CHAPTER: 1 CONCEPTUAL FRAMEWORK

1.0 Introduction

Language is our principal means of making sense of our experience and communication with others. It is an inseparable aspect of our personality. The oxford dictionary defines language as 'the whole body of words and of methods of combination of words used by a nation, people or race.' Language can exist in spoken as well as written form. It is the written or spoken expression. There is a limitless variety of language. It plays a prominent role in the preservation, advancement and transmission of culture.

As **Venkateswaran (1995)** says *Language is not a natural phenomenon. It is a creation of man's social needs. Hence society depends on language. Language is an extremely complex and highly versatile code that is used to communicate our thoughts, desires and experiences to other persons. There are also other devices such as gestures, signs, drawing, sculptures etc. but these are not enough to replace language*. In fact, language is a creative process with the learner playing a pivotal role.

According to **Rao (2006)** *Special needs to be paid in the study of English ...world knowledge is growing at a tremendous pace ...India must not only keep up this growth but should also make her own significant contribution to it. For this purpose study of English deserves to be specially strengthened. Learning of English may be facilitated in the upper primary or secondary stages considering that this would be needed as a 'library language' in the field of higher education and consequently a strong foundation in the language will have to be laid at the school stage.*

English language has made a place for itself on the international stage as a common medium for communication and knowledge. It has created a need to learn English language as an instrument for attainment of knowledge in various fields of study. Learning a language doesn't mean learning about a language only i. e. acquisition of structures and vocabulary. It constitutes the use of language in terms of acquiring language skills. Learning a language therefore means communicating. And when it is about the second language, it demands lots of efforts and practice. Learning a

language is acquiring some skills-learning, speaking it, reading it with understanding and writing it. Everyone uses language to communicate his/her habits and feelings to others in the spoken or written form. Language teaching as well as learning is a complex task. It cannot be denied that both the way of teaching and the teacher have an effect on the learning outcome of a learner. A learner – oriented teaching method may enable the learner to engage him/herself in creative and divergent thinking, problem solving, self-learning and exploring new avenues of communication. For effective communication, there is a need to develop basic skills of language. Nowadays one can't acquire language through lecture method only, students should be kept engaged in activities. The researcher being an English teacher wants to make an humble effort to develop effective and meaningful communication skills in the students through tasks based strategies and thus the study.

1.1 Language

The Oxford English Dictionary (2001) defines language as, "the whole body of words or combination of words used by a nation, people or race". Cambridge International Dictionary of English (1995) defines the term 'language' as, "A system of communication consisting of small parts and a set of rules which decide the ways in which these parts can be combined to produce messages that has meaning". In their 'Outline of Linguistic Analysis', Block and Trager (2000) define the language as under: "A language is a system of arbitrary vocal symbols by means of which a social group cooperates".

According to **Gaind &Sharma (1963),** "Language is a very essential element in the culture of a society. In fact, it is the basis of all cultural activities of a social organism, "each community", to quote Leonard Bloomfield "is formed by the activity of language", and "speech utterances give us the most direct insight into its working" and play a very significant part in everything that is done. In order to understand and appreciate the culture of a human society we must understand its language. It is through language that human beings communicate to each other and share each other's thoughts, feelings and emotions. Language is the vehicle of all human experience and as such is the only foundation of human culture and civilization. Without language a human society would be unthinkable."

Radhakrishnan (1929) says, "Language is a powerful help to good scientific thinking and especially to communication in science as well as a necessity in the humanities."

1.2 Importance of Language

Mukalel J.(1998) considers language as a speech in the following words, " there are several reasons for us to believe that language is basically speech. Some of the chief reasons are the following: (1) the origin of all languages is in speech; (2) communication in a linguistic community can be had only through speech; (3) speaking and listening are skills which naturally develop;(4) speech requires no other external tools to function;(5) speech achieves the quickest communication;(6)the individual's specifications and characteristics reflect much more in speech rather than in writing;(7) speech habits reflect the changes in a language more than writing does ;(8)speech is as though living and evolving; it is the most dynamic element of society."

Since language is a learned form of behavior, its teaching should start early. Since language is a habit, sufficient practice should be given to children to acquire and confirm language habits. Drills are very much useful and should form a very important feature of methods of teaching.

In short, language is a tool to express ourselves. After all language is a means of communication only, it has nothing to do with any particular religion or region.

According to Mukalel (1998) "language is for communication, communicability is the essence of human language. Any utterance, any discourse, as we may call it, takes place in a context where at least two individuals must be present."

The importance of language is essential to every aspect and interaction in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and to question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situations. Would you talk to a small child with the same words you would at a business meeting? Being able to communicate with each other, forms bonds, teamwork, and it's what separates humans from other animal species. Communication drives our

lives and betters us. Language is an extremely important way of interacting with the people around us. We use language to let others know how we feel, what we need, and to ask questions. We can modify our language to each situation

Through language, we can connect with other people and make sense of our experiences. Imagine what it must be like for your child to develop these skills that we take for granted. As a parent, a teacher, or any other type of caregiver, you shape a child's language development to reflect the identity, values, and experiences of your family and community. Therefore, it is up to you to create a warm and comfortable environment in which your child can grow to learn the complexities of language. The communication skills that your child learns early in life will be the foundation for his or her communication abilities for the future. Strong language skills are an asset that will promote a lifetime of effective communication.

1.3 Stages in Language –Habit Formation

According to Gaind & Sharma (1963), there are five stages in the process of language-habit formation:

1.3.1 Recognition (hearing and recognizing)

This implies the stage when a child can recognize what is spoken to him. He can firstly recognize sounds, sequences of sounds giving meanings and can secondly distinguish between sounds and their sequences for meaning. At this stage the teacher can provide children with opportunities to hear the language and s/he should speak the language with sufficient clarity and distinctness.

1.3.2 Imitation (hearing and imitating)

This stage implies that a child hears and imitates. S/he not only recognizes sounds and their differences but can also produce them. S/he might not know the meanings, neither at the first stage nor at the second stage; all that s/he would know is the different sounds and be able to produce them. S/he might not be able to associate differences in sounds with differences in meanings. The purpose at this stage is to give the child an active command over recognition and production of sounds. Drills in minimal pairs (e.g. pin bin; meat beat;) are very useful at this stage. Meaningful units should be provided to give practice in intonation.

1.3.3 Repetition

This involves practice and repetition so as to enable the child to acquire confidence and sure mastery over the language material presented to him.

1.3.4 Variation

At this stage, the teacher introduces variation in drills and the child also observes differences in meanings.

1.3.5 Selection

This is the last stage when the child him/herself can select the material that s/he would use in response to a particular stimulus. Substitution tables at this stage are very useful because they enable the child to use the language with propriety in response to proper situations.

The above mentioned five stages in the process of language habit formation are not independent stages coming one after the other. They are in fact the cyclic aspects of a functional process each not only leading to the other but actually running into the other. It is important that a teacher realizes their significance and decides to present language material keeping in view the fundamental process involved in learning a language.

1.4 Importance of English Language

The role of English in our lives has got much importance. English may be a foreign language, but it is international in its significance. It is taken as a lingua France, the common language, for all parts of the world today. The importance of English language in our lives is firstly that it is spoken, read or understood in most parts of the world due to which we can belong to the whole world as well as to our own country   ; secondly, that it is truly the language of science and technology. No other language offers such a wide scope for scientific studies and research as English. Without our mastery of English, we could not have easily used atomic energy for power generation, in engineering projects and medical treatment ; thirdly, that it offers us treasures of knowledge in all social sciences like history, political science, economics, anthropology, sociology, philosophy and psychology; fourthly, that it plays its role in

modern medicine and surgery, developed from worldwide studies and researches in different countries and language which now makes a tremendous store house of medical knowledge in English and lastly, that religious and spiritual writings and translations in English are in plenty. All the Holy books including the Holy Quran and Bible with diverse translations find their pride of place in the section of religious books in any good library or book gallery.

English is the International Language and is one of the most popular and most spoken in the technology world. We need to know English in order to study any science subject or any computer language. We need to know English to communicate effectively in many developed countries. English is very much important in our life. It is necessary in each and every field. If we know English, we are never tongue tied in front of others. It's a widely spoken language. People take pride in speaking English If we don't know English, we will lag behind the others. English is the need of the hour. Today we can't deny the importance of English in our life. To anyone who lives in an English speaking country, it is of vital importance. Language is always very important, because it is the means of communication. If you cannot speak the language of a place, it will be very difficult to communicate with the people and so it is an absolute necessity. We communicate with others every day, whether we just say 'hello' or have a long conversation, or whether we give or follow instructions, or whether at home or at the shop or in the workplace. Communication is a tool for everyday life-Everyone uses it every day, and language makes it a whole lot easier, so everyone learns to speak their native language. English is the most widely spoken language in the world, and if you know how to speak it, it will be an invaluable tool of communication. You can develop your knowledge for the betterment of your knowledge. As long as you educate yourself, you will come across many new things. There is no end for learning.

1.5 English as a First Language and as a Second Language

According to **Fennell (2001)** "Basically, we can divide countries according to whether they have English as a native language, English, as a second language, or English as a foreign language. The first category is self-explanatory. The difference between English as a foreign language and English as a second language is that in the latter instance only, English has actual assigned communicative status within the

country. Altogether, there is a total of 75 territories where English has a special place in society.

