

**DEVELOPMENT AND IMPLEMENTATION OF A STRATEGY TO ENHANCE
COMMUNICATION SKILLS IN ENGLISH FOR THE COMMERCE
UNDERGRADUATES**

A

Thesis submitted

To

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

For the Degree of

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IN

EDUCATION

[As per the O Ph.D.: (v)]

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DECLARATION

I, **Ms. Divya Maheshwari**, do hereby declare that the thesis entitled “*Development and Implementation of a Strategy to Enhance Communication Skills in English for the Commerce Undergraduates*” has not been submitted by me for the award of any degree before.

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DEDICATION

To

all

my well WISHERS...

CENTRE OF ADVANCED STUDY IN EDUCATION
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CERTIFICATE

This is to certify that **Ms. Divya R. Maheshwari** has worked for her Ph.D. thesis under my guidance and supervision on the topic, *“Development and Implementation of a Strategy to Enhance Communication Skills in English for the Commerce Undergraduates”* to my satisfaction. Her work is original and she has observed the provisions regarding attendance as provided under O.Ph.D. : 3(i).

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CHAPTER - I

INTRODUCTION

1. Introduction

True Education is a flare that guides towards a life worth for living. It is an efficient utilization and proper acquisition of knowledge with the improvement in the quality of life. It involves both, teaching and learning, which have a reciprocal relationship.

Education can be considered as the conscious process of communication. Moreover, teaching is essentially creating an environment wherein the conditions of learning are provided. It is an activity, aiming at environmental arrangement to foster the processes of learning which takes place at different levels and is of different varieties. In learning, a particular intelligence cannot be conceptualized independently of the particular context in which an individual happens to learn, live and work, along with the opportunities and values provided by that milieu. Its effects are primarily cognitive, affective and connective.

It is also very fundamental that our modern world today exists, functions and progresses due to communication and hence the enhanced communication skills are must that can lead everybody to the success in the respective field of work. Therefore, in order to cope up with the fast-developing world, every individual needs to be well equipped with the tools to communicate effectively, whether it is on the personal front or at the public front. After all, if one communicates well, there is little or no scope for misunderstanding and for the better understanding, an appropriate use of the required language helps to communicate effectively.

Though language, like life or a human body gets changing all the times, everyone needs to study language in relation to the present society. Everybody uses language in a variety of ways for a variety of purposes. Whatever may be the purpose, the use of language is undoubtedly an integral part of human life. Of course, language is not a static entity but it is dynamic

and its dynamism can be investigated at any of the levels : phonological, morphological, syntactic, semantic, and it may be due to number of factors like geographical, gender, age, education, social class, caste etc. Some of the other factors also give a clue for the significance of language for communication.

1.1 Language and Its Significance for Communication

“Language acts as a repository of wisdom, a propeller for the advancement of knowledge and a telescope to have a vision of the future”.

Mohan (1998)

Communication is a social and cultural process and the language is the main tool for communication. According to Hockett (1958), language is “the most valuable single possession of the human race”. Each one of us makes the use of language in virtually everything we do. Actually, human language is a great mystery too. Its mysterious nature begins to unfold itself when one realizes that it cannot be studied in isolation. This line suggests that human beings require a long exposure to language in order to acquire particular language. Even the history of language states that language must have evolved because humans needed it for communication.

Language is an implement of communication and information. It is associated with individual's personality development. A language of any sort, a tribal dialect or a developed one, perpetually exerts its best for the integration of the society. Inapt adjustment on the other hand, will impair the society. Thus, language is very much instrumental for the development of individual as well as the society. Of course, communication becomes difficult if one cannot keep up with the changes in the language which has the denotative and connotative meanings. Effective communication with the appropriate use of language is interrelated. Language operates both in the cognitive domain and the affective domain. Therefore, as a communicator, one needs to remember that anyone can have connotative meanings as well as denotative meanings which reside in the minds of the users. For example; the denotation of pizza is flat dough topped with tomato sauce, cheese,

spices and other ingredients. The connotation of pizza is delicious, mouth watering and ecstasy. In fact, language has a wide variety of uses in human communication. Humans use language to affect the physical reality as well as the mental reality. Our language can represent both, the physical reality as when we give directions to a lost stranger and it can represent the mental reality as when the psychologists describe the 'maps' of the mind.

One reason for considering communication separate from language is that in communication one is 'doing something' without words also i.e. 'non-verbal communication'. Of course, Language and Communication are very closely related but they are not the same phenomenon. On one hand, language does not only enable one to communicate with other people, it also has important mental functions and affects how one understands and reflects on the world around her or him. On the other hand, language is not only the means by which we communicate. For example, in a noisy situation, we often resort to gestures to convey simple message.

Even though language and communication exist separately, they are obviously linked to each other in inextricable ways. It is the urge to communicate that stimulates language to grow. The most important function of language is to facilitate communication with others. Conversely, from the moment communication moves beyond the 'here and now', it relies for its success on the resources that the language system puts at its disposal. The basic uses of language are i) to inform, ii) to persuade, iii) to entertain, iv) to destroy, v) to substitute for action and vi) to hide.

We use language 'to inform'. Daily we communicate with others and inform them of our ideas, beliefs and so on. We can also use language 'to persuade'. In schools, in the workplace and at home, we make continuing efforts to make others think, believe or do what we want them to think, believe or do. We also use language 'to entertain'. We entertain ourselves and others by watching movies, listening to musical lyrics, reading poetry and novels. We use language 'to destroy' by calling people their derogatory names, by putting others down, by gossiping or by spreading rumors through language. Sometimes we use language 'to substitute for actions'. If one

cannot afford a trip to Europe, one can read the travel books and experiences foreign travel. We use language 'to hide'. We deceive ourselves and others through the use of language. Not wanting to hurt the feelings of the child, we praise the crayon drawing and proudly attach it to the refrigerator. This proves that the language has a wide variety of uses.

All these suggest that, like prestige, property and status, language is also used to acquire, exercise, consolidate and maintain power. It is worth noting from the cognitive view of language that language is constitutive of human thoughts and defines the limits of thoughts. For example, language is primary and it makes thought possible. It helps one to understand the thought of the other and express one's own. Not only that but it also structures one's idea in a variety of very complex way. From the communicative view, language is only a tool through which thoughts are expressed. It implies that variety of thought is also possible without language. For example, several important human activities including sculpture, painting, dance etc. involve the thoughts but may be completely independent of language. Yet there is no doubt that language conditions one's thinking in a very substantial way. One can internalize a considerable part of one's conceptual world and knowledge through language which is the representative of the systems of symbols. On the basis of this system, one can produce and understand the language in order to communicate. This essentially creative aspect of language means that the most important aspect of language learning must be the development of an internal cognitive system; that is, an internalized 'grammar' of the language. The basis for using language creatively should be a system of mental rules, but if a person wishes to use the language fluently in communication situations, these rules have to be applied automatically, like a set of mental habits.

1.1.1 The Systems of Language

One can improve one's communication through the appropriate use of language system. Effective communicators must be aware of the importance of the need to select proper words (semantics), to combine the words to make sense (syntactic) and to direct the language towards achieving goals with other language users (pragmatics).

Language is a complex system of symbols that allows meaningful exchanges among people. There are three sub-systems that make up the system of language. i) Semantic System: Every language is composed of a set of vocabulary words called a lexicon. Semantics concern the relationship of words and their meanings. ii) Syntactic: Every language has system for putting words together in a meaningful sequence. The set of rules for putting words together is called the grammar or syntax. Syntactic concerns the relationship of words to other words. iii) Pragmatics is concerned with the impact or the effect of language. Pragmatics deals with the relationship of words and their users.

Thus, everybody uses language to ‘mean something’ in a given context but it is a selected and used as the standard language. This so-called standard language is used as a legitimizing tool for perpetuating the status quo. Languages evolve and sometimes transform, by interacting with other tongues. Those which refuse to socialize are fated to oblivion or fall into disuse. The Smart Languages are those that frequently borrow from other tongues, and thus maintain an ever expanding vocabulary. Such languages dominate the world. English is the finest example of a language that has expanded beyond its area of origin by being open to change. It allowed origin itself to be used as a tool for communication. English did not dictate terms to its users, but was willing to be moulded by them. That is why English is regarded as the standard language.

1.2 The Standard Language: English and Its Importance

English has become the medium of intellectual exchange all over the world with its technical importance, commercial weight and the cultural contact. English dominates International popular culture, notably through its rich literature, covering the vast spectrum of science and technology as well as industries and commerce, through Pop music transmitted by radios and by terrestrial and satellite television. Its label “global language” has proved its dominance all around the world. Its power has spanned over many centuries and today, with the Internet - the means of communication of the future recording 94 % of its sites are being written in English. Therefore, it has acquired the status of an International language.

People talk freely nowadays of an “English Language Industry”; a vast, though diffuse, worldwide enterprise which provides employment opportunities for native and non-native speakers of English all around the world. There are language related fields such as publishing, the media and IT and the field where International communication is important like science, trade and international relations. It is a major medium of communication in technical and scientific education, governance, personal interaction, news, media, trade etc.

English is a flexible language as its history is chronicle of the tremendous changes in culture and language. Learning of English as a foreign language, not only connects the people globally but also empowers, enlightens and makes them aware of the current streams.

1.2.1 English: As A Foreign Language

An importance of English as a ‘Foreign Language’ in the areas of diplomacy, mass-media, journalism and propaganda form the main components of persuasive and cultural diplomacy to achieve the aim of foreign policy of peaceful co-existence and mutual co-operation. In the world, there are more than 300 million speakers who speak English as a secondary language. Hundreds of millions of the world’s population who learn English in school as a foreign language. It is generally the first foreign language to be studied in many countries of the world because of its value in International communication.

The process of globalization of knowledge, market education has given English a status of International language for communication because it has made the dissemination of information easier and quicker, especially when used with computers and Internet.

English also plays an important role in the national life of the country by producing and promoting changes and accepting new trends in the society. English-generated modernity imparts new knowledge and skills and provides a formal system of living which is found in the advanced countries of the world. That is why English is also regarded as a common language.

1.2.2 English: As A Common Language

English is prominent in every public life of many countries where it is not a primary language. It has acquired a secondary and of ten supranational functions such as bilingual road signs in Greece and trilingual road signs in Israel [Hebrew, Arabic and Eng.]. There is also a cachet attached to its liberal contemporary use of shop fronts and in the world's major cities, in the naming of businesses, products and advertisements. English is the "Lingua Franca" of airports and major hotels of civil aviation and the shipping lanes. It is the leading language of science, medicine, technology, commerce, academic publication and international politics.

For several hundred years English has functioned as a common language for our country, India. It continues to influence the life and profession of the majority of educated Indians in every walk of life. It is also considered as the library language in our country.

1.2.3 English: As A Library Language

A language is said to be "a library language" if and only if it were to be used as "a language for academic purposes". English has been a library language in this country. The emphasis on reading and writing in our English syllabi in various faculties, as if these were the only language skills that needed to be mastered, is the evidence. If we accept English to be included as a library language in our educational institutions, then it can be assumed that the teaching of English is indeed English for Academic Purposes (EAP), i.e. English required for study purpose in formal education system. A note on EAP in McArthur (Ed) (1992) reads "English is taught to foreign learners who intend to follow courses of higher education in English". It goes on to state that "Instruction and practice" are provided to students on EAP courses in comprehending lectures, and using libraries and research facilities. Thus, for almost two centuries now, English has been playing an important role in our educational system.

1.2.4 English in the Realm of National Education: Present Scenario

One can realize an important place of English in the realms of the national education of India. Indians have been initiated into the advanced fields of Higher Education through English language. In India, it is taught as a second language. The status of English in India is different from its status in, say Western countries. English is a second language in India, and as such, it is widely used in media, education, administration non-localized business etc. English medium schools of varying standards [locally known as ‘Convent schools’] exist in most cities and towns. In other schools, English is taught as a subject within the curriculum. The present scenario of education in India speaks volumes for the assured place of English in the higher education sector. Medical, technological and even agricultural education is imparted through English only. Further, English medium colleges are proliferating, not to mention English medium schools. So long as the stakeholders, viz., the guardians and students need English education for various purposes, it becomes a futile exercise. Over and above, our judicial system, administrative system, education system etc. have not been able to shed their colonial character properly.

1.2.5 English in Higher Education

Education is a key factor determining the nation’s progress. According to the study of the US-based consultancy firm Golden Sachs, ‘India produces over 2.5 million university graduates per year. The overall enrolment of students in the higher education is growing by, on an average, about 5.5 % per year. (Uni. News. Vol.5, May, 2007)

In India, English is taught as a compulsory subject in all the faculties at the U.G. level. In some universities of Gujarat such as the Gujarat University, KSKV Kachchh University of Kachchh, two separate levels of English language viz. Stream ‘A’ and Stream ‘B’ were in vogue. Stream ‘A’ (known as Higher Level) for the students who had opted for English as one of the subjects at their higher secondary school level and Stream ‘B’ (known as Lower Level) for those students who had not opted for English at their

higher secondary school level. But now with the Academic Year i.e. from 2007-08, the KSKV University has introduced 'Common Level for Learning English' for all the First Year Degree Students.

In competitive examinations, one experiences that there are not enough text-books in different mother tongues but these material is available in English. Indirectly, the dominance of English is ensured. This is further consolidated by the requirements and standards in foreign languages, laid down by the Union Public Service Commission in its Civil Services examinations. At university level, the usage of English becomes more intense. It is the medium of instruction and examination in all the prestigious institutes of technology, medical sciences, agricultural universities and university departments of engineering and technology, Post graduate level for many subjects in the majority of universities. IT and English are complementary to each other, as Acharya [2004] notes, English is still a world language, a common language of communication all over the world and it is the language of Technology too. For IT education, English is required from initial stage to higher education. Thus, English is not only limited up to education but it is equally related to the general life of India and it has been considered as one of the important languages of India.

1.2.6 Significance of English in India

India is a country with numerous dialects and languages. The decolonization of English in India does not mean the inheritance of the language. English education is institutionalized in India without the loss of international intelligibility. English in India stands almost decolonized and its identity is gaining recognition across the world. It has emerged as an important language of contemporary India.

English is as much our language today as are the other 17 languages including our national language Hindi, after the 71st Amendment to the constitutions. All over the world, India is the third largest English using population in the world. The language has penetrated deeply in the society, which has, in its turn resulted into several varieties of English in India.

English continues to serve as a link language also for the simple reason that English puts, everyone on a common footing and is closely bound up with education. Moreover the two developments such as Globalization and Information Technology during the last decade have jointly begun to make a great impact on the education scenario of the new millennium and have created a greater demand for English Education and Education through English.

Understandably, our heritage of English has enabled us to stand in the global context. We are in a position to catch up with the fast changing communication systems, which have necessitated various uses of English. It facilitates our competition with the best and brightest in the sunrise industries. Our judicial system, political organization and civil services draw on English. It can be pragmatically used as a tool for building up a prosperous and powerful India. In modern India, English is not only our intellectual make up but also our emotional make up.

