of activities, games, creative ideas, audio-visual aids, et al should be incorporated to enhance the Listening, Speaking, Reading and Writing (LSRW) skills in language learning.

6. ICT or Digital Classroom settings: through the use of LCD projectors, DVD players, video-clippings, voice-recorders, power-point-presentations, etc. ignites language learning.

#### **5.14 Suggestions for Further Studies**

Following are the suggested studies based on the present study:

1. Development and implementation of modules for advancing English language skills among the B.Ed. Teacher-Trainees
2. A Critical Study of Functional Approach to teaching of English in Schools in the State of Gujarat.
3. Effectiveness of Task-based Approach verses Function-based Approach to Language Learning at the Lower-Primary School Level.
4. The Use of ICT in enabling and advancing English Language Abilities among the High School Students.

#### **5.15 Conclusion**

The findings prove 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. There was marked improvement in the language skills of Listening, Speaking, Reading and Writing. The present study gives an inkling into the various approaches that can be used in the teaching of the English language and offers a path-way to be followed in using different strategies in mastering the skills of language namely Listening, Speaking, Reading and Writing. It also reveals the lacuna in following one particular approach which could be detrimental to language learning. Further, a strong pitch is made to critically evaluate the Functional Approach that is in vogue in the schools of State of Gujarat and help teachers of English to reformulate their approach to teaching of English in schools and educational institutions.