According to **McArthur (2002)** "The terms (T)EFL, (T)ESL, and TESOL ['Teaching English to Speakers of Other Languages'] emerged after the Second World War, and in Britain no distinction was seriously made between ESL and EFL, both being subsumed under *ELT* ('English Language Teaching'), until well into the 1960s. As regards ESL in particular, the term has been applied to two types of teaching that overlap but are essentially distinct: ESL in the home country of the learner (mainly a UK concept and concern) and ESL for immigrants to ENL countries (mainly a US concept and concern)."

According to Gunderson (2009), "The term 'English as Second Language' (ESL) has been traditionally referred to students who come to school speaking languages other than English at home. The term in many cases is incorrect, because some who come to school have English as their third, fourth, fifth, and so on, language. Some individuals and groups have opted for the term 'Teaching English to Speakers of Other Languages" (TESOL) to represent better the underlying language realities. In some jurisdictions, the term 'English as an Additional Language' (EAL) is used. The term 'English Language Learner' (ELL) has gained acceptance, primarily in the United States. The difficulty with the term 'ELL' is that in most classrooms, everyone, regardless of their linguistic backgrounds, is learning English."

1.5.1 Acquisition and Learning

Acquisition is an act of gaining knowledge and skill by your own. It is an active process by which capability for mother tongue develops in a human. It is done in a very early stage i.e. within 5 years. It is an unconscious process. The main focus is on Communication or reception of a message. Motivation is a necessary for acquisition. The outcome of acquisition is fluency. Acquisition is a subconscious process in acquiring mother tongue. Learning is the act of gaining knowledge and skill by study and from experience. It is done in a later stage. It is an active process whereby taking clues (hints), children construct on their own. Language learning is a conscious process. In language learning the thrust is on Syntax and grammar. It involves the skills of reading, speaking and writing. The context is usually crucial and meaningful. It need not be important in language learning. Learning does not need motivation. Learning is

a conscious process in knowing the rules of the language. In learning, fluency is not guaranteed

The teaching of language is a very complicated process. We are not conscious of the problem in the case of our mother tongue. When we start teaching little names of objects to our children before they are three years old or a little later when we begin asking them to repeat short meaningful units, we are not conscious that we are teaching them language. The child also does not know that he is learning a language. The habits in mother tongue are acquired and confirmed quite unconsciously and by the time a child comes to the age when s/he becomes conscious of what s/he is doing s/he has already learnt his/her mother tongue and s/he can express his ideas and feelings to others and can understand theirs. The courses in mother tongue in schools are not designed therefore to teach the youngster language; rather they give him/her greater proficiency in the use of language by increasing his/her experiences and the necessary vocabulary to communicate them to others. The fundamental items of the structure of the language which mean a command over the sound system and form and arrangement of words and the use of function words if it is a characteristic of the language are all mastered by the child before s/he starts getting formal lessons in school. Hence it is not a problem for the teacher of mother tongue to select and arrange the material in mother tongue and to present that to the child scientifically so as to give him/her a command over the language. His problem rather boils down to helping the child increase his/her experience and vocabulary, developing reading habits, reading extensively and acquiring greater facility in speech and writing. The problem of the teacher of a foreign language is however different. In stating this we have the formal teaching of a foreign language in mind. There might be some bi-lingual people in the world i.e. those who have learnt two languages simultaneously and in a similar way. They are exceptions however. Usually the teaching of a foreign language is a formal affair-a business of some formal educational agency, the school for example, where the teaching of the language has to be taken up with definite objectives and the material and methods of teaching scientifically selected and adopted to acquire the desired objectives with economy of time and accuracy of performance. A child may have an atmosphere and facility for learning a foreign language at home but in that case too, the teaching and learning activities would have to be formally taken up by which we mean recognition of certain objectives and working up material and methods to reach the goals. This is

how we distinguish between teaching a mother tongue and teaching a foreign language. A mother tongue is caught not taught; a foreign language is taught so that it can be caught. The process of learning however in both cases is the same. A child is to hear first before s/he can speak and speak before s/ he can read and read before s/he can write.

1.6 English Language Teaching in India

The history of English language teaching in India can be traced back to Macaulay in 1935 when "English became the language of the government, education and advancement, at once a symbol of imperial rule and of self-improvement." Krishnaswamy (1995) Macaulay's intention behind providing English education was forming a class of Indians who could act as interpreters between the British and the people whom they governed, and help refine or develop Indian languages and literature.

Later in 1952-53 the Secondary Education Commission dealt with methods of teaching, evaluation and the examination system. Regarding methods, the Commission stated, "any method, good or bad, links up the teacher and his pupils into an organic relationship with constant mutual interaction. It acts not only on the minds of students but on their entire personality, their standards of work and judgment, their intellectual and emotional equipment, their attitudes and values. Good methods which are psychologically and socially sound may raise the whole quality of their life, while bad methods may debase it." The observation of the Commission seems relevant now that there are ongoing efforts to bring improvement both at the level of classroom instruction and language teaching and learning content. The Commission made its views even more specific "the emphasis in teaching should shift from verbalism and memorization to learning through purposeful concrete and realistic situations and for this purpose the principles of activity method and project method should be assimilated in school practice…."(as cited in Krishnaswamy 1995)

English was soon introduced at all stages of education and it was the medium of instruction for all subjects at school and college. It was taught by the native speakers but later on Indian professors and teachers mastered the language and took their place. English education also slowly but surely helped the growth of nationalism and

political institutions in the country which in turn helped our freedom movement to a great extent. As the language of administration and justice, English helped in perfecting the art of governance, democratic debate and discussion. Its rich literature helped many Indians to develop their creative talent and today we have many popular writers of Indian English.

The recommendation of the Central Advisory Board of Education made at its meeting held on January 16, 1957 was 'English should be one of the three compulsory languages for students at secondary stage.'This was for the first time since 1947, that the Union governments and state governments formulated a common basis in connection with the language problem. Moreover, various other Commissions have stressed on English teaching. The Secondary Education Commission (1952-53)

> At the earlier stage of the under-graduate course, the bulk of the instruction may be given through the regional language while at the post- graduate stage , it may be in English

> In due course, all teachers in higher education should as far as possible, be bilingual and post-graduate students should be able to follow lecturers and use reading material in the regional language as well as in English.

This formula was reviewed at the meeting of the Chief Ministers of the States in 1961. The meeting came to the conclusion that at the school stage, a child should study:

1. The regional language
2. Hindi in non-Hindi areas and any other language in Hindi areas.
3. English or any other modern European language

According to Baruah (1984) *later the education commission (1964-66) examined the implementation of the three language formula in different states and union territories and recommended a modified three language formula.*

The Education Commission (1964-66)
> Continuance of the use of English as the medium of instructions in the All-India institutions.
> Continuation of the promotion of the teaching and study of English right from the school stage.

> ➢ English language to serve as a link –language in higher education for academic work and intellectual inter-communication.

National Policy on Education (1986)

All India institutions (i.e. those which admit students from all regions of the country) should use Hindi and English as media of education having regard to the needs of the students.

English is in India today, a symbol of people's aspirations for quality in education and a fuller participation in national and international life. Its colonial origins now forgotten or irrelevant, its initial role in independent India, tailored to higher education (as a library language', a 'window on the world') now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena. National Curriculum Framework (2005)

Thus, Commissions and Committees emphasized the importance of English in the education system. Therefore the Central and the State Governments are improving English language teaching and learning, timely and appreciably.

1.7 Objectives of Teaching English in India

English has been progressively gaining ground over the years. Regarded as a 'neutral' language for wider communication and the language of technology, modernity and development, English is also a social status symbol. The use of English is not limited to the walls of the classrooms; it has grown to become the medium of learned professionals, business centers and educational institutions. Though the percentage of people who use English for communication forms a small portion of the whole population, it cannot be denied that this group of people holds important positions in work sectors and government offices.

According to Venkateswaran (2009), objectives at the secondary level are

> ➢ Understand a prescribed passage read out to him from the prescribed materials or a task at the same linguistic level on a topic on general interest within his experience

- Ask sensible questions and answer intelligibly questions based on the above
- Carry on a sensible conversation with clarity of expression on passages or topics from prescribed materials.
- Arrange and organize his ideas in a coherent manner either for oral or written presentation.
- Be able to read silently and understand the main ideas in a passage of simple English within the linguistic range of the syllabus and be able to reproduce them clearly and fairly accurately in speech and writing in his own words.
- Be able to express himself in writing coherently on i) any subject of general interest well within his experience or ii) a topic from the curriculum prescribed.
- Read a passage on his own using the dictionary for any reference needed.
- Read short stories and pieces of fiction and be able to enjoy them.
- Be able to interpret materials presented in the form of a table or chart.
- Be able to write simple letters, personal or official and simple dialogues.

As mentioned in SSA module on communication skills in English (2008), to be able to speak fluently in English is a fond desire of millions of Indians, especially as English is a very important international language for communication. English is also viewed as a symbol of growth and prosperity in this sub-continent, because English is our Second Language.

As a teacher, it is our duty to fulfill these desires of the teeming millions and that in the world –class standard of the language. To do this, we must be able to hone our own skills regularly.

The training module, which the DEP-SSA has developed for enhancing proficiency in English for primary and upper primary teachers, will serve the purpose. The DEP-SSA's Endeavour should ideally have a cascading effect, generating more similar programmes, and thus benefiting teachers from all over the country.