1.2.7 Global Status of English

With the tremendous advancement in the field of PLG (Privatization, Liberalization and Globalization), ‘Success is the first priority in profession for everyone’. And as such, English plays an important role as a ‘link language’ from local to global level. The present era of globalization, liberalization, tourism, international trade and career opportunities has made proficiency in English necessary since it is recognized as international language.

English is said to be the world’s most important language having communicative rules. It is used all over the world not out of any imposition but because of the realization that it has certain advantages. Moreover, it is a progressive and dynamic language that nearly half of the world speaks and understands.

English has become a world language, spoken by at least 750 million people. It is more widely spoken and written than any other language. It can, indeed, be said to be the first truly global language. A very important reason for regarding English as a world language is that the world's knowledge is enshrined mostly in it. Even the developed nations like China and Japan have started learning English today since they have been impelled to acquire skills in English to interact with the different communities for various purposes like education, business etc. After all, if one speaks and listens well, proper communication is possible. One can understand that the primary reason for misunderstanding is an inability to communicate effectively and for effective communication, language is a handy media to communicate properly.

But India is an idiosyncratic nation where people with different foreign origin also reside. Not only this, but if one looks back for ancient India, one can realize that English was the language of the government and the far-reaching consequence was that this tongue made higher learning impossible in modern Indian languages; then it also became inseparable from our intellectual make-up and the unifying common language in India. During freedom struggle, the English language became one more tongue to express Indian culture and heritage. Even during the second half of the twentieth century, English could not be driven out from India despite of many efforts by the linguistic chauvinists (extremists). It became a strong legacy of the post independent India. Though there was a racial emphasis on the shift to the use of vernacular languages, all the reports of committees and commissions appointed after independence were written in English.

During the last few decades, India achieved rapid industrialization in several sectors and it has resulted into the relocation of people in social hierarchy and mobility in some manners. It has also led to planned or unplanned growth of major Indian languages with the help of Constitutional, Institutional and Individual supports. These aspects show that in India where the multi lingualism is in force, selection of language is a difficult task. Yet, a way out has been found in regard with a language as a communicative tool, known as the 'Three Language Formula'.

1.3 The Three-Language Formula

According to Kamal Sridhar (1989, p.22) in *ENGLISH IN INDIAN BILINGUALISM*, the Three Language Formula (TLF) is “a compromise between the demands of the various pressure groups and has been hailed as a masterly – if imperfect solutions to a complicated problem. It seeks to accommodate the interests of group identity (Mother Tongues and Regional Languages), national pride (Hindi), and administrative efficiency and technological progress (English).

Immediately after independence, the Central Advisory Board of Education, at its 15th meeting in January, 1949, observed that English should be replaced by “an Indian language as the medium of instruction in the shortest possible time and that this should be the aim of all universities”.

The University Education Commission of 1948-1949 agreed that English should be replaced as early as practicable as the medium of instruction in higher education supporting the suggestion of C.A.B.E. It suggested that pupils at the higher and undergraduate levels should be made familiar with three languages, i.e. the regional language, the national language and English, the foreign language. The learners should be taught English so as to enable them to acquire the ability to read books in English that can benefit them if their useful information is available only in English and not in any other language i.e. to use it as a library language, and in order that they may keep touch with the living stream of the ever-growing knowledge.

The National Policy on Education (NPE) of 1968, which was our first Education Policy after Independence, stated our resolve as a nation to lay special emphasis on the study of English and other international languages. It argued that ‘knowledge in the world kept on growing at a tremendous pace, especially science and technology’ and as a nation, India must do its bit by keeping up with this growth of knowledge and make her own significant contribution to it. It noted that the study of English deserved to be specially strengthened even if it were only for this reason. The NPE of 1986 only restated what the Education Policy of 1968 had to say. It noted that the

earlier policy had examined the question of the development of language in great details and, therefore, its essential provisions could hardly be improved upon, even at present. However, it expressed that it would be implemented more energetically and purposefully. In other words, English was to continue to be taught as ‘a library language’.

On the basis of the views expressed by the commissions, appointed for the purpose, the Union Government formulated a Three Language Formula Policy. This formula, as enunciated in the National Policy Resolution of 1968 and reaffirmed in the NP on education 1986, provides Hindi, English and the Modern Indian languages in Hindi Speaking Areas and Hindi, English and the Regional Language / Mother Tongue in the Non-Hindi Speaking Areas.

The National Curriculum Framework 2005, which lays down broad guidelines for teaching and learning, sums up the views of experts when it says, “A renewed effort should be made to implement the Three Language Formula, emphasizing the recognition of children’s home language(s) Mother Tongue(s) as the best medium of instruction. These include tribal languages”. The framework recommends that English should find a place with other Indian languages. It adds that the Three Language Formula helps in fostering “cognitive growth, social tolerance, divergent thinking and scholastic achievement”.

In this way, English language has undergone many racial changes due to the Three Language Formula in India. Thus, language proves itself to be very powerful and vastly spread factor for communication whether we communicate through writing or speech, language continues to play an important role. It also indicates that language and communication are inter-related. For instance, the increasing use of telephone, recording devices such as Dictaphone, answering machines, live broadcasting, telecasting and video conferencing have only shifted the focus from writing to speech. Of course, one can communicate in many ways, verbally as well non-verbally. Anyway, Communication is sharing of information or providing entertainment by speaking, writing or other methods. People communicate in many ways including talking, by moving their hands and even by gestures, listening etc. This can be better understood by definitions and explanation of the word ‘communication’ and its meaningfulness.

1.4 Communication and Its Developmental Uses

Communication is the key to success in any relationship. To communicate effectively can be said as the developed mechanism that ensures an easy flow of information. “An effective communication requires understanding and acceptance of oneself and the others. This understanding provides specific knowledge about each person’s unique individuality that develops an interpersonal communication. This nature of communication helps to enhance one’s social sensitivity, active listening and self-disclosure”. **Carolyn M.Del Polito (1977)**

The term ‘Communication’ is used to express ideas, feelings and suggestions between two or more persons.

“Communication is the process by which a source sends a message to a receiver by means of some channels in order to produce a response from the receiver in accordance with the intention of the source”.(IRRI Publication of communication process-1992)

Mass communication is another important type of communication to convey message to large audience. Television is one of the networks. Books, news papers and radio are other ways through which information can be sent to many.

The definitions emphasize four important points:

- i) The process of communication involves the communication of ideas.
- ii) The ideas should be accurately replicated in the receiver’s mind from the messages sent by the sender.
- iii) The sender is assured of the accurate replication of the ideas given by the feedback from the receiver.
- iv) Here it is suggested that communication is a two way process including transmission of feedback. Thus, the main purpose of communication is to bring round to a certain point of view or to elicit response.

Through communication, experimentation can be encouraged and knowledge relating to their success and failure can be widely diffused.

The developmental uses of communication can be understood as mentioned below:

- i) Communication helps to enlarge mental horizons.
- ii) Through communication, attention can be focused on problems having a bearing on the contemporary developmental context.
- iii) It can also be utilized to teach specific skills and techniques.
- iv) It can be effectively employed to build consensus on the new economic and cultural goals and on the instrumentalities of achieving them.

Further, if one desires to be an effective communicator, one has to be very careful and judicious in the choice of media which depends on various factors like the urgency of the message, the time available, the expenditure involved and the intellectual as well as the emotional level of the receivers.

1.4.1 Mediums of Communication

The realization of the need, by the organizations having service related business like tourism, travel and hotels, has led to understand the different channels of communication in the management and technological fields. In modern time, communication is possible through a vast variety of media. There are mainly two ways of communication, one is the verbal communication which is done through words and the other is the non-verbal communication which is done without using words just like by gestures, signs etc. But the mediums of it can be broadly classified into six groups.

1.4.1.1 Written Communication

It includes letters, circulars, reports, forms, questionnaires, manuals etc., everything that has to be written and transmitted in the written form. This kind of communication falls in the category of writing skill that can be accurate and precise, repeatedly referred to, a legal document which has permanent records and can have a wide access. Of course, it is time consuming and quick clarification is very difficult in case of its wide access.

1.4.1.2 Oral Communication

It includes face-to-face as well as telephonic conversation, interactive radio broadcasts, interviews, meetings, group discussions, conferences, announcements over the public address systems, speeches etc. that fall into the category of the speaking skill through which time can be saved and one can convey the shades of meaning, as well as the speaker can get immediate feedback. It is more powerful means of persuasion and control. It is extremely useful while communicating with groups at assemblies, meetings etc.

1.4.1.3 Visual Communication

It encompasses gestures, facial expressions, table and charts, graphs, diagrams, posters, slides etc. This kind of communication relates to writing skill and reading skill. It is very effective because it is sure and instantaneous. It has only signs and yet the message gets across.

1.4.1.4 Face-To-Face Communication

It is identical with the oral communication. It is related to the listening skill and speaking skill. It becomes more effective if accompanied with appropriate body language. Facial expressions and gestures help to communicate better. It is particularly suitable for discussion. It becomes ineffective in case of the inattentive listener.

1.4.1.5 Audio Visual Communication

It is a combination of sight and sound. It may make use of the written words also. It is a combination of writing skill, listening skill and speaking skill. It encompasses television and cinema films that combine the visual impact with the narration. It is most suitable for mass publicity and mass education. Information transmitted through these means is retained much longer than through any other means.

1.4.1.6 Computer-Based Communication

It includes E-mail, voice mail, cellular phones, fax, video conferencing, telephone answering machines etc. It is the quickest means of communication through all skills. Video conferencing can replace personal meetings. It is better means of keeping permanent record of valuable and bulky data : World Wide Web- better customer service, better dissemination of information.

Simultaneously with the explanation and mediums of communication, one should also be aware of the aims and objectives which are very much important like a positive reason and result.

1.4.2 Aims and Objectives of Communication

- a) **Knowledge:** It is a very conscious process of communication that requires the efforts of the sender and the receiver of the message. The main purpose of gaining the knowledge is to educate as well as to improve skills. Knowledge communication is generally carried out at three levels in business organization.
 - i) **Management Level:** Our modern world is changing very fast. Every day we have new innovations and improved technology. Managers are, therefore, expected to know such things. Such knowledge can be gained through internet, books, lectures, seminars, case studies, study tours etc.
 - ii) **Employees' Level:** Employees should be familiar with the new innovations in technology, commerce, banking etc. They can be made knowledgeable through orientation programmes, talks, demonstrations, bulletins and pamphlets.
 - iii) **General Public Level:** The general public needs knowledge on the new products being introduced in the market, the complementary and supplementary products, comparative prices, concessions and discounts. It can be communicated through advertisements, hoardings, articles and other literature.

- b) Information:** One of the most important objectives of communication is passing or receiving information. It can be done either through spoken or written language or by using some other system of signs and symbols. For the managers, complete, accurate and precise information is required to plan and organize. Similarly, well informed employees will be more efficient and responsible. Business organization, whether small or big, needs both, external and internal information to flow evenly. Information from external sources is required for knowing about the products/services- how well are they being received, their comparative price and trends etc., availability of credit, terms and conditions and financial institutions, keeping a steady eye on changing the policies, rules and regulations, finding the most efficient and suitable advertising medium, knowing the latest developments about science and technology. Information from internal sources is required for keeping on record every employee's responsibility, range and nature of job, awareness about the policies and activities of the organization.
- c) Counselling:** It has become a very effective means of communication today. It is in many ways similar to advice but an advice is personal where as counselling is both, impersonal and professional. A counsellor is a person of great skill or knowledge on some specific subject and makes suggestions without any personal interest or involvement. Now a days business houses have started putting up counselling departments which offer the employees an encouragement for any type of work.
- d) Advice:** Advice plays a very important role in modern world of commerce. Even a well-informed businessman cannot have specialized knowledge of all branches like finance, taxation, publicity, engineering, public relations etc. within an organization, the supervisors have to constantly advise the junior staff about the company policies, functioning of the organization, rules and regulations. It flows horizontally or downwards- from board of directors, to management personnel, the supervisory staff and finally

the workers. An effective communicator being an advisor needs to pay attention to the point that an advice should be both, person-oriented and the work-oriented: it means it should deal with a particular work and should also suit the individual needs of the recipient. The advisor should judge the caliber of the employees and according to their level of understanding; one should explain the matter and give advice. One should have a friendly attitude. Its motive should be the betterment of the advice seeker. It can promote the better understanding between the advisor and her/his subordinates. The advisor must offer an opportunity to provide feedback to the junior staff. Making an advice is a two-way channel of communication as information is based on the fact and it is objective. An advice is subjective as it involves personal opinions to influence the receiver's understanding or behaviour.

- e) **Persuasion:** It is another important objective of communication. The persuader needs conviction on one's part. S/he should be genuinely convinced that the alternative course of action being suggested by her/him is in the interest of the receiver. The art of persuasion consists of four important steps i) analyzing the situation ii) preparing the receiver iii) Delivering the message iv) prompting the action. It is better to use persuasion than compulsion. For example, if an organization wants to introduce new methods of production or administration, employees/workers might display resistance. In such cases, only persuasive communication is effective. It explains the situation to the employees and gives them the 'why' of the change proposed and succeeds in persuading them to accept the change.

- f) **Suggestion :** It is a mild form of communication which encourages the workforce to come up with the practical suggestions to improve technology or production, to reduce waste, to effect changes, to prevent accidents etc. 'To suggest' means 'to put forward an idea' for consideration. It is an effective means of upward communication which gives the employee an opportunity to suggest an idea relating to the betterment. Business organizations today do not get work done only through orders and instructions. They involve their subordinate staff in the decision making process.

- g) Complaint:** A complaint forms an integral part of communication which formally or informally brings to attention the lapses or faults of an organization to make corrections.
- h) Instruction:** It is a common objective of communication. It can be short or in quite some details, depending on the task at hand. Mostly such instructions can be given orally, either to an individual or to a group. Difficult instructions may be supplemented with written material and audio-visual aid, booklets for mechanical and electronic devices, diagrams and pictures.

In this way, Communication is essentially a social process by which contacts are established between two persons and more. Communication employs many means, at many levels, for many reasons with many people in many ways. It involves interdependence that can be defined as 'a reciprocal and mutual dependence'. It is usually a two way process involving stimulus and response and hence it is both, reciprocal and alternating. It includes all walks of life, social, political, economical, religious etc. In whatever area one works, social, management, political, finance, design, marketing, media, modeling, religious, tourism, education business at national or international level, one needs to communicate well. It is only through the art of communication; the formation of the society as well as many kinds of other organizations in the world is possible. This way Communication is essential for all human activities.