The module developed by DEP-SSA on communicative English emphasizes in dealing with the skills related to reading, writing, listening, pronunciation, communication, asking questions, and using technology for language learning etc.

The specific objectives of this module are:

1. To build the capacity of teachers on communication skills in English for their effective transaction of English language at elementary level.

2. To focus on enhancing the specific proficiencies related to pronunciation, understanding and articulation in English language.

3. To develop analytical ability using English, so as to express social concerns.

4. To facilitate teachers in organizing classroom activities related to language learning in general and English as particular.

In Gujarat state, learners are exposed to English language at different stages of schooling depending on the medium of instruction they choose. Those who choose English language as medium of instruction are exposed to the language right from day one; those who choose mother tongue (Gujarati) as a medium of instruction are exposed to the language from the STD V. It is not hard to imagine that only a fraction of learners may be getting a chance to use English language outside school, nevertheless English language is regarded as a vehicle of opportunities, better job and a step to higher education.

Jadeja and Natraj (2004), *amidst numerous controversies, the state of Gujarat was formed on 1ˢᵗ May, 1960. The patriotic fervor of the newly born state gave vent to its feelings through a prejudice against English. Even to talk about the usefulness of English in that context was considered unpatriotic. As a result, while in many states of India, English was taught as early as in primary schools, in Gujarat it was introduced as a late as 13 years of age (in class VIII). By this age, the brain is not in a very congenial neurological condition for learning a new language. Moreover, in the 60's the approach to the teaching of English was bookish and rule-governed. Ability to translate from and into English and Guajarati was considered the hallmark of learning English. Use of the language in real life situations was not conceived to be important.*

English was taught as one of the subjects in classes VIII, IX, and X. In class X, which was the year of public examination, it was taught as an optional subject. However, if a student desired to opt for English at the college level, s/he was allowed to do so after going through a short bridge course. This bridge course enabled students to

specialize in English as a major subject, thus placing these students at par with those who had been studying English since class VIII without a break.... By the 1990's however most schools offered English in classes V, VI and VII. By now, the resistance to English was much less. Nevertheless, the approach to the teaching of English was mainly structural. On the positive side, now some attention was paid to oral work. However, by and large, the focus still remained on the transmission of information about the language viz. rule-memorization and word-lists.

After 2001-02, English was made compulsory for the primary students and in 2006 it was made compulsory in STD X. There was the structural approach up to 2004 to teach English, but after 2004 a new approach viz. functional approach was introduced in the teaching of English in the textbook form. Even evaluation in examination was transformed and in 2011 semester system was introduced in STD IX. Practical use of language is given 40% weightage in this new semester system. The textbook is more based on tasks as per new system of evaluation. In this new way, tasks have an important place in using the language. Communication in language is focused more through various activities and tasks. Language skills and exposure to the expression and presentation of the students are emphasized.

Today, effective communication skills have become a predominant factor even while recruiting employees. While interviewing candidates, most interviewers judge them on the basis of the way they communicate. They believe that skills can be improvised on the job; but ability to communicate well is important, as every employee becomes the representing face of the company.

1.8 Methods and Approaches in English Language Teaching

Many children learn several languages at a very young age. Language teaching involves many methods. All the available methods may be appropriate to different contexts. There is no one single method strongly recommended in the teaching of English since the level of the learners differs from one another. So, it becomes inevitable for a teacher to know the different methods of teaching & learning. Awareness of variety of methods helps him to apply the relevant method in the classroom successfully.

As a teacher, the objective of teaching English must be achieved. Many children learn several languages at a very young age but some fail to learn even the basic English. A child acquires all the necessary skills in his/her mother tongue easily whereas s/he fails in the second language.

1.8.1 Methods

A method refers to the overall plan for the proper presentation of language material. It is based on a selected approach. An approach is concerned with the theory of the Nature of Language and Language Learning.

1.8.1.1 The Grammar – Translation Method

According to Mukalel (1998) , " of all the second or foreign language teaching methods, grammar-translation method took the longest period of time to evolve finally into almost a universal foreign language teaching method. It has been so universal and its impact so great and lasting that even today grammar translation method survives in various forms in all parts of the world."

The Grammar Translation Method is a cross lingual technique. It is used in language learning. Grammar is given more importance in this method. Learners understand the grammar rules better. The exercises in this method put the learner into an active problem-solving situation. In the schools, the teachers often follow the traditional method of translation technique. It is an easy way to explain things. Great Indian leaders in the past had attained remarkable progress in this method. Reading and writing are the major focus. Vocabulary selection is based solely on the text used. The words are introduced through bilingual word lists, dictionary and memorization. The grammar rules are presented. A list of vocabulary items is presented with their translation meanings. Translation exercises are prescribed. Grammar is taught inductively. Mother tongue is the medium of instruction.

The teacher asks the students to read a few lines from the text. S/He asks them to translate into L1 and s/he helps them with new words. The teacher answers all their questions in L1. The students write the answers for the questions. The answers are checked by them. Mistakes are corrected by the teacher. S/He speaks in L1.The students are asked to translate the words listed into their L1. The teacher helps them in

synonyms, antonyms and meanings for these words. The teacher works the grammar exercises and s/he presents grammar rules. The students do the exercises and translate the sentences into L1.The students translate the lines from the text into L1. They memorize the read out listed words and frame sentences for the vocabulary items. Students write a composition based on the passage.

It failed to produce oral fluency in English. Students found the method boring as they had to memorize words and rules. It did not develop confidence among the learners. The use of L1 was more predominant in the class. There was no link between the text words and real life situations. The learner was unable to use English in day to day Communication. This method focused only on reading and writing. Little attention was paid to speaking.

1.8.1.2 The Direct Method

The salient features of the Direct Method are: the use of everyday vocabulary and structures is the object of language teaching. The learner is expected to use the language to outside situations. Oral skills are developed in this method. Speech habits are developed by initiation drill. Grammar is taught inductively. It focuses on the second language learning in a natural way. Concrete meanings are taught through situational approach. The meaning of a word is not given in L1 & L2. Abstract meanings are taught through association of ideas. Both oral and listening skills are taught. Translation method is avoided. Good pronunciation is aimed at. Writing skill is secondary. The Direct Method was introduced in France and Germany. In the U.S., it is known as Berlitz Method. The main aim of this method is to help the students to speak the target language (L2) fluently and correctly. In this method, a short text is presented and difficult words are explained in L2 to the learners. The understanding is tested by questioning and the students learn grammar rules on their own. Question-answer sessions, interaction exercises, intensive classroom drills, dictation, free composition, pronunciation are done in the classroom to develop and strengthen L2.

Its procedures and techniques were difficult. Teachers had difficulty in explaining the difficult words. Fluency in L2 is necessary. There was no selection and grading of vocabulary and structures. It was a success in private language schools but not in

public secondary schools. There was less time and less opportunity available in the classroom.

1.8.1.3 The Bilingual Method

According to Mukalel (1998), "the initiation of bilingual method into the teaching of foreign languages has opened up new vistas of knowledge and possibilities in regard to the use of the L1 in foreign language teaching. It is the answer to a far-reaching cry to restore the dignity and potentiality of the learner's mother tongue which was totally ignored and neglected in the direct method and in the structural approach."

This method needs L1 and L2. The teacher uses both mother tongue (L1) and the target language (L2) in the classroom. This may be considered as a combination of the Direct Method and the Grammar Translation Method. The principles followed in this method are: Any Foreign Language or Second language can be learned with the help of L1. Mother tongue is not used as Translation. Teacher only uses L1 in the class room. Students are not allowed to use their mother tongue. Sentence is the unit of teaching. L1 is used by the teacher to achieve his/her communication or explanation. Teacher gives meanings in L1 for meaningful parts or sentences. When the students achieve sufficient communicative proficiency, L1 is withdrawn by the teacher.

First the teacher reads out a dialogue to the class. The students listen to the teacher with their books closed. The students repeat the lines with the teacher with their books opened in the second reading. The teacher gives sentence wise or meaningful part wise L1 equivalents (meanings). The teacher repeats each sentence of the dialogue twice with L1 version (meanings)

The focus is on the grammatical structures not on the day-to-day conversation. The teacher must be proficient (fluent) in L1 and L2. It does not follow any set theory. Students become dependent on their mother tongue. The methods and procedures are not different.

1.8.2 Approaches

It refers to theories about the nature of the language and language teaching. It describes how a language is taught.

1.8.2.1 The Structural Approach

According to Mukalel (1998), "The history of structural approach in India goes back to the last phase of the British rule. From then onwards structural approach became the basis of teaching English in different parts of the country. The thorough English atmosphere in universities and schools had been significantly contributing to the success of structural approach in India under the British rule."

The Structural Approach is based on the assumption that language can best be learnt through a scientific selection and grading of structures or patterns of sentences and vocabulary. The stress is on the learning of essential structures of English. The Structural Approach gives due importance to the forming of language habits. The learners should acquire the habit of arranging words in English standard sentence patterns through language drills.

According to Mukalel (1998) , " the study group report of 1966 was fully in favour of the structural approaches prevalent in the country. Having been not satisfied with the report of 1966, the government of India appointed another study commission to enquire into English education in the country which submitted its report in 1971. The commission felt that an answer to the question of English education lay in experiments with new techniques and methods. The commission was not in fact satisfied with prevailing mode of structural approach in the country."