With the rapid industrialization and economic growth in the country, there has been an enormous increase in the number and size of professional organizations related to production and service industry and social advancement has to be matched with the development of efficient techniques of communication to sustain the tempo of growth. Therefore, a great deal of importance is attached to devising and maintaining an efficient system of communication. It helps in gathering and marshalling of data which is necessary for decision-making and research. It is the fact that 70% to 80% of the total working time of a professional is spent on communication. In our country, out of total time spent on communication, 64% is on communicating in English as against 27% in Hindi and 9% in regional languages where other languages are also used for communication. This data shows the significance of communication in business too.

1.4.3 Significance of Communication in Business

Communication is the life blood of business. It is equally important to carry on the business which includes the provision of goods and service by an organized group for social consumption. No business can develop in absence of effective internal and external communication. For this, one has to interact with a large number of people locally as well as internationally. Unless one learns to communicate effectively, one cannot achieve the goal of business. Effective communication is needed at all stages of any organization in order to ensure the general welfare. At the planning stage, information is needed on the various aspects of enterprise, the feasibility of the project being undertaken, finances involved, man-power required, prevailing conditions, publicity campaigns etc. At the execution stage, orders are issued to the employees to start work, the people associated with the project are constantly motivated and kept involved, a sense of discipline is cultivated among them and their morale is kept high. All this requires constant two-way communication. Then at the assessment stage, the manager is again required to communicate with the various sources, both internal and external, to assess the success of the project and to envisage modifications in the future plans. Moreover, proficiency in English which has emerged as the link language within different states in India and abroad is essential. Besides, communication skills of employees are given high weight age at the time of their appointment as well as promotion.

1.4.3.1 Effectiveness of Communication Within an Organization

This type of communication takes place within the organization. It is considered important for the following reasons.

a) Business has grown in size.

Large business houses have a number of branches within the country and abroad. Some of the multinational corporations are no smaller than huge empires. The central organization of a large business house is its nerve centre. For its healthy and even growth, it is

extremely important that the central organization maintains a thorough and up-to-date knowledge of the various activities at the branch offices, keeps the branch offices well acquainted with the activities at the centre and some kind of link is maintained among the various branches. This calls for an effective and efficient network of communication that is done with the staff having enhanced communication skills.

b) Business activities have become extremely complex.

In the modern age, as being an age of specialization, planning, production, sales, advertising, financing, welfare etc. are handled by different departments and organizations. If these do not communicate with one-another as well as with the management, there may be no coordination among them. So here all the concerned requires good communication skills.

c) Effective communication promotes a spirit of understanding and co-operation.

If there exists effective communication between the management and the employees, it helps to bring about an atmosphere of mutual trust and confidence. The employees know what is expected from them; the management is aware of the potentialities of the employees and knows how to exploit the first and make up for the latter. This mutual understanding is extremely beneficial to both the parties.

1.4.3.2 Effectiveness of Communication Outside an Organization

The communication outside an organization includes communication with the government agencies and departments on one hand and distributors, retailers, individual customers and general public on the other hand. It is considered important for the following reasons.

a) Communication with the government agencies and departments.

Business organizations are required to deal with the licensing authorities, foreign trade offices, custom authorities, banks and other financial institutions, income tax and sales-tax offices, post offices, transporters etc. Quite frequently they find themselves in formidable and tricky situations that can only be handled through tactful negotiation which requires mastery over communication skills.

b) Communication with the distributors, retailers, individual customers.

Modern business is a highly competitive phenomenon. Each product of common consumption is available in myriads of brands, not all of which sell equally well. Marketing researches reveal that the organizations that can communicate better can also sell better. Sales are promoted through persuasion which is another aspect of communication.

But Communication becomes difficult if one cannot keep up with the changes in the language which has the denotative and connotative meanings. Language operates both in the cognitive domain and the affective domain. Therefore, as a communicator, one needs to remember that anyone can have connotative meanings as well as denotative meanings which reside in the minds of the users. This makes it clear that on one hand, the effective communication and the appropriate use of language are inter-related that is why one needs to be well-equipped with the communication skills and on the other hand, language learning involves developing a set of habits that are called the automatic skills but these skills have their basis in the mind.

Learning a second language is in effect with learning the four skills, viz., Listening, Speaking, Reading and Writing. The first two skills are intimately related to each other, though one is a recognition skill and the other is a production skill. Both these skills depend almost entirely on the learner's knowledge of the pronunciation of words and the articulation of sounds in the language. Listening is a receptive skill like reading whereas speaking is a productive skill like writing. Just as sharpening reading-attention benefits writing, sharpening listening-attention benefits speaking.

Two skills, namely, 'Listening' and 'Reading' are comparatively passive skills requiring less exertion on the part of the learner. These skills are also called the 'Receptive Skills' because when listening or reading takes place, a person engaged in it is at the receiving end of the communication channel. On the other hand, 'Writing' and 'Speaking' skills are 'Productive Skills'. Here the person, being at the transmitting end of the channel, has to take initiative. From these divisions, it seems that the skills have common characteristics and there is more than one way of grouping them. The fact of matter is that language is not just a conglomeration of diverse skills. It is one integrated skill. This becomes apparent from the fact that in most situations, one has to use more than one skill simultaneously. Thus, the new dimension has already emerged as the human excellence through the developed human skills that are very much significant for the supremacy of performing something very proficiently. This is something through which one can realize the human excellence through the enhanced communication skills.

1.5 Importance of Communication Skills

Effective communication skill is a product of conscious effort, methodical learning and preserving practice. Learning by rote would not help in laying firm foundations for communication capabilities of a high order that is required as a professional.

The Dictionary defines 'Communication' as a process by which information is exchanged between individuals through a common system of symbols, signs or behaviors. 'Skill' is defined as a learned power of doing something competently and that is developed. Thus, 'Communication skills' can be learned and used effectively to deliver one's message.

As communication plays a vital role in the smooth functioning of an organization, the need to know the communication skills has assumed a great importance in various fields. Communication skills are the set of skills that enables a person to convey information so that it is received and understood. These skills may be defined as the ability to employ language in ways that most efficiently and effectively transfers ideas from one person to

another. The emphasis is on clarity. Clarity is the quality of discourse that should transcend every element into which a given message can be analysed. Communication skills refer to the gamut of behaviors that serves to convey information. Initially everybody has communicative abilities, but proficiency levels have the tendency to drop if these skills are not used consistently.

Effectiveness of communication depends on acquired language skills. An effective communication is indispensable for effective human relations in this competitive world. The learners are now being challenged to exhibit the ability to think, write, listen and speak effectively. The right purpose of communication is the right perception, proper use of information, analysis of situation, creation of impulses and finding ways to put across.

Thus, there is no denying the fact that effective communication skills play a vital role in building a successful career in any field. It is not possible to obtain good marks in examination or fare well at an interview or successfully negotiate with the other parties unless one's communication skills are sufficiently strong and refined. That is why most business-oriented professional courses include communication skills as an integral component of their curriculum. Effective communication skills in English bring to the fore, each and every grammatical aspect needed for English language usage. Communication is directed to an 'audience' and makes adjustment to interests, attitudes, language habits and vocabulary of actual people.

The skills consist of time management, an ability to work under pressure, accuracy and attention to detail, proper communication, managing different tasks at the same time, creativity, entrepreneurship, versatility, teamwork, flexibility, willingness to contribute to innovation and shouldering responsibilities, coping up with uncertainties, interest and preparedness for life-long learning and for internalization of the labour market realities through an understanding of various cultures, social sensitivity, group dynamism, generic skills which cut across different disciplines, literate in areas of knowledge which form the basis for various professional skills. These competencies broadly relate to 'liberation of mind'

and 'empowerment of hands'. They can be the specific parameters to judge the outcomes of educational programmes and activities of the institutions of higher education. These skills are the parameters by which the quality of higher education is assessed and make an individual play a more active role in her/ his society either to preserve it or to change it.

As an inquisitive learner , a person can try to develop the four skills by making the self aware of the purpose of communication with the right perception, proper use of information, analysis of situation, creation of impulses and finding ways to put across. Therefore, through the bird view of these skills, one can understand the purpose, difference and the meaningfulness of these skills.

A. Listening Skill

Familiarity with the sound system and ability to articulate sounds prepare the learners for listening to English utterances with understanding. Listening precedes speaking which paves the way for them to develop oral fluency and accuracy. It is often said to be a passive (receptive) skill while speaking is described as an active one. Listening can be cultivated through listening practice, both extensive and intensive. Extensive listening implies exposure to a wide variety of structures and sounds. This equips the learners to listen with understanding in real life situation. Intensive listening is concerned with just one or two specific points. Its practice is primarily for language items as part of the language teaching programme. These kinds of practices can be done with the help of recording and language laboratory. The learner should be able to recognize a sound before she or he attains an ability to produce it.

The weak learners of the vernacular language are hampered in their ability to listen for meaning by certain weaknesses such as a) inadequate knowledge of vocabulary, b) inability to maintain vocabulary, c) inability to understand the pronunciation other than the

personal or regional pronunciation, d) inability to understand against background noise through electrical interference. The main remedy for this vocabulary weakness in the target language lies in the learners enriching their vocabulary through reading and by looking up unfamiliar words in dictionaries. It is practically very important for everyone in this electronic age to listen with understanding against background noise. This can be dealt with seriously; tape-recorders and specially prepared recordings are indispensable for this.

B. Speaking Skill

To make the listener understand better, while one speaks to the listener, one should consider effective measures in speaking such as knowing the listener, knowledge regarding what s/he is talking about, saying straight way what one means, to be sincere, controlling the gestures and tone, avoiding the irritating words or those words having more than one meaning.

The manner of approach is very essential in every service oriented or hospitality industry. A person employed in the trades and for the organization, a technical person should always aim at pleasing the mass in contact. Her/his speech should not be defective but perfect and should develop interests in listeners and increase their listening power.

In face to face interaction, a person does not communicate only through words. The speaker's whole personality, including facial expressions, postures and gestures, is involved in the speaking process. The eye-contact is the most immediate and effective means of establishing rapport with listeners. The speaker's voice modulation should be proper. A good speaker should speak with conviction, sincerity, interest, familiarity, dramatization of certain ideas with the sharing views of the listeners. Adequate planning and preparation are the essential elements for a successful communicator.

C. Reading Skill

Reading, like listening, is a decoding process. But it is a very complex process involving many physical, intellectual and often emotional reactions. Moreover, it entails the ability to recognize graphic symbols and their corresponding vocal sounds. There are three important components in the reading skill: these are i) the recognition of the graphic marks, ii) the correlation of these with the formal linguistic elements and iii) the correlation of these with meaning. Reading becomes meaningful only if one gets at the meaning behind the graphic symbols through one's ability to recognize the semantic content of the graphic symbols and the sounds they represent. There are two kinds of reading skill: the skill of reading aloud and the skill of reading silently. Reading aloud is primarily an oral matter; it is closer to pronunciation than to comprehension. The greatest amount of reading that is done in the world is silent. The skill of silent reading, however, varies from person to person and depends on several factors including each person's requirement.

There are five uses of silent reading. These are i) to make a survey of materials to be studied and to look through indexes, chapter headings and outlines, ii) to skim, iii) to familiarize oneself with the material and its thought content, iv) to study the material in depth and v) to study the language in which the material is written from a literary or linguistic point of view. So, the good silent reading presupposes knowledge of cultural values of words and expressions and the ability to identify the thematic content of what is in the text. Extensive reading presupposes speed and ease which come only from copious reading. Intensive reading has the full understanding of the text with its argument, its symbolic, emotional and social overtones, the attitudes and purposes of the author and the linguistic and literary means the author employs to achieve her/his purpose.

D. Writing Skill

The first requisite in effective writing is to write with a definite reader in mind. Three things which every writer must be equipped with before s/he can transfer her/his thoughts to paper are: An Idea (something to say), A Purpose (some reason for saying it) and A Medium (language form which represents an idea). If one is equipped with these minimum essentials, one can proceed for writing.

Writing is a thinking process and is much more than an exercise in transcription or copying. It is different from speaking. It aims at compactness and precision in expression as well as grammatical, idiomatic and orthographic accuracy and in that conventions of writing tend to be less flexible than those of speech. Moreover, a person who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the problems of ease and fluency of expression, of grammatical and lexical accuracy and of the appropriateness of the style of writing as demanded by the occasion or situation. Learning to write is learning to use grammar with ease and facts in some sequential order as tools. Skilled writer is expected to master the elementary mechanics of written work, viz., handwriting, spelling, capitalization, punctuation, word-order and word division, sentence structure and constructions before they are given free hand to develop ease and fluency in writing. S/he must be able to present her/his information in a format acceptable for the occasion, be that an informal friendly letter or a matter-of-fact for business communication, a report to the teacher or an article for the publication.

All this indicates that these skills, if mastered properly, cultivate a human practical ability in the person of any walk of life which makes an interaction excellent one, between two or more. Moreover, the present world seems to be so intact that it appears to be a small family. In ancient time, any individual had to wait for a long time if she or he wanted to communicate with person on the other part or out of the country. But now the technological advancements have made every communication easier and the common thing for convenient communication is a media that is the standard language.

In this new era of globalization, many changes in the world take place and therefore the knowledge of the standard language English is must for a person to communicate with the other business firms outside India. To be in touch with the multinational firms, English is necessary as the most of the countries of the world have accepted English as a mode of communication. Thus, English as a standard language has been inevitable to be learnt if a person, especially a student who wants to be an internationally effective communicator. So any internationally effective communicator is also required to enhance her or his communication skills in English that is must. This is equally true for the students who are in colleges and are planning for their betterment in higher studies as well as the other future prospects, not only at local level but also at the world level. Therefore, for them the enhanced communication skills in English are must.

1.5.1 Significance of Communication Skills in English for the Undergraduates

Looking to the importance of Communication Skills in English for the undergraduates, let us see the significance of Communication Skills during their study period and for their prospective .

The knowledge of English language is much more required especially for the college students of Gujarat as it is useful in almost all the fields. Too often, the undergraduates enter colleges without the basic knowledge needed to communicate effectively which can hinder their academic and job success. Graduates with proficiency in English are demanded more in foreign companies. English is used in many professions. Particularly Commerce graduates mostly prefer to do business for which many times the business people are supposed to contact foreign companies also and for that she or he needs to communicate in English. If she or he does not know English then she or he must depend on others for communication in English.

Moreover, the higher studies such as MBA, CA, CS, IAS, IPS, I.C.W.A etc. can be done in English only. Thus, it is a need to develop the Communication Skills of these undergraduates in English so that they can develop more opened.

So far as the communication skills in English are concerned with the professional development, these should be developed at the right stage and therefore these skills become more significant to be enhanced for the commerce undergraduates whose main purpose is to enter the world of higher education and international business.

With competition gaining such momentum on every front, time has virtually run out to merely 'pass the buck'. This responsibility and understanding on the componential fabric of the situation primarily mean that, first one has to begin by realizing the meaning of Communication Skills in the modern notion of professionalism. The expected response primarily means, preparing the students completely, where the student joins her or his profession not only as an academically trained and qualified person, but, also as an individual who is capable of relating and networking various people of varying profile and under varied conditions. This implies preparing the students psychologically and linguistically for situations she/he is expected to encounter and tackle. If this kind of grooming is given at the right stage and at the right time for the right duration, a lot of resources can be saved. These put the onus of training students in various 'soft skills', which are value-added skills in developing their entire persona, on the academia, particularly in B-Schools and universities. And Communication Skills stand out as the critical component of such courses to be offered during the academic phase of the students. This is what Communication Skills mean today!