1.8.2.2 S.O.S (The Structural-Oral-Situational approach)

The SOS approach was officially accepted by the Madras Presidency in 1950. Till 1990, the SOS has been practiced in schools in South India. It is a communication of certain aspects of the Direct Method, Oral and Audio Lingualism. The basic important features of this approach are: Learning a language is not only learning its words but also the syntax. Vocabulary is presented through grades. The four skills of (LSRW) Listening, Speaking, Reading and Writing are presented in order. Sentence patterns exist and can form the basis of a language course. Class room teaching and learning are made enjoyable. Concrete linguistic items are taught through demonstration. Abstract ideas are taught through association. It helps to develop learners' competence in the use of structure in L2.

The situations are not real-life situation. The teacher had to carry a lot of TLM's. Explanation of abstract ideas is very difficult. It is viable only in the elementary level. The approach has been found inadequate and ineffective.

1.8.2.3 Communicative Approach :(Communicative Language Teaching (CLT))

CLT is a functional approach to language learning. In 1972, this language course was proposed in Europe. The main aim is to develop the communicative competency of the learner. His/Her need of understanding and expressing in the L2 is the main focus of this method.

The main objective is to produce effective communicative competency in learners. The focus is on meanings and functions of the language and more importance is on the learner and his/her learning. Language is acquired in CLT. The teacher is a facilitator in language acquisitions. It involves the learner in the learning process through problem solving, tasks, participation and interaction. All the four LSRW skills are equally treated. CLT involves many classroom activities like group work, pair work, language games, and role play and question-answer sessions. It is not confined to any set of text books. The learners are mostly introduced to the task based and problem solving situations. No single uniform method is prescribed. Different techniques are followed in the process of learning. Several roles are assigned to the teachers.

According to Hymes (1972), Communicative competence refers to the effective use of language in social contexts. Later it was supported by Wilkins (1976) who advocated a notional approach with the main focus on the communicative value of the language. He himself later gave this approach the label of the Communicative approach.

This approach is also known as the **Functional Approach** because it includes a syllabus using language for functional purposes. The entire focus of the approach is to teach the learners to use language for carrying out specific communicative functions. This approach is also recognized as the **Modcom Approach** because it is a modified version of the Communicative Approach. In fact, this approach is not a new approach as it has been adopted and not imported in totality from the concept existing earlier named the Communicative Approach. Though many features of the earlier

communicative approach have been adopted in the recently developed Modified Communicative Approach, its framework differs a lot from the earlier communicative approach as the syllabus has been framed by integrating different perspectives of language teaching and emphasizes learners' affective involvement in language learning by creating anxiety free atmosphere, building their confidence and emphasizing what the learners know rather than what they don't know.

1.8.2.3.1 The Concept of Communicative Approach

The Communicative Approach or Communicative Language Teaching widely known as CLT is a new theory or paradigm which advocates the paramount importance to the communicative aspect of language in English Language Teaching (ELT). Widdowson (1992) in his book 'Teaching Language as Communication' defines 'communicative' in the following words: "Neither producing similar type of sentences in a random manner nor producing sentences describing some situations without any purpose is communicative."

Kurian (2006) quoted that "Communicative Approach is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not structure. In this approach, students are given tasks to accomplish using language instead of studying the language. The syllabus is based primarily on functional development (asking permission, asking directions, etc.), not structural development (past tense, conditionals, etc.) In essence, a functional syllabus replaces a structural syllabus. There is also less emphasis on error correction as fluency and communication become more important than accuracy. Authentic and meaningful language input becomes more important. The class becomes more student centered as students accomplish their tasks with other students, while the teacher plays more of an observer's role". The Communicative Approach to language teaching emphasizes the teaching language, enhancing communicative skill and the use (function) of the target language in everyday situations. This approach assists to set up a situation that learners are likely to encounter in real life. This approach provides the real life simulations that change from day to day and motivates the learners to communicate in meaningful ways about meaningful topics.

Berns (1984), an expert in the field of Communicative Language Teaching, writes that the communicative approach of language is of a very great importance, as a learner is generally required to use the language to communicate something. This means that s/he is generally placed in such a situation which motivates him/her to produce language, to use language, and once s/he is able to use the language purposefully and appropriately, s/he may be said to be a person who has been able to cultivate meaningful communicative behaviour. Thus the primary objective of this approach is to nurture the communicative capabilities and enhance communicative skills among learners. In English Language Teaching, especially in CLT, learning tasks should be designed in such a way that acquisition of the functional aspect of language can be carried out naturally, but for this natural acquisition, communicative competence is the prime requisite, which has been discussed further.

1.8.2.3.2 Communicative Competence

Dell Hymes (1972) has introduced this term, 'Communicative Competence'. According to him, the speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in the target language. He outlines a theory of communicative competence and says that communicative competence includes a much wider perspective including all the aspects of speech i.e. phonetics, semantics and the others that render communication what it is. Savignon (1983) has rightly pointed out that Communicative Competence is relative, not absolute, and depends on the cooperation of all participants involved in the linguistic activities. The communicative competence is one of the essential capabilities of human beings and is always possessed by a person in an integrated form and there are so many competences lying within it, that integrated skills are always required for effective and purposeful communication. The aim of CLT is to enable learners to develop their communicative competence and to nurture communicative capabilities.

The communicative competence includes the following competences:

(1) Grammatical Competence (Knowledge of lexical items and of rules of morphology, syntax, sentence- grammar semantics, and phonology)

(2) Discourse Competence (Knowledge of rules governing cohesion and coherence)

(3) Strategic Competence (Verbal and non- verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence)

(4) Socio-linguistic Competence (Knowledge of the relation of language use to its non-linguistic context)

1.8.2.3.3 Language Skills

When we think of English skills, the 'four skills' of listening, speaking, reading, and writing readily come to mind. Of course other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication. The amount of attention you give to each skill area will depend both on the level of your learners as well as their situational needs. Generally beginners, especially those who are non-literate, benefit most from listening and speaking instruction with relatively little work on reading and writing. As fluency increases, the amount of reading and writing in your lessons may also increase. With advanced learners, up to half of your lesson time can be spent on written skills, although your learners may wish to keep their focus weighted toward oral communication if that is a greater need.

➢ **Listening**

Listening comprehension is a key initial step in communication. The better a student can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of the target language which will help improve their language development in all four key skill areas.

Students may feel a great deal of pride when they are able to comprehend something in the target language. This can be a great motivating factor in continuing to learn the language, and teachers should do whatever possible to promote this sense of accomplishment. Consequently, teachers need to construct learning activities which will enhance learners' oral comprehension (listening skills) and motivate them, as well.

The work of Nunan and Lamb (1996) is a great help in this area. They outline a series of questions which teachers need to consider when preparing listening activities:

- ➤ What is the context for listening?
- ➤ Should one or two items from the listening exercises be modeled for the whole class so that learners know what to do?
- ➤ How many times should the item be heard by the students?
- ➤ How will learners check the accuracy of their listening? (i.e. the students' answers?)
- ➤ Is it possible to check listening accuracy to be done independently or collaboratively?

➤ Speaking

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening, so motivation is not always as big of an issue, but what often happens is students feel more anxiety related to their oral production. As speaking is interrelated with the other skills, it's development results in the development of the others. One of the primary benefits of increased communicative competency is the resulting job and education and travel opportunities. It is always an asset to be able to communicate with other people.

➤ Reading

Reading is a key component of learning a second language and it is without a doubt important as a language does not consist solely of the spoken word. There are many benefits to developing excellent reading skills in the target language; one benefit is the culture that one gains by reading in the target language. Through reading, students gain access to literature written in the target language. This literature shows the students what authentic materials in the target language look like as well as provides them with insight into the cultural beliefs and values.

Another benefit of reading is that it contributes significantly to the development of that target language. Students are exposed to complex and authentic forms of the language through their own process of noticing; it might not happen right away, but as a student develops more in the language, then more complex forms will be noticed through reading. Krashen also advocated the promotion of reading as it provides

students with significant amounts of comprehensible input; the greater the amount of comprehensible input students were exposed to, the greater their language development.

A third benefit of reading is that it develops different competences in the language:

> Linguistic competence: Students gain knowledge about specific elements of language such as vocabulary and grammar

> Discourse competence: Students are exposed to the structure of texts and how they are put together

> Sociolinguistic competence: Students learn about different texts and structures in the target language and just how those are used in a particular culture

> Strategic competence: Students gain insight into different linguistic learning strategies. For example, a top down strategy might be emphasized, where students would use the general meaning of a text to determine its specifics. A bottom up strategy, on the other hand, would focus on the specifics, such as specific words, and work its way up towards the general meaning.

> **Writing**

Writing is an integral and necessary skill when learning a second language as communication is not only done orally. Writing is necessary if a person is looking to study or work in a particular country. Writing also results in increased practice using the language. Connections can be made between the four key skills in learning a language: reading, writing, listening and speaking. These skills do not exist independently, they are interrelated; improving one will result in improvements in the others. Writing is a manner for students to practice their language skills in a way that promotes noticing; as they write their texts, they are forced to notice certain grammar and vocabulary structures and reflect on why those are used and not others.

1.8.2.3.4 The Communicative Approach in the Classroom:Content and Task- Based Learning

The Communicative Approach is often seen in the context of the need of content and task oriented learning based on language functions. The concept of Content and Task- Based Learning was developed by Willis. Content & Task Based Learning involves

the teaching of a subject matter or content in the target language. Content and Task Based Learning is responsible for the overall classroom atmosphere. Definitely, the teacher can do much towards creating a positive atmosphere, but the influence of the content and task- based learning is equally important.

As per Willis and Willis (2001) "Task- Based Learning is actually a more resolutely communicative application of Communicative Language Teaching principles. It advocates the use of a syllabus based on communicatively oriented tasks rather than linguistic forms. In Task Based Learning, language forms are not prescribed in advance and so learners are free to use any language that they can in completing the required task". Even though learners have the level of communicative competence in their first language, there is obviously a need to encourage the use of both communication and task- based learning in the target language. For a communicative approach to be relevant today it needs to integrate both the content and task- based learning and it is expected that the syllabus must have Content & Task Based Learning in its center. Thus, by considering the inevitability of syllabus, the next section has provided a broad view of the role played by syllabus.

1.8.2.3.5 Syllabus

One of the syllabus designers Wilkins (1976) has explained the role of Functional-Notional Syllabus in Communicative Language Teaching. According to Wilkins, Notional functional syllabuses provide a major alternative to the emphasis of formal language teaching. Here the content of syllabus is organized in terms of notions (meanings) and functions.

Prabhu (1983) supports Wilkins' view of syllabus by saying that, "The only form of syllabus which is compatible with and can support communicative language teaching seems Functional Notional Syllabus which lists in more or less detail, the type of tasks to be attempted in the classroom." Yalden (1983) was of the view that in a communicative syllabus, the whole thing becomes a task-oriented teaching. The learner is provided simulated learning situations and certain language functions to be performed in the classroom or outside of it. These functions are simulated in the classroom through tasks and Functional Notional Syllabus helps to perform various functions. The Functional Notional Syllabus helps learners to learn how to use

language for authentic communicative purposes. This syllabus provides ample opportunities to use language and to express their own ideas, views and emotions effectively. In spite of the characteristics mentioned above, the Functional Notional Syllabus has some doubts as the learners of second or foreign language may have difficulties in thinking about communicative purposes because they have very little exposure to the environment of target language and have to acquire the skills of target language in unnatural context. At this juncture, certain important components i.e., a communicative lesson plan, instructional material, communicative activities and some classroom techniques can be proved fruitful in minimizing certain limitations of the Functional Notional Syllabus.

1.8.2.3.6 Instructional Material

The major objective of communicative approach is to help the learners to make concrete use of the language and to enable them to carry out a variety of communicative tasks. In order to attain this objective, instructional material has the primary role to play. The instructional material specifies subject matter / content, even where no syllabus exists, and defines or suggests the intensity of coverage for syllabus items. Instructional materials also define or imply the day-to-day learning objectives that collectively constitute the goals of the syllabus. The role of instructional materials within a functional or communicative approach has been specified by Littlewood (1981) in the following terms:

1) Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
2) Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.
3) Materials will involve different kinds of text and different media, which the learners can use to develop their competence through different activities.
4) Materials will allow learners to progress at their own rates of learning.
5) Materials will allow for different styles of learning.
6) Materials will provide opportunities for independent study and use.

7) Materials will provide opportunities for self- evaluation and progress in learning.

Mukalel (1998) in his book 'Approaches to English Language Teaching' puts forward the following classroom techniques for Communicative Language Teaching:

(1) **Role Play**: it is a very dynamic technique that lies at the core of communicative language teaching. Role play asks the learners to communicate to respond verbally and non-verbally and it exploits his/her knowledge and experience not only in the classroom but also outside the classroom. Role-play enables the learner to simulate in the classroom situations and activities for which the native speaker uses English in their real life situations. Role play can be done, based on situations that are from everyday life like parents, teachers, brothers, friends, shopkeepers, police officers, relatives, characters from text book, or from television, or comics. Under role play activity, they can be given situations like shopping, holiday planning, using local transport, asking the way to places.

(2) **Dramatization**: it includes a variety of activities right from simple performance of piece of conversation to same form of a skit in which whole short themes can be handled. According to Bhattacharya (2005) "Drama is like the naughty child who climbs the wall of every garden to see what is inside. In other words, it is inclusive rather than exclusive; it tends to bring in a number of factors: gestures, actions, language, emotions, feelings, creation, invention and personality all together. Drama may involve music, history, painting, mathematics, photography, cooking anything. It does not respect subject walls. It peeps in."

(3) **Miming:** it is an action without speech. The teacher may select a verb (e.g. digging) and get the students to mime the action. Alternatively, one of them mimes the act and others try to guess what s/he is doing. Miming can generate greater fun if worked out well. In miming as classroom activity, one or more students engage in a process of imitating some character. The teacher guides the imitation by the student while at the same time a student is asked to interpret and say what is being done.

(4) **Reporting Observation:** it is one of the ways of carrying out communicative activities by reporting observations of several kinds. This is a highly practical activity. The learner can be asked to (a) measure the size of things in a room and report the

27

measurement in English, (b) calculate or solve problems and report the findings in English, (c) observe games and report to the class how the games went on, (d) observe nature and report to the group what you see in a field, river side, at a picnic spot etc., (e) observe the traffic and report what is happening in a street, and (f) observe an experiment in the laboratory and report in English the details of the experiment. A Teacher can make reporting observation more easy by providing some points relevant to particular incidents and assigning them a task to draft a paragraph with the help of given information.

(5) **Questioning**: it is a classroom technique that the teacher makes use of, while inter-questioning is the same activity done by the pupils with a different purpose. A group work or a pair work can integrate this technique. Inter-questioning is carried out before the whole class. The questions can be written on a piece of paper and the pupils can look at those and ask the questions to one another. Thus, inter-questioning is a very helpful technique in creating healthy language atmosphere.

(6) Picture Description: it can be employed for very creative use incommunicative language teaching. A group or a pair can be given some pictures with words suitable to the given pictures. The students have to read the words; match them with the given pictures and write them in the given space. A group or pair can be asked to produce communicative sentences and expressions from the picture. Each group can work on different pictures, and attempt some kind of a description which should involve questions and answers related to the matter on the picture.

(7) **Listen and Say**: it is profitably used in a grammar, vocabulary or speech lesson. The students could listen to the teacher and repeat the sentence or word after the teacher. The Tape recorder as an aid of communicative language teaching, either as a part of the regular language laboratory or in the regular classroom can be very helpful in the following ways: (a) recorded dialogues can be taken up for further classroom practice; (b) one character in a conversation can be played to the pupil and he can function on his own as the second character; (c) listen to the first part of a conversation and dramatize the latter part in an imaginative manner; (d) play to the class a passage (preferably a story) and the pupils can produce orally or in writing the full story or part of it in their own simple sentences; and (e) a biographical sketch can

be given in the third person on the tape and the pupils convert the same into a biographical sketch in the first person.

(8) **Information Transfer**: Pupils are asked to extract certain bits of information from one form of writing to another e.g. information provided in a tabular form may be organized in the form of sentences leading to a paragraph.

(9 **Jumbled Words and Jumbled Sentences**: Jumbled words are used to teach textual words and spellings. The students are given jumbled words or spellings on cards. They have to write correct words or spellings from them. Their responses are sometimes taken on the sheets of papers. Students are given a passage. The sentences in the passage are jumbled. Students have to arrange them in order according to the teaching material.

(10) **Word Completion and Sentence Completion**: Students are given incomplete words. They are instructed to complete the words with the help of their partners or group members. Students are given incomplete sentences. They have to complete the sentences through discussion in groups or pairs. Incomplete sentences are sometimes written on the black board also.

(11) **Dialogue Completion**: Dialogue based on certain topics or lessons are given to the students on sheets of papers. They are told to work in pairs or on their own and complete the dialogues according to the teaching materials.

(12) Future Plan:The students are told to assume a particular situation e.g. you are going on a picnic to a water park, prepare a list of activities what will you do there ? This technique is used to teach grammatical topics like either…or, neither…nor and tenses.

(13) Pattern Puzzle or Puzzle Problem: In pattern puzzle, the students are given some cards with different sentence patterns on them. They have to make sentences of their own from that pattern and write them in their notebooks or on the black board. In puzzle problem, the students are given a number of cards with some description on them. Below the sentence describing some person or something, there is a word or a group of words whose first and last letters are given for the convenience of the

students. The students have to solve the given puzzle with the help of the incomplete word or group of words.

Freeman (1986) in his book 'Techniques and Principles in Language Teaching' proposed the following techniques for Communicative Language Teaching:

(1) **Creative Speaking**: The students should be encouraged to participate in discussions and debates. The conversation and discussion as forms of creative speaking may become the best media of teaching and learning. It is recommended that when pupils are engaged in conversation and discussion, the groups should be small so that opportunity can be provided to every member of the group to participate. In panel discussions, smaller working groups are always more effective. As an end in itself, it enables the learner to think clearly and relevantly and to share ideas with others. The teacher should bear in mind that if creative speaking is really to be effective, abundant opportunities to speak freely must be provided to the students. There should not be frequent criticism. The teacher should present good models of pronunciation. The sources of ideas for creative speaking may be provided by personal experiences, special occasions, news, games and sports, school functions, children's' school and home environment.