Once again looking to the importance of Communication Skills in English for the undergraduates, let us see the significance of Communication Skills at different job places where these students will go for training, where they are found less proficient in Communication Skills in English.

1.5.2 Importance of Communication Skills in English for the Commerce Undergraduates

“The ability to communicate topped the list of recruiting companies' desired traits this year among college candidates”. (National Employees' 2006 Job Outlook)

The statement itself indicates the importance of Communication Skills for graduates required by the service sectors too. Nowadays the need for strengthening the communication skills is increasing day by day, especially for the Commerce students as they get admission in the commerce college with a plan to do their service or business not only at the local level but also at the distant level. Even if one sees the job advertisements, one finds that one of the most expected qualifications needed for getting job is good command over English language and well developed communication skills. In most of the occupations, an individual is supposed to be competent enough in English and Communication. Professional and highly skilled jobs will continue to grow at a faster rate.

The importance of Communication Skills in English at any mode, brand and concept of professionalism is a well known and accepted reality today. In fact, recruitment advertisements of not only many major but also even of several minor players in the corporate sector specifically ask for people with excellent Communication Skills in English (and also Interpersonal Skills) besides the requisite 'skill set' in the areas of specialization. This is true even for Information Technology (IT) sector which has hitherto concerned with only the particular 'skill set' of the individual. The realization that Professionalism and Communication Skills share a symbiotic relationship is driving many companies, including some very prominent IT majors like HCL, INFOTEC, etc. towards making conscious efforts to make their staff become smart and effective communicators !

Interestingly, the Government of India and also the Public Sector in our country are waking up to this demanding reality and apparently concerted efforts are being made in getting their executives trained in various soft skills, in general and Communication Skills, in particular. For example, Short term course in Communication Skills in English, offered by Institute of Secretarial Training and Management under the Department of Personnel and Training and the National Institute of Entrepreneurship and Small Business Development of the Ministry of Small Scale Industries to

Government officials, are quite popular as are the in - house as well as out-sourced training of Navratna Companies like the BHEL, amongst others. In addition, sessions on Communication Skills have been incorporated in the various training programs initiated by different departments such as National Science and Technology Entrepreneurship Development Board to promote new enterprise creation and to train Master Resource Persons in inculcating scientific temper amongst masses respectively. Thus, Communication Skills are very much relevant and important in today's internationally networked world.

With the international developments like the opening up of the world economy, emergence of a strong and vibrant World Trade Organization and consequent international 'haggling' and contest for issues like trade zones, free trade and economy, intellectual property right etc, the notion of profession expertise has begun to change. The boom in software industry and the subsequent Business Process Outsourcing and the Call Centre explosion, has highlighted the need of the structured and focused training on Communication Skills in English for students of various professional courses and has been indeed much needed wake up call. Though several training programmes to impart the requisite skills in sales, services, customer relations etc to their executives is not a new phenomenon in India.

The academic institutions, churning out thousands of so called professionals every year, are now interested in preparing their students for the grind of the professional life. Of course, some elite academic institutions besides a handful of B-School have been making efforts at initiating some courses aimed at imparting Communication Skills or Personality Development packages to their students. Some of the companies have developed trend-setting expertise as Communication Skills' trainers. HCL is one such company, whose famous slogan 'Contact, Connect, Communicate' (Triple 'C' paradigm) today has become a very popular, catchy and a widely used communication tool.

Consequently the Commerce graduates need to keep in mind the long term benefits of focusing on a specific set of skills. Additionally, today's 'high tech' job market requires computer competency and strong communication skills for a successful career. Some areas like personnel-public relations, marketing, sales, and labour relations call for exceptional communication skills. Editors, writers, teachers, advocates, researchers also need a highly developed ability to communicate. Executives are also expected to be effective communicators in order to project a favorable image of their organizations.

Thus, the ability to communicate effectively has become an important job requirement. Investment banks, consulting firms and even technology companies stress on the importance of communication skills when hiring candidates. Some new employees in areas such as finance, marketing and consulting prepare multi page reports and presentations. No one can doubt that even drafting an e-mail is an art in today's business world and strong writing skills are crucial for business majors looking to enter the corporate world.

In this way, communication can be considered as a social and cultural process and the language is the main tool for communication. Good communication and good English facilitate everyone in many ways. Therefore, being able to communicate in English is an absolute pre-requisite in today's cut-throat world of communication even at the local level. For example, in order to level Gujarat state with the globe, the Gujarat Government supports the projects like Society for Creation of Opportunity through Proficiency in English (SCOPE) for improving the Communication Skills of the youth in English. It indicates that there is a great need to enhance the Communication Skills in English especially of the youth. Gujarat is known for its 'Business' qualities. Here most students prefer to go for Commerce education in order to be the successful professionals. But sometimes these students lag behind in communication skills in English. In Kachchh region of Gujarat, especially at university level, English is offered as compulsory subject. Its objectives are such as, learning comprehensive

and expressive skills but in Commerce faculty 'English' is taught as a compulsory subject only in the First Year Degree course with more emphasis on comprehensive skills and in the remaining years of Commerce graduation 'English' serves the purpose of a tool to learn 'Commercial Communication' which is one of the compulsory subjects in all the three years of B.Com. Degree. The objectives of teaching 'Commercial Communication' are different from the teaching of general English i.e. business letter writing, correspondence with different organizations, report writing etc. Here, it is obvious that only 'written communication skills' are emphasized in the F.Y.B.Com. level, Spoken and Presentation Skills are almost ignored. Therefore many Gujarati and Hindi medium students generally remain passive listeners and try to rote learn the subject contents in order to succeed in university examinations.

The undergraduation is the stage, where these undergraduates try to promote their academic achievements, where they seriously think and plan about their future to be moulded, where they begin to evaluate their strengths. Therefore, at this juncture, it is very much essential for these Commerce undergraduates to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full potential to become productive and contributing members of the world community.

The fact shows that in spite of English being so popular and common among the native speakers in usage of even local language, it continues to be difficult for millions of our students across the country. Especially the students who hail from the rural areas find it difficult to communicate in English even after many years' learning English at school. Even college leaving students find it difficult to use English for social or academic purposes. Considering all the important aspects, the researcher felt the need of the present study in the area of developing and implementing a strategy to enhance the First Year Commerce students' Communication Skills in English in its right perspective.

1.6 Need of the Strategy for the Present Study

The researcher, during her observation in the area where she has been working as a lecturer for last one decade, observed that there is a direct link between language and communication skills. Some of the F.Y.B.Com. Students are best in obtaining excellent results in both these subjects but the majority of these Commerce undergraduates get just above average marks in the same subjects due to various reasons such as 'lack of prior foundation in English, limited knowledge of English vocabulary, poor personal motivation, deficiencies of interpersonal communication skills in English, no practical exercise, lack of extensive and intensive reading in English. Due to lack of communication skills in English, students' self-concept, self-confidence and self-esteem remain low and a kind of 'inferiority complex' develops in them. Such students make use of readymade material of lecture notes to understand the required subject but this practice makes them handicapped in mastering the communication skills because the skills cannot be strengthened without systematic practice which is necessary for making them competent communicators in English. Their inability to cope-up with the present scenario might affect their personal and professional development at many levels if they do not have properly enhanced communication skills in English. In addition to the observation of the present scenario and in the light of the literature reviewed for the present study, the researcher had timely perception for initiating the present study.

As the Commerce education is directly linked with the economy and since English is having its global importance, the researcher felt that in the present global culture, it is a need of the hour to enhance the Communication Skills of these F.Y.B.Com. Students in English by developing and implementing a comprehensive strategy that can be effective and efficient for them for their entry in the job market, leading to their personal and professional growth.

Furthermore, the development of the higher education in India, in the last five decades, presents a picture of light and shade. In the garb of quantitative success, there is a qualitative failure. Though many studies have been undertaken that are related to the area of developing different skills and strategies for teaching various aspects of English and other disciplines, there is hardly any study concerning the strategy for enhancing communication skills in English for the Commerce undergraduates. If a sincere attempt is made to utilize the period of graduation in teaching of language and enhancement of communication skills of these undergraduates along with the other studies, it would help them, both personally and professionally.

The brief summary of the review of the related literature by the researcher made it clear that various efforts have been undertaken to cover up the area of school and to enrich linguistic skills and language aspect in the area of teaching and learning English language for different levels of students, when various computer mediated technologies, programmes and strategies have been developed and implemented. It showed that there had been no dearth of studies in the area of English language. Some of these studies helped the researcher to gain thorough understanding about the need to evolve an instructional material according to the needs of the learners and to get an insight into the aspects related to the development of a strategy, to know about the innovation in classroom instruction and the learners' positive impact in learning, different abilities, skills and attitude of the undergraduates required to be strengthened. But as a very few studies had been carried out that are related to the area of Communication before, it seemed that more sound researches were necessary to focus upon the area of under graduation where, there is a general negligence in developing and implementing a strategy for enhancing the communication skills in English for the First Year undergraduates specially for the Commerce students. The researcher had not come across any study which could help to understand the area of development and implementation of a strategy to enhance the Communication Skills in English for the First Year Degree students in Kachchh District of Gujarat, the less attended to so far. It seemed that there has been a great need to conduct such type of research that becomes helpful

to these Commerce undergraduates for their personal and professional development, required in the discipline of Commerce which, in turn, has great impact on national development. Considering all the aspects as mentioned above, the researcher proposed the present study in the area of developing and implementing a strategy to enhance the First Year Commerce students' Communication Skills in English in its right perspective.

1.7 Research Questions

- i) How to integrate the LSRW Skills among the First Year B.Com. students?
- ii) How to enhance the Communication Skills possessed by the First Year Degree Students?

1.8 Statement of the Problem

Development and Implementation of a strategy to Enhance Communication Skills in English for the Commerce Undergraduates.

1.9 Objectives of the Present Study

1. To study the initial level of Communication Skills in English possessed by the First Year B.Com. students
2. To develop the strategy to enhance Communication Skills in English possessed by the First Year B.Com. students.
3. To implement the developed strategy for the First Year B.Com. students.
4. To study the effectiveness of the strategy developed.
 - a) In terms of the achievement of the Communication Skills of the F.Y.B.Com.students.
 - b) In terms of the students' reflections about the strategy.

1.10 Organization of the Thesis

The present study is divided into five chapters.

The first chapter of the present study is '**Introduction**'. This chapter introduces the entire topic of the research along with its importance, background of the study, objectives of the study, explanation of the terms. It concludes with a paragraph that looks ahead to the rest of the chapters. This chapter gives the conceptual background to the specific area under investigation. It clearly states the problem under investigation with specific reference to the placement in the broader area under study. It describes the significance of the research problem focusing on why the present study is undertaken.

The second chapter is on the '**Review of related literature**'. It consists of the review of important literature related to the problem under study. This chapter begins with an overview of how the chapter is organized, followed by a review of the theoretical and empirical literature and ending with summary of what the previous research seems to mean and how it relates to this study. Here, the researcher has tried to identify research gap, focusing on what has been done so far, when and where earlier studies were carried out along with interpretation of the significance of the results. It also traces that it had been critically analysed and summarized in order to justify the necessity for conducting the present investigation.

The third chapter entitled '**Research Design for the Present Study**' discusses the design of the study. It highlights the methodology of the entire study. This research design is a plan of investigation which includes an outline of what the researcher has done, from writing the objectives, hypothesis and their implications to the final analysis of data. It includes the subjects called 'sample', tools needed for the collection of data, procedure followed for collection of data and its analysis. It focuses on the functions as mentioned below. It conveys the facts about the nature and type of data required along with where such data is found. The design of the study answers many questions like: what, where, when, how much and by what, concerning the study. It answers to the questions such as, 'How has the sample been drawn'? 'What was the sample size'? 'How were the tools designed'? 'How have valid and reliable tools been constructed'?

The fourth chapter is about the **Strategy**. It focuses on the pre-requisites for the development of the present study strategy, identification of the entry behaviour of the students, the objectives for developing the strategy, selection of the instructional inputs in the context of the level of the students and the implementation of the developed strategy to enhance the Commerce undergraduate students' communication skills in English

The fifth chapter is about the '**Data Analysis and Its Interpretation**' that deals with the outcome of the study. The data collected are presented in a tabular form and analysed with the help of appropriate statistical techniques. This chapter further gives the detail of actual findings and its discussion.

The sixth chapter of the report is entitled as '**Summary**' deals with major findings, conclusion and suggestions.

CHAPTER - II

REVIEW OF RELATED LITERATURE

2.0 Introduction

The second chapter of the present study is on the 'Review of Related Literature'. It consists of the review of important literature related to the problem under study. This chapter begins with an overview of how this chapter is organized, followed by a review of the theoretical and empirical literature and ends with summary of what the previous research seems to mean and how it relates to the present study. Focusing on what has been done so far, when and where earlier studies were carried out along with the interpretation of the significance of the results, the researcher has also tried to identify the research gaps. It also traces that it had been critically analyzed and summarized in order to justify the necessity for conducting the present investigation.

In any research study, there is a need to go through previous literature of the related field to gain the perspective from different angles such as research trend during particular period, research design used for research studies, the findings and so on. The relevant reviews can be pace-setter that stimulate further research efforts and also play a very significant role in shaping the nature of the particular research study which is deduced as implication for the reviewed studies. In any investigation, a review of the previously carried out studies in the field is essential for a deeper insight and clear perspective of a research work. It provides knowledge of the field in advance. Valuable information obtained in the process helps in the planning of the study, selecting and developing the tools for the data collection, developing proper techniques for analysis and interpretation of the data. The suggestions given by the various investigators in those studies enable the researcher to probe into the possibility of new areas of research. Such a review provides the investigator with a sound rationale for the current study and helps in defining the frontiers of the field producing a more definitive

statement of the problem. It also helps in establishing the relationship between the completed research in the field and the specific problem under investigation and therefore an overview of the past studies is of great importance. A review of related literature, along with the examination of the recent and historically significant research studies within India and outside India, acts as a basis for the proposed study. Hence the following sections consist of the review of related literature within and outside India.

2.1 Review of Related Literature Within India

The review of related literature within India was an important step in understanding Indian research. It helped the researcher in clarifying and defining the problem, stating the objectives, formulating hypothesis, selecting appropriate design and methodology of research as well as interpreting the results in the light of the research work already undertaken. In this chapter, the researcher has also endeavoured to provide an overview of various aspects of the present study through the review of existing literature. The researcher referred various resources for review which included various doctoral theses, dissertations, projects, books, reports, internet sites and articles related to human resources relevant to the present study. However, it was not possible for the researcher to review these researches in the primary form of sources so she also made an attempt to review the related literature through the secondary sources as were available within the range of her study. The reviewed literature within India is presented below.

Sinha (1967) carried out a project entitled the '*Remedial Work in English for Pre-university and First Year Degree Studies in Hindi Speaking Areas*'.

The aims of the project were : (i) to identify exactly which areas of English language teaching needed most immediate attention for remedial work at the Pre-university class and the First Year degree stage in Hindi Speaking areas, (ii) to locate the difficulties of the students in expressing themselves in written English with accuracy and correctness, and (iii) to find

out the reasons for difficulties and also effective measures which would help them in acquiring minimum skill for taking down notes in the class, preparing synopsis of the articles and books and expressing themselves coherently and intelligibly in English. The project was confined to remedial work, mainly needed in the field of morphology and syntax.

For the purpose of error analysis, different universities, secondary, higher secondary, intermediate exam boards in Hindi Speaking areas were asked to send English composition papers. About 1000 scripts were collected and 550 were scrutinized. Out of 550, 300 scripts were of Pre-University Class students, 200 scripts of the First Year degree students and 50 scripts were of B.A (Final) students. For analysis, essay questions of the scripts were examined. The errors were classified into various categories with several subdivisions such as determiners, verbal forms and their patterns, wrong verb usage, nouns, pronouns, prepositions, concord, punctuations, syntactic patterns, adjectives, conjunction, spelling, lexical and unclassified errors.

Some of the findings of the project were: 1. Under ‘determiners’, 93% of the errors were in the use of articles, most of those were due to the failure to differentiate between a particularized and non-particularized context between a countable and uncountable nouns. 2. Under ‘syntactic patterns’, the mistakes were mostly at the clause level, omission, wrong word order or insertion of unwanted elements. 3. The errors under ‘prepositions’ involved wrong choice, omission or insertion. The prepositions most frequently involved were ‘in’, ‘to’, ‘on’, ‘at’, ‘of’, ‘with’ and ‘from’. 4. Most mistakes were related to the replacement of the simple present tense and simple past tense by other forms. Over and above the areas such as spelling, lexical and punctuations, where errors were found to be the most frequent. 5. Mistakes under ‘concord’ were mostly related to the lack of concord in number.

Trivedi (1969) conducted a survey on ‘*Study on the Assessment of Interest of the Undergraduate Students in Relation to Environment*’.

The purpose of the inquiry was two-fold: (i) evolving methods of studying interest of the undergraduate students, and (ii) studying the relationship between the interest patterns and environmental factors, viz; areas of residence, father's occupation, course of studies etc.

An inventory, an information test, a situational test and a projective test were designed to measure interest from various angles and the rationale behind the construction of these tests were reported. A sample of 180 students was chosen from various institutes so as to form criterion groups and the tests were tried out. Item analysis was carried out for finding out the chi-square value for each item. Revision of the tests was made in the light of the findings of the pilot study. The tests were finally administered to 300 undergraduate students selected at random from Fine Arts, Technical, Commerce, Agriculture and Science faculties of various institutes, areas of residence and family background. A Questionnaire was also constructed for collection of the environmental data with a view to relating them to interests. Range, central tendency and standard deviation for each of the six areas were found out. In addition to the correlational techniques, an analysis was attempted for finding out the basic interest patterns and also the factors loadings of each subtest on the general factor of interest, in each of the six areas. With a view to finding out the effect of environmental factors on each type of interest analysis of variance and other allied statistical techniques were employed.

The study revealed that: 1. Interest was identifiable at the undergraduate level, and range means and standard deviations of the interest scores were found to vary from group to group, from interest to interest. 2. There were three basic patterns of interest in spite of considerable overlap between interest areas and the basic dimensions might be identified as (a) practical-scientific, (b) creative-aesthetic and (c) manipulative-computational. 3. The main effect of the environmental factors included under the scope of the present study on the most types of interest, was significant and there also existed an important interaction between the numbers of environmental variables.

Dave, P. (1974) carried out a project on '*Improving Language Skills in the Mother-Tongue among the Pre-university Students*'.

The objectives of the project were: (i) to develop and experimentally test the effectiveness of a Bridge Course of 100 hours with respect to five language skills, i.e., Listening Comprehension (LC), Listening and Note-making Competence (LNC), Reading Comprehension (RC), Guided Comprehension (GC) and Epitomizing (EP), (ii) to construct a pre-test and the post test for evaluating the attainment in the above-mentioned five skills of college entrants who opted for the regional language (Kannada) as the medium of the instruction, (iii) to investigate the relationship between the content input, the process and the learning outcomes in the language learning situation, (iv) to examine the possibility of existence of an independent hierarchical structure in language attainment, (v) to study the relationship between the language skills and some other variables as sex, parental education, occupation and income, and (vi) to develop a Modified Version of Curriculum Schema (MVCS) that could be applied to analyze both language as well as content learning.

The sample of the study consisted of 730 Pre-university students selected from different colleges of Bangalore, Mysore, Dharwar and Bijapur. They were administered a specially prepared pre-test for determining their initial level of attainment in language skills. The students who formed the experimental group were given an intensive training in language skills. The control group was selected randomly that did not undergo any training. Data were statistically analysed by means of ANOVA, ANCOVA, ANOVARA (Friedman), t-test and chi-square test.

The study arrived at the following conclusions: 1. The college entrants in the pre-university courses who were given intensive training through the Bridge Course showed greater improvement in their language skills and academic performance than those who were not given the intensive training. 2. Differences existed between the language skills of the students coming from families having differential parental education, occupation and income. 3. The test and the sub-tests possessed a substantial extent of divergent validity and a fair degree of reliability.

Dewal (1974) carried out a developmental study entitled '*Difficulties in Teaching English and Effectiveness of Programmed Teaching*'.

The major objectives of the study were: (i) to study teachers' perceptions of difficulties which hampered effective teaching and learning of English, and (ii) to study the effectiveness of programmed teaching.

For the first part of the study ninety three English teachers of Udaipur constituted a sample. A total of 160 students of class VIII of four government schools of Udaipur city were employed as the sample for the second part of the study. As for tools, a questionnaire was administered to the teachers for the purpose of the data collection. The pre-test and the post-test were used to ensure the effectiveness of the developed program.

The study revealed that: 1. The difficulties hampering effective teaching and learning of English were due to the shortage of trained teachers, lack of subject competence in teachers, dearth of good teaching-learning material, lack of individual attention and poor socio-economic background. 2. Programmed teaching overcame some of the felt difficulties of the teachers and helped students perform significantly better than those who were taught by conventional method. 3. The strategy proved useful in a situation where teachers were under-qualified and untrained in teaching English.

Desai (1975) conducted an experimental study on '*The Teaching of English as a 'Library Language' in the Commerce and the Science Faculties of Universities in Gujarat*'.

The objectives of the investigation were: (i) to evaluate the prescribed syllabi in the context of the objectives of teaching English as a 'library language', (ii) to study the usefulness of the vocabulary prescribed for the purpose of using English as a 'library language', and (iii) to evolve a minimum useful vocabulary on an experimental basis for one of the levels up to graduation in Commerce and Science. For data collection, questionnaire and interview were employed as tools. The respondents were educationists, teachers of English and the elite group of the society. Two

studies were conducted with a view to finding out the impact of teaching a set of vocabulary to increase the power of comprehension among pre-university students of Commerce and Science. Tests were also administered to a group of S.S.C.E. students. Statistical techniques were applied to find out the difference between the means of achievement scores.

The significant findings were 1. In the faculties of Commerce in the universities of Gujarat, the useful vocabulary items introduced ranged between 31 and 37 % of the total vocabulary. 2. In the faculties of Science in the universities of Gujarat, the useful vocabulary items introduced ranged between 40 and 41% of the total vocabulary. 3. In the syllabus of English and in the question papers thereof, there seemed to be a trend towards language orientation; 4. A large number of comparatively young teachers of English in Commerce and Science colleges belonging to the universities of Gujarat did not possess an adequate language skill and the desirable clarity to the problems of English teaching, and 5. It would be possible to introduce library language oriented syllabi at different levels of degree courses for Commerce and Science students and it would also be possible to prepare readable text books on the basis of useful vocabulary.

Vamdatta (1976) carried out a project on '*English for Students of Economics*'.

The project aimed at carrying out a student oriented need based operational research. It was concerned with the needs of the post-graduate students of Economics in the universities of Gujarat as regards the comprehension of their subject books in English. It dealt with the solution of a practical problem namely the students' inability to get access to knowledge in Economics treasured in specialized books in English and consequently their failure to use English for library purposes. The study thus explored the field of developing English as a library language. The study recommended the production of teaching material for the post-graduate students of Economics whose academic success is severely affected by inadequate English.

Pal (1978) carried out a survey on '*Developing a Reading Oriented E.L.T. Strategy: A Psycholinguistic Study*'.

The objectives of the investigation were to study (i) the relationship between reading ability in English and intelligence, motivation and selected environmental variables of school and college students in ELT classroom, (ii) basic differences in the requirements for an adequate programme of reading instruction in English in school and colleges, (iii) the possibility to synthesize a reading-oriented ELT strategy for those students, and (iv) the essential features of the strategy.

A survey of reading ability in relation to psycholinguistic and socio-linguistic factors was done to examine if significant psycholinguistic and socio-linguistic variations existed in the school and college classrooms. This was followed by the examination of the relative importance of perceptual, contextual and conceptual reading skills in English at school and college levels.

The findings of the study were: 1. The Reading-Oriented ELT strategy for these students was generally dependent on their verbal intelligence and language proficiency. 2. The Reading Instruction Strategy combining the perceptual and the conceptual skills could lead to the significant improvement in reading comprehension levels of the school students, irrespective of their verbal intelligence and initial reading ability. 3. The college students with different initial reading efficiency level required training in different types of reading skills and the poor student- readers were found to have responded most favourably to a strategy based largely on the perceptual skills and those student-readers with the high initial reading efficiency levels were found to respond most favourably to the training in advanced conceptualization and comprehension skills. 4. Contextual presentation of vocabulary and the structural items was found to be an effective and practicable in reading-oriented ELT strategy for the school students. 5. Students taught according to the strategy not only registered significant improvement in the overall language proficiency but also improved their reading comprehension levels significantly. 6. The strategy was found to be equally favourable to the students with different intelligence and initial reading abilities.

Usha, Kumar (1978) carried out an analytical study entitled '*English for Business: An Analysis Designing a Special Purpose Course for Students of Communication*'.

The objectives of the study were: (i) to ensure to move from the exercise level of language in the classroom to the experience level of language in the real world, (ii) to enable the learner to express his/her thought clearly and concisely in writing, (iii) to help the learner decide the purpose to be served by what he/she writes and to learn the techniques appropriate to serving them, and (iv) to inculcate the right attitudes and to sow the seeds of discipline required for the business writing.

The sample of the present study consisted of 50 English lecturers and 40 Commerce lecturers from Delhi, Mumbai, Madras and Calcutta. Tools employed for the study were Questionnaire and Personal Interview.

Some of the findings of the study were: 1. Business English was treated like a discrete variety where there were fixed responses for specified situations i.e. it was taught as a 'register' (language distinguished according to the use and not the user). 2. Teachers were reluctant to admit any kind of inadequacy on their part facing any challenge and evaded questions that were asked for honest admissions. 3. The questionnaire revealed and the personal interviews with the lecturers showed that most teachers were vague and uncertain about the demands that Business English made on language and on the teacher of English. 4. Misconception led that a student who had correct format of letters, reports and grammar had nothing further to learn in English class. 5. English was not given its due importance at the graduate level in Commerce with the result that it had become an accessory. The study suggested for the learning tasks to be distributed and spaced to get constantly integrated and reinforced to acquire a new perspective and to sustain students' interest.

Lalitha (1981) carried out an experimental study on the '*Effectiveness of a Strategy of Training for Integrating Teaching Skills on Teaching Competence of Student Teachers*'.

The main objective of the study was to compare the effectiveness of the experimental strategy (experimental treatment) with no specific strategy (control treatment) for training in integration of teaching skills in terms of teaching competence of the student teachers.

The study employed a pre-test, post-test control group design with pre-test scores and teachers' attitudes as covariates. Sixteen student-teachers of a teacher's training college constituted the sample for the study. The covariates, namely, teacher attitudes and classroom performance in terms of teaching competence were measured prior to the experiment for all the student teachers included in the study. The treatments were given in simulated situations followed by real school conditions. The teaching competence was measured employing a General Teaching Competence Scale (GTCS) which measured teaching competence in the use of various specific teaching skills and the Indoor Teaching Competence Scale (ITCS) which measured teaching competence in integrating various teaching skills.

The following were the findings of the study. 1. There was no significant difference between the two treatment groups after training for integration of teaching skills in simulated conditions in terms of teaching competence measured on both GTCS and ITCS adjusted for initial differences in teacher attitudes and pre-performance on GTCS and ITCS. 2. After training for integration of teaching skills in simulated conditions followed by real school conditions, the experimental group was better than the control group in terms of teaching competence measured on GTCS adjusted for initial differences in teacher attitudes and pre-performance on GTCS. There was no such difference between the groups in terms of teaching competence measured on ITCS adjusted for initial differences in teacher attitudes and pre performance on ITCS. 3. After having undergone training for integration of teaching skills in simulated conditions, the experimental group made greater mean gains (significant at 0.05 level) than the other group on teaching competence measured on GTCS adjusted for initial differences in terms of teaching competence measured on ITCS. The same results were obtained even after the entire training for integration of teaching skills (in simulated followed by real school conditions). But the difference in GTCS gains between the groups was still more distinct (significant at 0.01 level).

Saraswathi (1982) conducted an exploratory study entitled '*Towards a Communicative Course Design in EOP: A Study in Applied Linguistics.*'

The study explored the nature of communicative competence in relation to learning a language for specific purposes; and on that basis, suggested the guidelines for designing a course in English for official purposes (EOP) for the undergraduates in Tamil Nadu, India.

In the first part of the thesis, theoretical perspectives in applied linguistics- both linguistics and pedagogical were examined. In the second part, the learner's needs were established through a practical investigation.

The objectives of the study were: (i) to find out to what extent the undergraduate students have communicative competence in English for official purpose, (ii) to study the shared convention of EOP in Tamil Nadu, (iii) to study the expectations of the official community in Tamil Nadu regarding EOP, and (iv) to find out the level of potential learner's competence in EOP.

The researcher selected 30 business letters, 15 each, chosen randomly from a set of letters written by business people in their day-to-day lives and from those written by the Third Year degree students as part of a test designed for the study, were revised into better versions and the changes introduced were analyzed and evaluated. A questionnaire was administered to 125 business people at different levels of the official hierarchy. The areas covered by the questionnaire were a personal profile of the informants, the place of English at the workplace, the need for a course in EOP and the nature of English used for official purposes. A diagnostic test in written communication in English in EOP to 60 final year B.A./ B.Sc. students and 40 Final Year B.Com. Students of Madras University were administered.