(2) **Information Gap**: Information gap can be created by the use of activities where the participants involved are only in possession of part of the total information. Then students will have the choice of what to say. Students ask questions because they don't know the answer and they have a reason for listening to one another. Some students have certain bits of information that the others don't have and they must swap ideas in order to discover the whole. Thus, information gap leads to an authentic communication.

(3) **Open Endedness**:In this activity, the learners are given liberty to develop and conclude the task in their own way. It is not insisted that the activity should be done only in one prescribed way and result in only one predetermined answer. The learner's personality and emotions will have an important role to play in the execution of the task, and will make the process of learning English more natural because as Maley (1978) points out "Language is not purely an intellectual matter".

(4) **Simulation**: it means an activity which is accepted by the learners and is carried out in their own way which would involve their perception, feelings, opinions and individuality and which is concluded in the form not pre-determined by the teacher but shaped by the above mentioned elements. Simulations are more likely to provide the learners genuine reasons for expressing their feelings and opinions in their own English. Thus, various classroom activities equip the teaching of English and help the learners to learn the use of the language i.e. to develop the skills of using the language for a purpose. Within the methodological framework of communicative language teaching organized with a set of various activities, a teacher is very highly expected to perform his role very efficiently. In the next section, the role played by a teacher incommunicative language teaching has been highlighted.

For **Littlewood (1984),** communicative approach holds a wider perspective of language. It takes into consideration not only the language forms but also what can be done with these forms. Therefore, according to him "we can combine the newer functional view of language with the traditional structural view in order to achieve a more complete communicative perspective." He feels that learners must learn to interpret social situations in which communication takes place as the social situation determines the nature of language. He states the following four broad domains of skill that make up a person's communicative competence.

1. The learner must attain as high a degree as possible of linguistic competence. That is, he must develop a skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.

2. The learner must distinguish between the forms which he has mastered as part of his linguistic competence and the communicative functions that they perform. In other words, items mastered as part of a linguistic system must also be understood as part of communicative system.

3. The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success and if necessary, remedy failure by using a different language.

4. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances but rather the ability to use generally acceptable forms and avoid potentially offensive ones.

According to **Richards (2006),** since 1990s the communicative approach has been widely implemented. Because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching and a communicative syllabus and methodology as the way of achieving this goal, communicative language teaching has continued to evolve as our understanding the processes of second language learning has developed. Current communicative language teaching theory and practice thus draws on a number of different educational paradigms and traditions. And since it draws on a number of diverse sources, there is no single or agreed upon set of practices that characterized current communicative language teaching. Rather, communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level and their learning goals and so on. The following core assumptions or their variants underlie current practices in communicative language teaching.

10 Core Assumptions of Current Communicative Language Teaching:

⇒ Second language learning is facilitated when learners are engaged in interaction and meaningful communication,

⇒ Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used and take part in meaningful intrapersonal exchange.

⇒ Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging.

⇒ Communication is a holistic process that often calls upon the use of several language skills or modalities.

⇒ Language learning is facilitated both by activities that involve inductive or discovery of learning of underlying rules of language use and organization as well as by those involving language analysis and reflection.

⇒ Language learning is a gradual process that involves creative use of language and trial and error. Although errors are a normal product of learning the ultimate goal of learning is to be able to use the new language both accurately and fluently.

⇒ Learners develop their own routes to language learning, progress at different rates and have different needs and motivations for language learning.

⇒ Successful language learning involves the use of effective learning and communicative strategies.

⇒ The role of the teacher in the language classroom is that of a facilitator who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

⇒ The classroom is a community where learners learn through collaboration and sharing .

According to **Richards and Rodgers (1994)**

1. Language should be a means to an end and the focus should be on meaning, not on the form.
2. The learner has to formulate and produce ideas, information and opinions and so on.
3. Teacher intervention to correct mistakes should be minimal as this distracts from communication.

Jadeja and Natraj (2004) explained ground rules of communicative approach for teachers in the following ways.

1 Initially, speak quite a lot
2 Do not speak ALL the time

3   Focus on Meaning

4   Do not correct the errors immediately

5   Do not correct ALL the errors

6   Allow the students to talk in class

7   Do not translate everything

8   Please encourage effort to comprehend

9   Use contemporary Reference Books

10 Assign Self-learning Tasks

Communication skills are the ability to use language (receptive) and express (expressive) information. They are the set of skills that enables a person to convey information so that it is received and understood. They refer to the repertoire of behaviors that serve to convey information for the individual.

SSA module for communication skills in English (2008) included language skills and presentation skills as well as body language to develop communication skills in English

It is important to orient students towards independent and continuous learning. This makes it essential to make greater efforts to change the attitude to learning and knowledge. It has been noted in several states that learning results have improved considerably upon providing inputs for communication and comprehension in language and basic mathematical skills using activity-based and imaginative pedagogical strategies. The focus of primary schooling in particular must be on good language and communication skills, basic foundation maths and inculcation of self-learning and critical examination through innovative teaching methods. (Knowledge Commission 2007)

1.8.2.3.7 English Textbook

English is a global language today. It fulfills various communicative functions: literary, aesthetic, socio-cultural. It is also essential for education, trade and commerce, science and technology and international relationship. In the wake of globalization and IT revolution, it has become an international and international link language

In this context, the Gujarat Secondary and Higher Secondary Education Board has decided to upgrade and update the syllabus of English for standards Vlll, IX and X (S.L.). This brings our syllabus closer to the National Curriculum.

The three foundations of Curriculum - Appropriateness, Equality and Excellence have been taken into consideration. Moreover the element of flexibility is inherent in it. However, its success will be determined by the way in which educational objectives are realized at various levels i.e. from policy making to curricula framework, syllabus, textbooks and teachers and finally in the classroom. In this long chain, the syllabus is an important link between the curricula framework, the teaching materials and the teachers.

Hindi, English and other modern languages taught as second languages aim at initiating the learner to use the language in real life situations - orally and in written form and developing his/her reading comprehension at a reasonable speed. At the end of the secondary education, learners should be able to use the first language orally and in written form effectively and the second language in a generally acceptable manner.

The textbooks consist of
  ➢ Materials for oral practice
  ➢ Materials for intensive reading
  ➢ Materials for supplementary reading
  ➢ Exercises for various language skills (L - S - R - W) and language components (syntax, vocabulary, phonology)
  ➢ Poetry as part of the intensive reading section

Introducing oneself and others, participating in a conversation with familiar and unfamiliar persons with appropriate exchange of greetings, asking for and giving advice, making and responding to requests / permissions are some of the functions focused in the textbook of standard VIII Approach and Techniques like to use English in the classroom, at school as well as outside. This approach envisages centrality of exposure the perspective to English language teaching as reflected in this syllabus is communicative. That is, the teaching of English is need-based, learner-centered; interaction-oriented. The teacher is the facilitator of learning. S/he creates opportunities for the students to spoken English as well as oral interaction for

language learning / acquisition. The evaluation of all the skills i.e. L-S-R-W, thinking, appreciation, library skills is comprehensive and continuous.

The main thrust of the new syllabus is on

➢ Meaning and use rather than form of the language
➢ Communicative skills and language functions
➢ Interactive classroom practices for learner-centered activities and
➢ Evaluation of communicative ability rather than formal grammar

Both the print and electronic media are to be used extensively. The use of English in the classroom is greatly facilitated through socializing conversations. Instead of going straight to the textbook at the beginning of a lesson, the teacher can spend a few minutes chatting to the class about topics of interest.

Vale and Feunteun (1995) suggest the following orientation when we teach English to children:

➢ Build confidence.
➢ provide the motivation to learn English;
➢ encourage children to communicate with whatever language they have at their disposal (mime, gesture, key words, drawings and other tools.)
➢ encourage children to treat English as a communication tool not as an end product.
➢ establish a trusting relationship with the children, and encouraging them to do the same with their classmates;
➢ give children an experience of a wide range of English language in a non-threatening environment.

Hence the role of a teacher is a facilitator in the classroom and the approach is learner centered.

1.8.2.3.8 The Role of Teacher in Communicative Language Teaching

Once the objectives and other related issues like the textbooks, the instructional materials are identified, then it is the teachers who assume an important role that of generating the learning process in order to achieve the pre-specified objectives in terms of acquiring language competencies and communicative competencies.

In the communicative classroom, activities are employed which are initiated by the teacher but brought to conclusion by the learners. The learners are given the responsibility of learning by interacting with each other (this happens when learners are divided into groups of pairs). In such classrooms, the teacher's role is seen as an initiator, guide, and motivator but not as a source of knowledge only. His/her role is of that of facilitator. While employing communicative activities, the teacher intervenes only when there is a communicative background.