Some of the findings were 1. The Third Year B.Sc./B.A. Students did not have adequate communicative competence in EOP due to unawareness of certain conventions of EOP and inability to express them in right language. 2. The Third Year B.Com. Students did not have the required communicative competence in EOP in spite of doing business

correspondence, they were only slightly better than the non-B.Com students. This indicated the usefulness of a specific course in EOP and the need to modify the course offered to the B.Com. Students at that time. 3. The major components of communicative competence in EOP were: grammatical accuracy, appropriate choice of words, logical organization of ideas and appropriate tone.

The study suggested that there is a need to design a need based course in EOP based on sociolinguistic survey. A course meeting the various needs like letters, reports, memo, circulars, minutes, notices, filling in forms is needed to be designed. This type of course should be introduced in colleges so that after entering in services, the employees could have an extra orientation course more narrowly geared to their needs i.e. banking, insurance etc.

Shanteshwar, Veena (1982) conducted a survey on '*An Investigation into the Roles of English in Higher and Professional Education in Karnataka*'.

The study sought to identify (i) the English language needs of the personnel belonging to different professional categories in the state and then to assess their actual level of proficiency in the performance of various English language tasks, (ii) to investigate the English language requirements of students who prepared of these professions, and (iii) to evaluate the capacity of the existing English language teaching programmes at the post – secondary level and their adequacy in meeting the aforesaid English language tasks.

A representative sample of 60 subjects belonging to six major professions – medicine, engineering, law, banking, school teachers and first/second division clerks was selected. The sample for the superiors consisted of these professionals was ten which included Chief Medical Officers, Executive Engineers, District Judges, Bank agents and Managers, Headmasters of high schools and Assistant Commissioners. The student sample consisted of 100 subjects pursuing professional and non professional courses in seven different institutions. 40 of them had a rural background and 60 had urban background. The teacher sample consisted of 32 subject lecturers and 50 English lecturers of colleges.

The instruments used were the job observation, interview and administration of two sets of questionnaires, one for the professionals and the other for their professional superiors. The English language tasks emphasized were reading, oral and written communication, listening and comprehending. The same English language tasks were presented to their superiors to opine, (a) How many of these language tasks were required for the particular profession? (b) How far should their employers be able to perform those particular tasks? Three separate field-tested questionnaires were administered to students, subject lecturers and English lecturer. Percentage analysis was undertaken.

Some of the findings were: 1. English was exclusively used for all types of written communication by 60 % of the doctors, 61 % of the engineers, 30 % of the lawyers and 80 % of the bank employees, 37 % of the high school teachers and 28 % of the clerks. 2. About 80% of the doctors, 70% of the lawyers and engineers, 66% of the bank employees, 25% of the teachers and 10% of the clerks were required to speak English. 3. About 70 % of the doctors and 80 % of the lawyers, 75 % of the bank employees, 60 % of the high school teachers and 71 % of the clerks felt that English courses offered at school and college were satisfactory. 4. About 80 % of doctors and lawyers and 54 % of engineers felt that English had a very important role to play while only 25% of the teachers felt so. 5. It was found that the use of English by personal belonging to various categories of jobs was largely determined by the nature of their particular job and they had adequate English language proficiency. 6. A majority of students was not satisfied with the English courses offered to them at school and college levels. 7. The students felt that the courses did not give them proficiency in reading, writing and speaking English and were of no use for their study of special subjects. 8. The subject teachers felt that their students required training in special skills and it was not given importance by the English language teachers. 9. An analysis of English language teaching revealed that the courses did not impart to the students the essential language skills which they would need in order to perform a variety of tasks in their professions. Some of the causes were attributed to large classes, exclusive dependence on the lecture method, emphasis on examination and frequent experimentation with syllabi and, lastly, greater orientation towards English literature than towards English skills.

Shivapuri (1982) conducted a comparative study entitled ‘*An Investigation into Pupil’s Comprehension of English*’.

The objectives of the study were: (i) to find out how the background factors of intelligence, socio-economic status, level of aspiration and personality traits affected reading comprehension of English passages in class XI students, and (ii) to find out sex differences in reading comprehension.

A sample of 200 boys and 200 girls studying in class XI of schools in Varanasi city was selected. Data regarding intelligence, socio-economic status, level of aspiration and personality traits were collected using appropriate standardized tools available. For English comprehension, a test standardized by S. Chatterjee and M. Mukerjee consisting of two parts, one having items for putting sentences in proper sequence and the other having passages for paragraph comprehension, was used. In analyzing the data, personality test scores, and SES scores were made independent variables and English comprehension scores were made dependant variable. After analyzing the relationship between comprehension scores with each of these independent variables, r 's and partial r 's between each of the independent variable scores and comprehension scores were calculated. Finally, multiple R for relationships between all the independent variables and comprehension was worked out. Regression equations were arrived at for determining the contribution made by each of the independent variables. All these analyses were done for two sex groups separately.

The findings of the study were: 1. Socio-economic status affected the comprehension scores only in case of girls, the upper girls scoring higher than the lower class group. 2. When correlation coefficients were observed, it was found that in the case of boys only the correlation of comprehension scores with intelligence was significant, where as in the case of girls, it was significant in case of SES, intelligence as well as level of aspiration. 3. The study of partial r 's revealed close relationship between comprehension scores on one hand and SES, intelligence, level of aspiration on the other hand. 4. The relationship with the personality factors was significant only in

case of girls. 5. Both in the case of boys and girls, the maximum contribution to comprehension score was that of intelligence. 7. In case of girls, the level of aspiration was the next most important factor accounting for comprehension scores. 8. The effect of personality factors varied for the two sexes. 6. There was no difference in comprehension scores for the two sexes.

Pandian (1983) conducted a pedagogical study on '*Learning Styles and Teaching Strategies in Higher Education*'.

The study conceptualized a causal relationship between learner characteristics, their cognitive styles, learning styles, and their preference of teaching strategies.

The objectives of the study were to identify (i) learning styles of college students and their preferred teaching strategies, and (ii) the association between learning styles and predictive variables like types of college, sex, subject of study, personality traits, locus of control and English language ability.

Science and Arts students (numbering 1200), from six city colleges, were selected, using the multiple random sampling technique. The tools used were the Grasha Reichmann Student Learning Style Scale to identify learning style, Cattell's 16 Personality Factor Questionnaire, Jame's External/Internal Locus of Control Scale, the English Proficiency Test (standardized at the Central Institute of English and Foreign Languages, Hyderabad), the Teaching Method Ranking List, and a personal data information sheet. The analysis was done by using the chi-square test to establish the relationship between learning style and other variables, principal component analysis to identify teaching strategies, multiple discriminant function analysis, profile analysis for analyzing the profiles of learning style and path analysis to test the validity of the path model.

The findings were: 1. College students differed in their learning styles and in their preference for teaching strategies. 2. Except their 'subject of study', all the other variables were related to their learning styles. 3.

Irrespective of students' learning styles, their preference for teaching methods formed three clusters. 4. Learner characteristics and cognitive styles were found to influence directly and also through learning style, their preferences for teaching strategies.

Joseph (1983) attempted at experimental cum developmental study entitled '*Evolving a Strategy for Teaching English Grammar at High School Level*'.

The objectives of the study were: (i) to evolve a validated multimedia strategy for teaching English grammar at high school level, (ii) to find out the comparative effectiveness of the three forms of PLM namely linear, deviated linear and branching, (iii) to find out the relationship between pupils' attitude towards the multimedia strategy and their achievement in the comprehensive test, and (iv) to find out the relationship between pupils' intelligence and their performance in the comprehensive test.

For realizing the above objectives, a single group design was used. The study was conducted for a group of 28 students studying in classes IX and X of an English medium school of Baroda city. The components of the instructional strategy were introduction by the teachers, PLMs of linear, deviated linear and branching forms, tables and charts, exercises and assignments, key to exercises, summary and criterion test. The instruments used for the study were nine criterion tests and a comprehensive test, a reaction questionnaire and attitude scale prepared by the investigator as well as Raven's Standard Progressive Metrices. The study was conducted for two successive years. The strategy was validated on the basis of the students' performance on the criterion test and comprehensive test, students' reaction towards the material and experts' reaction towards the material. Descriptive statistical techniques and t-tests were used for analysis of data.

Some of the findings of the study were: 1. About 90 % of the students scored 60 % or more marks in five out of nine units. In the rest of the units, 30% to 80 % students scored 60 % or more marks. 2. Both the students and the experts had expressed a positive reaction towards the multimedia instructional strategy. 3. Branching PLM was found to be most effective in

terms of achievement and ranking by the students.4. Deviated Linear PLM was found to have a comparatively inferior stand in terms of ranking by the students. 5. Linear PLM was found to be least effective in terms of achievement and rating by the students. 6. The students expressed a stable favourable attitude towards the strategy. 7. There was no significant relationship between students' attitude and achievement. 8. There was a significantly positive relationship between intelligence of the students and their achievement through strategy. The educational implication of the study is that a duly validated and reproducible instructional strategy with PLM as its major component can be used in high schools for efficient grammar teaching.

Joshi (1984) carried out a normative survey entitled '*Factors Influencing English Language Abilities*'.

The objectives of the study were: (i) to ascertain the growth level of comprehension, vocabulary, translation, grammar, language usage and spelling abilities of English language among eighth graders belonging to the scheduled caste and non-scheduled caste varying in intelligence level, socio-economic status, sex, locality and schools administered by private agencies, missionaries and the state government, (ii) to find out the common errors committed in translation, grammar, language usage and spelling by eighth graders belonging to different sex, locality, intelligence, socio-economic status and types of institutional administration, and (iii) to find out the factors which influenced the growth of English language abilities.

The study was conducted in Moradabad and was confined to urban and rural schools, managed by private agencies, missionaries and the state government. A sample of 720 students from both the sexes representing scheduled caste and non-scheduled caste was selected using the stratified random sampling method. The sample was then grouped for different strata with 30 students in each stratum. The data were collected administering Progressive Matrices (Raven), SES (urban and rural) Scale (Kapoor and Udai Pareek), Sixteen Personality Factor Inventory (Cattell) and English Language Ability Test (Sharma). The statistical techniques used for analyzing the data were mean, percentage, t-test and correlation.

The findings of the study were: 1. The growth status of language ability was a function of structural factors operating within (intelligence, sex etc.) and outside (socio-economic status, locality and type of school) the individual. 2. The scheduled caste students were found to attain average growth level in each one of the six English Language abilities whereas the students of the non-scheduled caste were found to be slightly higher than average in those abilities. 3. There existed a significant relationship between intelligence and growth of various English language abilities. 4. The growth of English language abilities was found to be maximum among eighth graders of missionary schools, followed by the students of state government schools and private schools. 5. The male eighth graders were found to be higher in such language errors as failure to identify the relationship of the verb with the number of the subject, failure to place the pronoun in the sequence, failure to identify the relationship of the anomalous verb 'will' with the succeeding verb, etc., whereas the female eighth graders were found to be higher in failure to use 'who', failure to use a word in relation to its pronoun and failure to use 'neither'. 6. The growth of English language ability was found to be influenced by factors such as caste, intelligence, socio-economic status, locality, administrative control of an institution and personality.

Keskar (1984) carried out '*A Survey of the Implications of the Three Language Formula Enunciated by the Government of India with special reference to its Impact on Maharashtra State*'.

The objectives of the study were: (i) to study the position of language instruction in various states and union territories in India, (ii) to study the place of Hindi in school curriculum of the Southern states, (iii) to study the place of the first and the third language in the tribal areas, (iv) to study the attitude and views of the Maharashtrian parents about English as the medium of instruction, and (v) to study the implications for the Three Language Formula in Maharashtra and compare it with other states.

The study employed historical and extensive field survey method. The sample of 520 consisted of parents whose wards were studying in English medium schools in Bombay and the sample also represented different socio-economic and cultural sections of the society. Tools employed in the study were a questionnaire, documentary analysis, observation, visits and correspondence. The data were analysed with the help of percentages.

The findings of the study were: 1. Parents admitted their children in English medium schools predominantly for securing admission to engineering, medical or science colleges in future and securing employment was other reason. 2. Children studying in English medium schools found difficulty in understanding the concepts of Marathi and Hindi Grammar. 3. The majority of the students spoke in Marathi or Hindi or English mixed Marathi. 4. Students' interest in literature in the mother tongue was limited by the English medium. 5. Hindi speaking states of Bihar, Madhya Pradesh, Rajasthan and Uttar Pradesh neglected the study of modern Indian Language. 6. The southern states were Andhra Pradesh, Karnataka, Kerala and Tamil Nadu neglected the study of Hindi. Instead of the three language formula, the two language formula (mother tongue and English) was being implemented. 7. States like Orissa, Punjab and West Bengal also neglected the study of Hindi but they had to study three different scripts for three different languages. 8. In states like Manipur, Meghalaya and Nagaland, more importance was given to English as the official language. 9. Union territories like Andaman and Nicobar, Arunachal Pradesh, Mizoram and Pondicherry also neglected the study of Hindi in secondary schools. 10. The 'Three Language Formula' was followed in its real sense in Maharashtra and Gujarat. 11. All children studied Hindi with the exception of those who offered a classical language as their second language. Equal importance was given to all the three languages in secondary schools.

Menon (1984) attempted at '*Evolving a Multimedia Approach to Teaching at Post-graduate Level*'.

The objectives of the study were: (i) to develop a multimedia strategy in organizing a course in educational technology for post graduate and research students, (ii) to validate the strategy in terms of the students' performance in criterion tests and discussion sessions, and their attitude towards the strategy, (iii) to study the relationship between achievement and intelligence, between achievement and English reading comprehension, and (iv) to study the feasibility of the strategy.

The single group design was worked out for carrying out the investigation over a long period of time. The sample consisted of 21 M.Ed. students, 15 M.Sc. Home Science students and 8 research students of Education and a combined group of 22 students of M.Ed. and M.Sc. (Home). The instructional inputs of the strategy were PLM, structured lecture, team teaching, seminar, slide-tape commentary, workbook presentation, discussion, library and practical works, assignment and feedback session and summary.

The tools used for the study were criterion test, an observation schedule and an attitude scale prepared by the investigator, Govinda's English Reading Comprehension and Raven's Progressive Matrices. Descriptive statistics, F-test, partial correlation and product-moment correlation techniques were used for data analysis.

The findings of the study were: 1. In the initial year, around 90 % Ph.D. students and M.Sc. students scored 60 % and above marks on the comprehensive Criterion Test. 2. In the subsequent year, around 90 % students scored 75 % and more marks. 3. An improvement trend was witnessed with regard to discussion sessions. 4. At different stages of strategy implementation, the students' attitude towards the multimedia approach went on increasing in a favourable direction. 5. During the period of try-out of the strategy of two years, the relationship between intelligence and academic achievement was not found significant. The relationship between English comprehension and academic achievement was found significant at 0.01 levels. 6. The unit cost varied from Rs.47/- to Rs. 32/- for a range of 25 to 50 students if software suitable to be presented through hardware was to be incorporated. The strategy worked within the prescribed periods of time.

The educational implication of the study is that the validated multimedia strategy, with suitable software material can be used to provide instruction in ‘educational technology’ for one semester duration to post graduate students in education and related disciplines.

Natraj (1984) conducted an experiment entitled ‘*An Investigation into the Efficiency of Group Method Techniques for English Language Instruction at the Intermediate Level in Gujarat*’.

The study aimed at achieving the objectives such as : (i) to determine whether the use of strategies really had a systematic effect in the experimental setting, (ii) to determine whether the observed occurrences were influenced by some uncontrolled factors or not, (iii) to determine whether the systematic relationships that were identified and measured could be generalized i.e. to find out whether these results could be used to predict relationships outside the experimental setting, (iv) to devise such techniques where learners can work in groups and participate in a major way in the learning process, and (v) to investigate into the efficiency of Group Method Techniques for English Language Instruction.

An analysis of the prevailing situation was taken up to arrive at the problems and needs of the learners. The equivalent group pre-test–post-test experimental design was used to try out the techniques prepared. The pre-test and post-test results of the groups were statistically analysed. Personal observation of classroom teaching and interview with the people concerned was also taken into account to decide the effectiveness of the techniques used.

The study led to the following findings: 1. Group Method Techniques were found effective in promoting the real use of language and improving learner-participation in the classroom teaching. 2. The communicative nature of the material had helped the learners use a lot of English, some of which were beyond their prescribed course.

The following suggestions were pointed out for further research: (1) Types of groups (Stream and Mixed ability) and their effect on language learning. (2) Preparation of materials for group work at various levels evaluation of their effectiveness. (3) Spreading the same research over a long span of time in order to verify the validity of present study. (4) Group Method Techniques and Personality Changes in the teacher and the learner. (5) Group Discussion as a technique to modify the attitude of the learners. (6) Role of the teacher in GMTs class.

Patted (1984) carried out a study entitled '*Lecture Pattern of College Teaching : A Study in College Teaching*'.

The objectives of the study were: (i) to find out the average duration of time out of one hour lecturing period used by college teachers for the seven major components of the lecturing process-information processing, soliciting, responding, reacting, giving directions, pausing, and providing scope for the student participation, (ii) to identify specific behaviours under each major components of the lecturing process for which college teachers showed preference in their lectures, and (iii) to compute certain indices with a view to understanding the nature and quality of college teaching in general.

An equivalent category observation system for describing and analyzing college teaching in terms of twenty behaviours was developed. The inter-rater reliability of the system was found to be consistently above 0.80. Three hundred and forty eight college teachers teaching humanities and social sciences in 40 colleges situated in the jurisdiction of the Karnataka University constituted the sample for the study. Each teacher was observed twice for 30 minutes duration. The observer listened carefully to the teacher or student talk, decided the category/code number that best represented the three second segment of teacher/student behaviour and recorded it in the observation sheet. The category-wise frequencies relating to teacher and student classroom verbal behaviour were added up for all the teachers and they constituted raw data for analysis and computation of indices.

The findings of the study were: 1. Out of a lecturing period of one hour's duration, college teachers used 56 minutes and three seconds in information processing, 30 seconds in soliciting, 25 seconds in responding to student queries, nine seconds in reacting to students' answers or ideas, 51 seconds in giving directions to students, one minute and eleven seconds in the use of pause and 51 seconds for giving scope to student participation. 2. College teachers showed a preference for restricted and factual types of information processing, questioning and responding to student queries, routine ways of reacting to student ideas/answers and giving directions to students. 3. They used 'pausing' with and without a purpose and provided very little scope for student participation. 4. They predominantly exhibited direct teaching behaviour.

The study suggested that the college teachers need orientation and training in respect of the lecturing skills of (1) expanded and evaluative information processing, (2) expanded and evaluative questioning, (3) reacting to student ideas at the rationalized level, (4) giving extended directions, and (5) encouraging student participation.

Pillai (1984) carried out '*A Study of English Needs of Polytechnic Students*'.

The objectives of the study were: (i) to identify the various uses of English language by technicians on-the-job industry, (ii) to analyze the engineering textbooks representing the several subjects taught in each of the three conventional branches of Civil, Electrical and Mechanical Engineering in terms of 13 communication categories, (iii) to identify the language skills required for learning in polytechnics, (iv) to correlate the ranks of the language categories identified by job analysis, text analysis and questionnaire method, and (v) to list the needs of polytechnic students in their use of English for their studies and future career.

All the students in the final semester of Civil, Mechanical and Electrical engineering, all the teachers of the rank of the associate lecturers and lecturers who taught the three branches and all the teachers of English in

all the five polytechnics in Madras city constituted the population for the administration of the questionnaire. Three textbooks which had all the subjects taught in each branch and written by Indian authors were selected for analysis. As many as 169 technicians in the three branches were interviewed for job analysis. The basic tool used was Smith and Meux Categories of Communication. It was adapted to the text analysis and also used in the construction of the other two tools for job analysis and the questionnaire. Percentage scores were used for comparing the data.

Some of the findings were: 1. The ranking of the priority of the four needs was Language Skills, Communication Skills, Communication Categories and Language Elements. 2. The language skills depended on the situations in which the user put the language to actual use in achieving his/her objectives. Vocabulary acquisition and writing mechanism provided the base for the receptive and the productive skills respectively. The use of English for speaking and reading was very limited compared to that for writing and listening. 3. Under 'Communication Skills', Polytechnic students' interest in professional development and perception of on-the-job requirements were reflected. 4. The communication categories had to be understood as well as expressed by the polytechnic students and technicians. Here again, the institutional priorities and industrial needs were different. There was an expressed desire to practise these categories by making use of language skills. 5. Discreet elements of language were listed under the lowest priority. 6. Job analysis and questionnaire laid its first preference on designating and text analysis on stating. The study implied that the teaching method should be reorganized with reference to the identified needs. The students' assignments, extra-learning materials and self-study packages should be geared to cater for the expressed needs.

Sheth (1984) attempted at '*Evolving a Strategy of Developing Teaching Skills in Secondary School Teachers*'.

The objectives were: (i) to evolve a strategy in the form of a self-instructional multimedia package synchronized with microteaching technique for developing the teaching skills of silence and non-verbal cues,

stimulus variation, illustrating with examples, reinforcement and explaining it to secondary school teachers, (ii) to validate the self-instructional multimedia package developed, (iii) to explore its feasibility to study the effect of experimentation in the improvement of scores of Behaviour Coding System of secondary school teachers, (iv) to study the perception of teachers about the strategy. 32 pre-service and in-service secondary school teachers were purposively selected. 16 of them were in-service teachers teaching in the secondary sections of Gujarati-medium schools of Surat in Gujarat and the remaining sixteen were trainee teachers of education colleges of South Gujarat University. The tools used were a background information sheet, Attitude Inventory Scale I and II, Teachers' Perceptions' Scale about the Multimedia Package, Multimedia Package Course Evaluation Schedule, Interview Schedule, Behaviour Coding System and Observation Schedule for different teaching skills. To test the hypothesis, t-test involving correlated means was applied.

The findings were: 1. The group included in the study showed significant gains at 0.01 levels in the mean scores on self-evaluatory observation schedules for teaching skills. 2. The group showed significant gain at 0.01 levels in the mean scores on Behaviour Coding System after its training through self-instructional strategy. 3. The group retained the gains in the mean scores on Behaviour Coding System even after a period of three months. 4. Teacher self-analysis using feedback from videotape was an effective vehicle for improving teaching skills. 5. The attitude of teachers towards different aspects of teaching was favourable prior to multimedia package course. 6. The utility of microteaching technique for practicing various skills was highly appreciated by the participants. 7. Participants found the package course very interesting so far as its educational importance was concerned. 8. The teachers were quite satisfied with the package course so far as its educative importance was concerned. They found it quite well-planned and self-explanatory.

It suggested that the teacher effectiveness, if viewed in terms of certain teaching skills, can be developed and measured. Self-instructional skill-based material should be used in developing various teaching skills in a relatively short duration.

Soumini (1984) conducted an experimental study entitled '*A Course Design Based on Communicative Approach for English Language Teaching in Regional Medium High Schools*'.

The objectives of the study were: (i) to design a course, based on communicative approach for the teaching of English for regional medium class IX and X students using science as the contents, (ii) to prepare a sample material as per the course design, (iii) to try out the prepared sample material to find out their workability in class room situations, and (iv) to evaluate the materials in terms of the performance of students in rhetorical acts in biology.

The parallel group experimental design was employed. The sample consisted of high schools. The experimental and control groups were formed on the basis of one to one matching. The course design was drawn for class IX and X, the content taken being the biological and physical sciences. The six units were based on the topics selected from these Science subjects. The experiment was conducted in a Telugu medium school. The various types of tests and instructional materials used in the study were English Proficiency Test I and II, Science Pretest, Science Achievement Test, Science Post Test, Questionnaire to find out students' reactions and teachers' opinions on the course design.

Some of the findings were: 1. In case of Science, the pretest and post test gained scores of the experimental group demonstrated a significant improvement due to communicative approach. Similar improvement from pre-test to post-test for the control group was not observed. 2. The majority of the students found that the course design was useful to improve both science and English. 3. Students found that the figures, illustrations, charts and exercise given in the instructional material were satisfactory and interesting. 4. Most of the English teachers considered that they had to be more active in the class room and most of the students also sought guidance from them. The teachers felt that this type of course developed vocabulary, structures, science, concepts as well as language skills. 5. Teachers felt that they needed special training to teach English through communicative approach. They believed that such a course was difficult to introduce in their schools.

The educational implications are: (1) English language teaching through the communicative approach can give the students some capacity both for receptive and productive knowledge. (2) The students' handbooks and guidelines to the teachers for implementing this innovative method should be applied in all the schools. (3) The exercises in the handbooks should be based on the needs of the students and local resources of the school and the environment. (4) In-service orientation of teachers has to be organized for explaining the salient features of the communicative approach. (5) Team teaching of the teachers has to be made effective. (6) The Pre-service teacher training syllabi should be revised so as to include the communicative approach in teacher education programme. (7) Research institutes and specialized organizations like CIEFL, NCERT, etc. should undertake extensive studies for assessing the feasibility of communicative teaching at different stages of school education. (8) Changes in evaluation techniques have to be evolved according to the requirement of the communicative approach. (8) Emphasis on a written discourse has to be given its due importance. (9) Activity oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communicative skills.

Sundara (1984) carried out a study on '*The Academic Needs in English of the Commerce Students of Madurai-Kamraj University*'.

It aimed at identifying the academic needs in English for the Commerce students of Madurai-Kamraj University. The assumption of the researcher was that the Commerce curricula in the university had no provision for the essential requirement of the Commerce students. The researcher felt that a Commerce specific course in English should be provided rather than a general English course so as to make learning the language more meaningful and purposeful for the students of commerce. The tools chosen for analysis of needs were questionnaire, informal discussions and textbook analysis. The perceptions of English teachers, Commerce teachers and the students of Commerce were undertaken.

Jacob(1985) carried out a study on '*Planning and Integrative English Curriculum for Undergraduate Science Students: A Community Based Approach*'.

The study sought to describe and relate learner needs to worthwhile curricular aims and recommended concrete steps for curriculum development and implementation. The central questions of the study were: (i) What was the scope of the exciting instructional activity in relation to the communicative experience of the student? (ii) What perceptions did students have of worthwhile learning opportunities and applications of English education? (iii) How could the self-perceptions of students and the limitations of their curricular experiences be related to a fresh ideology and a set of curricular aim for the teaching-learning of English? and (iv) What would be a constructive plan of action towards realizing the curricular aims in context of exciting teacher competence?

Adopting an ethnographic approach to the inquiry, the study sought to systematically reproduce the insights gathered from participatory experience in a college community, i.e. an affiliated college of Poona University. Data were collected through classroom observations of six science lectures and one English class, informal semi-structured interviews with teachers and students, a questionnaire administered to fifty undergraduate science students, and a team teaching exercise involving seven teachers.

The findings from the analysis of instructional activity and student self-perceptions led to the development of a learner profile in which communicative experience was found to be structured within specific co-occurring communicative functions applicable to both the Science and English curricula. Within these functions, a highly controlled role relationship was mentioned and the learner's opportunities of articulatory and exploratory language experience were restricted. As for the students' self-perceptions of worthwhile learning opportunities, it was found that they had a general awareness of the drawbacks of their curricular experience and were able to perceive better learning opportunities in the form of independent study project and extra-curricular activities of academic significance. It was also found that their attitudes towards English education were significantly positive and that they valued general communicative ability in English in view of pursuing their vocational interest.

The main implications of the study were: (1) The profile provides a theoretical orientation for an integrative curriculum. From a psychological point of view, the learner's communicative experience is observed to be largely cognitive at the level of acquiring and reproducing given knowledge in the form of factual information. An integrative English curriculum will therefore seek to enrich the learner's existing experience by providing active and subjective involvement within an effective domain of knowledge and experience in relation to the human being and his/her environment. From the socio-linguistic point of view, the curriculum, by providing an extensive exposure to language through encounters with interdisciplinary and cultural knowledge, will aim at developing a communicative competence and target repertoire that was in general academic rather than subject specific. From the philosophical point of view, the curriculum will rest on the principles for a liberal education and will aim to provide the opportunity for critical reflection and acquisition of personal knowledge of a comprehensive nature through wide thematic investigation in dialogical learning contexts. (2) Towards implementing an integrative English curriculum, the analysis of teacher competence reveals that teachers had a minimal competence with regard to participatory teaching and negotiation of cultural knowledge. A constructive plan of action will, therefore, support the teachers in acquiring a new competence for fulfilling the aims of the proposed curriculum. (3) The study concluded that an integrative English curriculum was justified considering the limitation of the learner's existing communicative experience and need for an extensive language experience. It can be developed through systematic planning and collaborative undertaking in specific academic communities.

Jalalluddin (1985) carried out a study entitled, '*A Study of the Course Book, Communication Skills in English, Introduced by Osmania University.*'

The purpose of the present study was to assess the 'communicativeness' of Osmania University's text book, "Communication Skills in English" which aimed at developing communication skills of the students of the First Year undergraduate level and to review briefly some of the existing syllabi in communication skills at the undergraduate level

elsewhere in the country to find out how far such courses catered to the needs of the students and what were the problems in implementing such courses and the usability of such courses from the teachers' and students' view point and to propose a framework for teaching of communication skills at the undergraduate level. The sample of the present study consisted of 40 teacher-respondents.