Several roles are assumed for teachers in Communicative Language Teaching. Communicative Approach expects the language teacher to attempt to teach a language in such a way that he can take his learners to their anticipated language needs not simply in the classroom but in the outside world. Considering the importance of the particular role of the teacher being determined from the view point of the Communicative Language Teaching (CLT) adopted, Vyavahare (2006) pointed out that the teacher has to give up his traditional role of 'Preacher' and Dictator'. He is expected to be democratic accepting different opinions and answers of students and providing them flexibility. He has to give up his earlier one way communication and be a co-communicator. In this approach, the teacher's role is that of a facilitator – providing them opportunities to use language in the class. He is also expected to play the role of an adviser and a monitor to monitor their responses and tell them whether they are on the right track. The dominant interaction pattern in CLT class is student-student interaction. After his initial presentation the teacher withdraws and asks student to work in pair or group. Students explain, discuss, analyze, elaborate, give opinion, illustrate, and give feedback while doing the tasks. The teacher moves around, helping them with ideas or suitable expressions. The teacher does not interfere in their work, nor does he correct their errors when they present themselves. In 'Guidelines for Classroom Practice' Finocchiaro and Brumfit (1983) suggest that teachers in communicative classrooms will find themselves talking less and listening more, becoming active facilitators of their students' learning and act as an observer and referee or monitor. However, this does not mean that once an activity is in progress, the teacher should become a passive observer. His function becomes less dominant than before, but no less important. For example: if learners find themselves unable to cope with the demands of a situation, the teacher can offer advice or provide necessary language items. If pupils do not get agree to any point, the teacher can

resolve their disagreement. His/her presence is an important psychological support for many learners, especially for those who are slow to develop independence. While learners are performing, the teacher can monitor their strengths and weaknesses. S/He can use weaknesses as signs of learning needs, which s/he must cater for later, probably through more control, pre-communicative activities.S/ He may also decide that in the context of a given task, the major error must be corrected at once to prevent it from becoming fixed in the learners' speech.

In a broad sense, the teacher is a facilitator of learning, and may need to perform in a variety of specific roles, separately or simultaneously i.e., an overseer, a classroom manager, a language instructor, an evaluator, a consultant or adviser.

1.9 Task Based Strategies for Teaching English

Task-based strategies refer to the strategies which are based on tasks and when it is about language teaching, it refers to language tasks. Before understanding the meaning of task based strategies, it is necessary to know what language tasks and strategies are.

1.9.1 Task

According to **Prabhu (1987),** 'An activity which required learners to arrive at an outcome from the given information through some process of thought, and which allowed teachers to control and regulate that process, was considered a task'

As **Nunan (1989)** says, "Task based teaching and learning is teaching and learning a language by using language to accomplish open ended tasks. Learners are given a problem or objective to accomplish but are left with some freedom in approaching this problem or objective." A task is defined by him as "an activity (or technique) where students are urged to accomplish something or solve some problem using their language. Preferably, this activity is open-ended; there is no set way to accomplish their goal".

Nunan (1991) outlines five characteristics of a task-based approach to language learning:

1. An emphasis on learning to communicate through interaction in the target language.

2. The introduction of authentic texts (teaching materials) into the learning situation.

3. The provision of opportunities for learners to focus not only on language, but also on the learning process itself.

4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activation outside the classroom.

He views the task as a piece of meaning-focused work which involves learners in comprehending, manipulating, producing and interacting in the target language.

Specifically, tasks can be analyzed according to the goals, the input data, the activities derived from the input, the settings and roles implied for teacher and learners.

According to **Willis (1996)**, a task is a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by others. Tasks can be used as the central component of a three-part framework: "pre-task", "task cycle", and "language focus." Learners get exposure at the pre-task stage, and an opportunity to recall things they know. The task cycle gives them speaking and writing exposure with opportunities for students to learn from each other. The task cycle also gives students opportunities to use whatever language they have, both in private (where mistakes, hesitations, and approximate renderings do not matter so long as the meaning is clear) and in public (where there is a built-in desire to strive for accuracy of form and meaning, so as not to lose face).

As **Richards (2006)** says, Task Based Instruction or TBI (also known as task-based teaching) is another methodology that can be regarded as developing from a focus on classroom process. In the case of TBI, the claim is that language learning will result from creating the right kinds of interactional processes in the classroom and the best way to create these is to use specially designed instructional tasks. Rather than employing a conventional syllabus, particularly a grammar-based one, the advocates of TBI argue that grammar and other dimensions of communicative competence can be developed as a biproduct of engaging learners in interactive tasks. Of course, most teachers make use of different kinds of tasks as part of their regular teaching. TBI

however makes strong claims for the use of tasks and sees them as the primary unit to be used both in planning teaching (i.e. in developing a syllabus) and also in classroom teaching. But what exactly is a task? And what is not a task? The notion of task is a somewhat fuzzy one, though various attempts have been made to define it. Some of the key characteristics of a task are:-

1. It is something that learners do or carry out by using their existing language resources.
2. It has an outcome which is not simply linked to learning language though language acquisition may occur as the learner carries out the task.
3. It involves a focus on meaning.
4. In the case of tasks involving two or more learners it calls upon the learner's use of communicative strategies and interactional skills.

On the basis of the above definitions, task can be defined as a kind of process to be carried out by the learners to acquire learning experiences and to use the language in life-like situations with the help of authentic materials and interaction in the classroom process of learning the language. Various activities and information gap activities can be used in the task. A task must be interesting and meaning-focused so that the learners can accomplish it with full participation. The role of the teacher is to create atmosphere and facilitate the learners whenever and wherever necessary.

Task-based learning is advantageous to the student because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. As the tasks are likely to be familiar to the students (e.g.: visiting the doctor), students are more likely to be engaged, which may further motivate them in their language learning.

According to **Jeremy Harmer**, tasks promote language acquisition through the types of language and interaction they require. Harmer says that although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them, he says, to use all the language they know and are learning, rather than just the 'target language' of the lesson. On the other hand, according to Loschky and Bley-Vroman, tasks can also be designed to make certain target forms 'task-essential,' thus making it communicatively necessary for students to practice using them.[In terms of interaction, information gap

tasks in particular have been shown to promote negotiation of meaning and output modification.

1.9.2 Strategy: according to **Devaki (1998),** in general, the term strategy is defined as a planned approach to any task. Strategies are considered initiated mental activities like inferring, grouping, deduction and elaboration that trigger off the process of learning. These are generally used by successful learners when applied to language. They are known as language learning strategies. The characteristics of language learning strategies are:

1. They are either teacher or learner generated aimed at learning.
2. They enhance language learning as manifested in increased understanding, speaking, writing, reading and listening skills.
3. They are embedded in learner-centered teaching methodologies and materials.
4. They are either the learning process or refer to the characterization features of successful language learners.
5. They may be overt in form of certain behaviors or covert in form of mental processes.
6. They entail linguistic processing of information.

Historically, second language learning research has paralleled the effects of cognitive education psychology to what constitutes knowledge of second language. According to the pre-communicative competence phase, knowledge of language was defined in terms of grammatical knowledge. Both teaching – learning and evaluation focused on grammar rules. Then there came a shift and knowledge of second language was defined not just in terms of grammatical competence but was expanded to include other competencies. **Canale & Swain (1980)** for the first time defined the components of second language proficiency as consisting of grammatical competence, discourse competence, socio-linguistic competence and 'strategic competence'. Strategic competence is described as mastery over verbal and non-verbal communication strategies that

⇒ Compensate for breakdowns in communication or due to insufficient competence in one or more of the other areas of communicative competence and

⇒ Enhance the effectiveness of communication.

With this shift the term 'strategy' acquired importance in second language learning. Strategies can be varied as per the level of the students and with a particular strategy, different kinds of tasks can be designed to meet the demands of the learners. To make the learners ready to learn, a teacher can apply various strategies like- use background knowledge of the learners and tell them to perform a task of watch the snap or clip and recognize or listen and guess. Thus, strategies can be used to develop communication skills in learners.

1.10 Status of English in the Modern World

English is the most important language for wider communication and most useful to study. Perhaps the reasons for the predominance of English can be found related to two important phenomena in the world that is the vast expansion of English through cultural and commercial influence in many parts of the world by the British imperialism in the nineteenth century and secondly with the economic influence of the united states of America in the twentieth century. The combination of political influence and technological superiority gave English an advantage to become an international auxiliary language of the world.

Today, English has been spreading around the world making itself the second largest language of the world. The importance of English as means of international communication is recognized by all over the world. Today it is difficult to estimate the number of people in this world who have acquired an adequate working knowledge of English. It is widely used all over the world as a first language, second language or as a third language or foreign language.

According to **Quirk (1985)** *English is a global language in ENL IT (English as Native Language), ESL (English as a Second Language and EFL (English as a Foreign Language) countries all round the world. The English language works pretty well in its global context; certainly the globe has at present no plausible substitute.*

It cannot be denied that English is a world language and also a very important medium for expressing our views before any nation of the world. It is now-a-days an effective means of communication.

1.11 English Language Teaching in Gujarat

Gujarat was a part of old Bombay State up to 1960 and till then English was taught from VIII standard. After the bifurcation of Gujarat from Bombay on 1st May 1960, the Chief Minister of Gujarat State called a conference on 26th May 1960 to discuss the place of English in all its aspects in the educational set-up. The conference was attended by the vice chancellors of the universities in Gujarat, Chairmen of District and Municipal school boards, some members of the integration committee for secondary education where the Government took the following decisions as:

➢ To continue to teach English in standard VIII,IX,X and XI as a compulsory subject.
➢ To allow schools to teach English as an optional subject in standard V through standard VII outside school hours.

It was also implied that the schools which offered English in standard V to VII had to incur their own expenditure as no grant aid from the state would be released. Later these recommendations were reviewed by a committee appointed under the chairmanship of Mr. L. K. Desai. After 1969 English was introduced from standard V.