Some of the findings of the study were: 1. The students were exam conscious. 2. A good syllabus with all necessary constituents was not made available and the text book achieved its objectives only to some extent and the change in course design necessitated change in methodology. 3. The set objectives could not be translated through the lecture method. 4. Lecture method could not be found suitable for teaching the text. 5. Non-methodological constraints were the hindrance in the implementation of the communicative methodology. 6. Interference with communication was considered a more serious error than violating rules of grammar. 7. The criteria for evaluating the students' performance could be in accordance with the principle of communication. 8. The text lacked good prose piece, had an inadequate graded exercises. 9. One-sided lecturing did not produce learning. 10. Methods suggested were at variance with communicative methodology.

The study suggested that : (1) Mere change in the approach to write text book will not help to realize the desired objectives, viz., the development of communication skills of the learners, unless it is matched by suitable rethinking in the methodology and evaluation techniques. (2) Text book should constitute all the components of good syllabus such as clear statement of objective, details about what to teach and how to teach, information about the sources of additional material, examination requirement and teaching schedules. (3) Self-explanatory and self-instructional exercises which exemplify communicative functions (listening and speaking) should be part of the teaching material focusing on the purposive use of language under functional heading incorporating easy, understandable and communicative prose. These exercises should be both, grammatical and communicative.

Kumar Karuna (1985) conducted a study entitled '*Opportunities for Language Learning: A Comparative Study of Classroom Interaction in English Content Subject and Activity Classes*'.

The present study sought to characterize and compare different classes in the school curriculum in terms of the extent to which they provide opportunities for language learning. Its chief contention was the differences in modes of teaching, style of classroom organization, subject matter content and teacher-student behaviour leading to different kinds of classroom interaction. This, in turn, created different kinds of conditions in the classrooms and made differential opportunities available for language learning.

The main concerns of the study were: (i) to what extent and in what ways the nature of classroom interaction differs in English, Content subject and Activity classes (ii) the nature of the conditions for language learning that becomes available in each class as a result of these differences in classroom interaction.

The researcher carried out the tasks by a preliminary investigation in four English medium schools in New Delhi (Class VI and IX). For the main study the researcher selected a representative sample of seven classes of one school from the three groups (English class, Content subject class and Activity class). The tools used for the study were semi-structured interviews of teachers and pupils and class observation.

Some of the findings of the study were: 1. In the English and content classes, the main purpose of teaching seemed to transmit information to the pupils and to check whether or not the information had been received. 2. Preliminary investigation of various subject classes was done in terms of the nature of teacher-pupil interaction in each class, the modes of teaching, the kind of language used and the questions asked, the nature of pupil activity, pupil's participation and involvement, classroom atmosphere etc. 3. The comparison of the classes in terms of language learning conditions led to the conclusion that the conditions for language learning available in the activity

classes were more conducive to language learning than those available in the English and content subject classes. 4. The activity classes could have adequate language exposure, opportunities for participation and a learning environment which could be considered suitable for language learning. 5. In the English classes, the English teachers realized the need to use simpler language to make them understand.

Khare (1986) carried out a study entitled '*A Comparative Study of Traditional and Structural Approaches to Teaching of English with reference to Their Learning Outcomes*'.

The study was conducted to compare the traditional and structural approaches to the teaching of English in terms of their learning outcome. The specific objectives were: (i) to test the general level of performance of junior high school students in various aspects of English, namely, spelling, comprehension, applied grammar and vocabulary, (ii) to make a comprehensive study of the average performance of students taught through the structural approach and the traditional approach, and (iii) to study the effect of cultural and economic background and intelligence on the performance of students in the above aspects in English.

Seven achievement tests (for seven different dimensions of English) and a cultural and economic background questionnaire were constructed by the investigator. R.K.Tandon's Samoochik Mansik Yogyata Parikshan (1970) was used to measure intelligence. The stratified random sampling method was used for the selection of the students. In all 253 boys and 300 girls were included from four districts in U.P. the obtained data were analysed through the calculation of mean, standard deviation, critical ratio and F-ratio.

The following conclusions were drawn: 1. Students' achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition, applied grammar and vocabulary. In pronunciation, students' achievement under the traditional approach was found to be better than that under the structural approach. 2. Cultural and economic background was found to play a

significant role in the areas of composition, comprehension and pronunciation. 3. Intelligence was found to be an important factor in achievement in all the seven areas of English.4. The joint effect of intelligence and approach to teaching was significant in the area of pronunciation. The joint effect of cultural and economic background and approach to teaching was found to be significant in the areas of applied grammar and vocabulary.

Vimala Devi (1986) conducted a survey-cum-experimental study on '*Strategies for Developing Critical Reading Abilities in Higher Secondary Students in English*'.

The objectives were: (i) to find out the critical reading ability level of the students of standard XI, (ii) to identify the tasks involved in critical reading, (iii) to develop a strategy which would help the students to perform the tasks involved in critical reading, and (iii) to find out the efficiency of the strategy through an experimental study.

Variables namely, intelligence, anxiety, socio-economic status, divergent thinking ability, syntactic and semantic proficiency, students' self-rated reading skills and achievement scores in English were considered for their effect on the development of critical reading. The tools used were Cattell's Non-verbal Intelligence Test for the age group of 16 plus, Dutt's Personality Inventory, Kuppuswamy's Socio-Economic Status Scale, a rating scale to measure the perceived sub-skills in reading, a battery of intelligence tests designed for testing productive thinking in semantic and syntactic units and a close test in English. Besides, five critical reading tests were designed by the investigator.

The sample for the survey consisted of 1042 students drawn from 19 schools and for the experimental study; the sample consisted of students who had secured the lowest mean value in the final reading comprehension test. The strategies that were designed and refined were tried out on students for promoting critical reading ability. A total of 16 hours, spread over a period of one month was spent in improving critical reading ability of the students of the target group.

Some of the findings of the study were: 1. The students of the target group were able to improve their critical reading ability through the strategy implemented, which proved the effectiveness of the strategy. 2. The total improvement of the critical reading skill was 11.41%. 3. The inter-correlational matrix revealed that there was a relationship between achievement scores and critical reading achievement. 4. The four factors identified in the factor analysis revealed that the critical reading skill was highly related to the four main abilities, namely, interpretative, inferential, evaluative and creative. 5. Students of class XI were below 41% level in their critical reading achievement. 6. The difficulty level of the students studying in English medium schools under different management did not differ.

Ekbote (1987) conducted an experimental cum developmental study entitled '*Development of a Strategy for Integration of Skills in Teacher Training*'.

The objectives of the study were: (i) to develop a strategy for integrating the teaching skills acquired through micro teaching practice, (ii) to determine the validity of the integration strategy in terms of content validity, student-teachers' performance in classroom teaching and their reaction to the strategy, (iii) to study the effectiveness of the integration strategy in relation to variables pertaining to the student - teachers' qualifications, teaching experience, academic achievement, skill comprehension, availability of study time, attitude towards teaching and micro teaching.

The study was conducted with a purposive sample of 13 student - teachers of a regular B.Ed. programme having Science as one of their special methods and English as the medium for practice teaching. The study involved a single group pre-test post test design. Before the pretest, there was a general treatment comprising simulation practice teaching through the Indian Standard Model of Microteaching for seven skills. The experimental treatment included integration practice using instructional material, instructional techniques like discussion, lecture, simulated practice,

classroom practice and fieldwork as its components. The content units of the strategy were use of questioning and explaining, use of blackboard and visual media, reinforcement personalization, inquiry approach, variables influencing classroom teaching, diagnostic and remedial practices and organization of co curricular activities related to classroom teaching. The pretest and post-test were conducted by observing two lessons of each student-teacher in a real classroom using (i) Baroda General Teaching Competence Scale and the Attitude Towards Microteaching Programme- a Rating Scale developed by Passi, et al. (ii) Teaching Effectiveness Comprehensive Scale and the Skill Interaction Analysis Category System developed by the investigator (inter-observer reliability 0.81). The other tools used were the Skill Comprehension Paper-Pencil Tests developed by the investigator, Ahluwalia's Teaching Attitude Inventory. The analytical technique used was mainly analysis of covariance.

Some of the findings were: 1.The integration strategy was found effective in terms of the improvement it made in the student-teacher's performance in classroom teaching. 2. All the seven variables pertaining to the student-teachers viz., qualification, teaching experience, availability of study time, attitude towards teaching and microteaching, skill comprehension influenced the improvement in the classroom teaching performance through the strategy.

Peter, Daniel George (1987) conducted a descriptive type of field study entitled '*Developing Supplementary Activities in English for Disadvantaged Learners: A Study in Rural College*'.

The purpose of the study was to investigate the special needs of the rural learners by identifying the traits peculiar to the disadvantaged learners in language learning and then to find out if better learning and general language proficiency could be promoted through supplementary activities in English. Those participatory activities aimed at compensating the language deficits of the academically disadvantaged learners of English and promote in them the much needed confidence and competence to negotiate the general English. It was mainly based on consolidation of the views of the teachers and the students in rural colleges.

The study was not based on any try-out or an elaborate experiment. It was mainly based on consolidation of the views of the teachers and students in rural colleges. The sample for the study consisted of 10 teachers (5 subject teachers and 5 English teachers) and 100 students who belonged to the three rural colleges of Bharathidasan University. Tools prepared for the study were questionnaire, a proficiency test, an interview and discussion with the teachers.

Some of the findings of present study were: 1. Most of the students joined college with regional medium background. 2. The change in medium of instruction at the college level gave the disadvantaged learners a cultural and linguistic shock. 3. The socio-economic background of the rural learners in English was invariably that of a low-income group of average working class community. 4. Lack of exposure to the target language at home created a gap resulting in “NIL” motivation or aptitude for the study of English. 5. Language learning competence was liable to be influenced by social blocks and social opportunities, especially in the learners at the formative age and stage etc. 6. There was a need for a special coaching class arrangement and the average age of the rural college learners was found to be more than that in the city. 7. The essential know-how like the uses of a dictionary was generally not known to the rural learners along with the lack of initiative in extra-curricular communicative activities. 8. Clinging to the set of prescribed text books and lecture method resulted into ‘English’ classes being branded as ‘bored’. 9. Co-curricular activities like a ‘bridge course’ at the beginning of the academic sessions needed to be done.

Skanthakumuri (1987) adopted a survey-cum-experimental design for a work entitled ‘*Development of Strategies for Improvement of Reading Skills in English at Middle School Level.*’

The objectives of the study were: (i) to identify the tasks involved in reading and comprehension, (ii) to develop strategies which would help students perform the tasks involved in reading and comprehension, (iii) to develop the skill of reading and comprehension through these strategies, and (iv) to find out the effectiveness of the strategy by an experiment.

A stratified random sample of 937 students of both sexes, drawn from 11 schools of urban and rural areas was used for the survey to determine the level of reading and comprehension ability. The sample for the experimental study consisted of 58 top ranking and 56 low ranking students in the reading and comprehension test. The tools used for the study were Mental Ability Test, Part I, (NCERT), Kuppuswamy's Socio Economic Status Scale, Achievement Test in English and Reading and Comprehension Tests (I to VII) constructed by the investigator, based on Barrett's taxonomy (literal comprehension, reorganization, inferential comprehension, evaluation and appreciation). One of the important strategies used for the development of reading skill was 'easification', others being schematic presentation, intermittent comprehension, use of short form and motivating through puppet show and dramatization. In addition, the investigator prepared a text-book of reading material for the 12 lessons conducted during the experiment and a teacher's handbook for the same.

Some findings of the study were: 1. There was a significantly higher reading ability score for boys, students with English as the medium of instruction, and students from urban areas. 2. The intervention strategy helped to improve the reading ability of the students of both the high and low groups, the increase in the low group being higher than that in the high group. 3. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in literal comprehension and in inferential comprehension for both high and low group students. 4. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in appreciation and reorganization levels in the low group students.

Jadeja, R. (1988) conducted a survey-cum-experimental study entitled '*The Techniques for the Teaching and Testing of Language Use with Specific Focus on Oral Communication with a View to Promoting Language Use in the Classroom at the Secondary Level*'.

The objectives of the research were: (i) to design, construct and administer a questionnaire and an interview schedule to collect information about the existing ELT scene, (ii) to review the related literature and some standardized tests of English, (iii) to design, construct and administer an observation schedule to record information about the pattern of discourse during the teaching sessions, (iv) to arrive at a set of techniques for the teaching and testing of the oral communication, (v) to conduct an experiment to measure an effectiveness of the techniques of teaching and testing oral communication, (vi) to analyze and interpret the data collected during the experiment with a view to arriving at a set of findings regarding the effectiveness of the techniques of teaching and testing of oral communication.

The sample consisted of 240 students of class IX of four secondary schools of Gujarat state where the medium of instruction was Gujarati. The tools used for the study were questionnaire, interview schedule, observation schedule and various tests. The study was conducted using both the survey and the experimental design. The new techniques were tried out in four schools and pre-test, post-test results were analysed to establish the effectiveness of the new techniques.

Some of the findings of the study were: 1. The new techniques of teaching oral communication were found to be effective in all the experimental groups, both in urban and rural areas. 2. All the learners across the range of intellectual abilities and socio-cultural background had benefited from them. 3. The analysis of classroom interaction established that new techniques facilitated greater use of language within the classroom. 4. To cover a wide range of oral communication, it was found to be necessary to include test items based on a single-voice stimulus (a talk) as well as a two-voice stimulus (a conversation). 5. Dictation could be used as a 'pragmatic task' to cover the testing of oral communication. 6. Teachers needed to be trained in the new way of working to use the new techniques effectively and promote interaction in the class.

The study pointed out the following suggestions that the studies should be conducted to see (1) If the techniques for oral communication are effective at the primary school level in class V, VI and VII. (2) Whether such techniques can be equally effective in other part of India. (3) Whether video-recorded material can be used with equal effectiveness. (4) The comparison of the effectiveness of audio-recordings and video-recordings with a view to establishing which medium is more effective in the prevailing situation.(5) Similar studies can be taken up in other parts of India and an attempt should be made to arrive at definite statements about the socio-linguistic conventions in Indian English. (6) Studies should be taken up at the level of teacher education to see how best to prepare the teachers for effective implementation of the new techniques.

Arulkrishnamurthy, S. (1989) conducted a descriptive and comparative study entitled, '*Spoken English of the First Year Degree Students : A Comparative Study with Reference to the Medium of Instruction at the Pre-Degree Level*'.

It was a descriptive type as its scope was limited to the description of the phonemic inventory of the two groups of the students and the divergence from R.P. in their speech. It can be called the comparative type of dissertation as the speakers were compared on the basis of the medium of instruction they had at the pre-degree stage.

Its aim was to make a comparative study of the phonetic characteristics of the English of the First Year degree students with reference to the medium of instruction given at the pre-degree level. It aimed at studying the phonetic characteristics-both segmental and non-segmental of the English spoken by the First Year degree students. Pre-degree level meant the medium of instruction at the school and +2 levels. Its purpose was to find out how far the English spoken by the students with English medium background was different from the English spoken by the students with the vernacular medium background. It was a kind of double comparison a) the phonetic characteristics of the English medium students were compared with