The policy of the government regarding the teaching of English changes from time to time. In September 1976, a decision was taken to teach English from Standard VI on a compulsory basis. This policy was to be implemented from June, 1977. With the introduction of the new pattern of education that is 10+2+3, learning of English depends upon the choice of the pupils. If the students go to science stream, English is a compulsory subject while it is not so in general stream. Presently standard 8th to 12th English as a subject/second language is compulsory in Gujarat

1.12 Objectives of Teaching English at Secondary Level

A Report of the Review Committee on the Curriculum for the Ten Year School has given the specific objectives of teaching English at the secondary level,

➢ To develop the ability to read English with ease and comprehension
➢ To understand English spoken at normal conversational speed
➢ To write English correctly
➢ To speak English intelligibly
➢ To enjoy simple poems
➢ Interest in library reading and listening

The text book board has also emphasized on the four basic skills. At the Secondary level (Std. 8- 9- 10) English (as a second) language teaching aims at improving the communication skills.

In the preface note of std 9 English textbook (GUJARAT) 'for teachers' the communicative approach and tasks are discussed and 50% of class room transaction in English is expected from teachers.

The position of English teaching is not so good in Gujarat. There are many factors affecting the teaching of English. Sometimes even the aims and objectives of teaching English are not well known to the teachers and are not achieved in its real meaning. There is a grave shortage of trained and fully qualified English teachers. Lack of a clear cut policy is also responsible for the situation, though best efforts are done by the State Government.

The translation method is still followed for teaching second language in majority of the schools. Many teachers still follow the teacher centered approach for developing the language skills.

Now the new text book has prepared the lessons (as per the guidelines of the NCERT) in such a way that a teacher is expected to follow the learner-centered approach. Now the whole success of teaching English through functional approach depends on the teachers. For the enhancement of English language teaching and learning, the paper style is also modified.

1.13 To Sum Up

In this chapter, the introduction gave a brief view about how on the one hand, considerable changes have occurred in the field of education across the time where the need is felt to help the students to learn different kinds of skills and on the other hand, the picture regarding the quality of education seems quite dismal, where the methods adopted at large, teach the ability to compose correct sentences, making the English learners structurally 'competent' and enabling them to produce grammatically correct sentences, but practically they remain almost unable to perform a simple communicative task. As a result, our students have not been showing performance of a high standard as expected. This chapter throws light on how a major shift from the

Structural Approach to the Communicative Approach has taken place. It advocates a focus upon the use of language rather than the formal structure of language, enabling the learners to think creatively, solve problems efficiently, and communicate effectively in diverse settings. Further, the core components of this chapter namely nature and function of language, importance of English as a language, status of English, place of English in school curriculum in India as well as in Gujarat, process of teaching-learning English language, structural, situational, eclectic and communicative approach with their salient features have been discussed.

1.14 Rationale of the Study

The communicative approach to language learning fosters the use of appropriate, positive learning strategies. Nowadays communicative language teaching and learning has become a salient feature in ESL contexts across many countries. And the adult learners, especially in the target language situation directly benefit from the use of communicative skills. In second language learning, good language learners employ a variety of strategies to improve their communicative ability. From the practical perspectives speaking is one of the most important aspects in dealing with communication skills, particularly in second or foreign language situation, as they enhance learners' confidence and fluency. The communicative approach implicitly encourages learners to take greater responsibility for their own learning and to use a wide range of language learning strategies

According to Gupta (2004), to language teachers, the functional approach seemed more promising for application in the classroom.

A communicative approach opens up a wider perspective on language and language learning. In particular, it makes us consider language not only in terms of its structures but also in terms of the communicative functions that it performs. Littlewood(1984)

For this the teachers must provide learners with ample opportunities to use the language themselves for communicative purposes and be concerned with developing the learners' ability to take part in the process of communicating rather than with their perfect mastery of structures. According to UNICEF (1998) teachers' complete

reliance on traditional teacher centered approaches was believed to be one of the major causes of school children's failure to acquire English as a second language.

Nobody can deny that our 21st century world is an ever changing globalization world. It is the fact that people move around everywhere as long as their lives go on. English, a very well-known language, is used effectively all over the world.

Whether we realize it or not, we are now living in an information and communication technology world. In this digital age, computers can be seen populating everywhere. Eighty percent of computer data are processed and stored in English. Much satellite communication use English. Even in many countries where English is a minority language, there is still at least one newspaper in English.

English is also very important for doing traveling business. As you can see most information that you have received from foreign countries are in English. English is spoken in large hotels and tourist attractions, at airports, and in shops that tourists crowd at. There are newspapers printed in English, and TV news is available in English. Tours are almost always available in English. Even in countries where few people speak English on the street, people who work with tourists generally speak English. As you can see, communication skills in English connect people to the world's understanding.

Communicating in English in our globalizing world allows us to become a successful person. It can allow you to understand people all over around the world, gain knowledge from new technologies, and connect your understandings while traveling from places to places. In my prediction, if more and more young generations learn to communicate in English, there would surely be no limitation in the globalizing world

"Do not evaluate their students in any way because the tutor's role is to help students, not to lecture at them or repeat information available from the teacher or textbook. (Harris, 2010).

A paramount aim of education is the social development of the individual so that he may contribute maximally to his society. The importance of oral language to the social development of an individual is obvious. The nuclear goal of our schools is to

nourish and support the growth of the individual so that he may realize the endowments of his personal potentialities to their limits and contribute wholesomely to his society. The ability to communicate orally in effective fashion is essential if the individual is to participate in group action for the common good. This fundamental reason makes study in oral communication an important portion of the preparation of the teacher of the language arts in the elementary school and of the teacher of English in the secondary school

Effective oral communication skills help students to: improve their own academic performance; increase their employment options; enhance their subsequent professional competence; and improve their own personal effectiveness. Employers value good oral communication skills because: staff need to interact effectively and productively in, and on behalf of the organization; listening to and conveying information accurately are crucial; giving instructions and explanations clearly is essential; and engaging in constructive debate and contributing to meetings and committees are fundamental to the success of the organization.

Dhrol is a tehsil of Jamnagar district with 42 villages. Dhrol had a population of 23,618in 2001. Presently it is 74,943; Males constitute 49% of the population and females 51%. Dhrol has an average literacy rate of 69%,: male literacy is 74% and, female literacy is 64%. In Dhrol, 12% of the population is under 6 years of age. Girls' education is emphasized in Dhrol as there are two major contributions in girls' education 1. Shri M D Mehta Girls' High School managed by Shri M D Mehta Education Trust established in 1973 which runs courses from K.G. to B. Ed. and District Science Center, adolescent center, language lab, fitness center and 2. Shri G. M. Patel Girls' High School managed by Shri Umiyaji Education Trust, it is also giving priority to girls education and runs courses from STD VIII to B.Ed. Both the schools are contributing for the upliftment of girls in Dhrol tehsil. Being a teacher, the researcher wants to choose these two schools for the study as they are doing which is not so easy in the town- Dhrol. In both the institutions, scope center is going on for last 5 years and thus they are making efforts to promote English language teaching by providing best facilities.

Today in the age of globalization and liberalization, learning English is the need of time. Everyone feels its need more or less in his/her field of work. Looking into all the above factors the researcher is interested in taking up the proposed study.

There are many studies conducted in abroad on communication skills and task based teaching but there are less studies in India in this direction especially in Gujarat.

The task based communicative approach was implemented in the textbook of std 9 Guajarati medium in 2004 and still no study is found to develop communication skills of the students of std 9 in Gujarat. So this study can be a humble effort to bridge the research gap.

Keeping in mind the above thoughts/ideas, the investigator would like to study the effectiveness of communication skills in English language teaching in Gujarat.

1.15 Statement of the Problem

Development and Effectiveness of Task Based Strategies for Enhancing Communication Skills of Class IX Students in English

1. 16 Objectives of the Study

1. To study the difficulties faced by the students in task-based strategies.
2. To develop a set of task-based strategies for enhancing communication skills.
3. To implement the task-based strategies in English.
4. To study the effectiveness of task based strategies in English.
5. To study reactions of the students towards the task-based strategies implemented.

1.17 Hypotheses

1. There will be no significant difference between the mean gain scores of experimental group and control group.
2. There will be no significant difference between the observed frequencies and expected frequencies against equal probability on the various statements of the reaction scale

1.18 Explanation of Terms

1.18.1 Task - The task is using language in order to achieve a communicative goal. It involves both oral and written activities.

1.18.2 Task-Based Strategies- They refer to a set of strategies used in the present study viz. imagination, elaboration, make inferences, critical thinking , sharing information, sharing experiences, auditory representation.

1.18.3 Communication Skills – they refer to the skills that are used and practiced to communicate in English in and out of the classroom viz. language skills-LSRW, presentation skills and body language.

1.18.4 Effectiveness - it refers to the effectiveness of task-based strategies in terms of the mean gain scores obtained by the students in the pre test and post test in the light of the following aspects:

1. Ability of students to communicate in both-oral and written form of English language.
2. Ability of students to use the language skills i.e. LSRW.
3. Development of competencies in students to use and develop analytical ability using English, so as to express social concerns.
4. To focus on enhancing the specific proficiencies related to pronunciation, understanding and articulation in English language.
5. Ability of students to express their ideas and views with confidence and fluently.
6. Ability of students to understand the importance of body language in presentations.

1.19 Delimitation of the Study

The present study is delimited to the students studying in Gujarati medium schools in Dhrol following the syllabus of GSHSEB.