Chapter I

INTRODUCTION
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1.1

GENERAL

At the dawn of the 21st Century, English language would emerge as an indispensable tool to communicate with one another especially in a technologically, scientifically advancing country like India. Communicative ability of 'Speaking ' and 'Writing' would certainly be the powerful and intellectual gifts for those who aspire to accomplish their tasks in the field of business, education, industry, engineering, technology and so on. Communication in English is the focus of the day and the need of the hour not only for the development of the individual learner but for the development of the nation as a whole.

The word 'Communicative' has undoubtedly become a common catchphrase and a contemporary fashion in the field of English Language Teaching. The term 'Communicative' is used by the text book writers, syllabus designers, material producers and all others. But, in spite of the wide use, the terms 'Communication' and 'Communicative' are often confused and they need to be explained instantly.
What is 'Communicative'?

According to Jeremy Harmer (1982:3) the term 'Communicative' has been used to cover a wide variety of approaches and methodological procedures. But it cannot account for both the drills on the one hand and genuinely communicative activities on the other. He clearly illustrates the differences between 'Communicative activities' and 'non-Communicative activities' from which one can understand whether the lessons and language exercises in the course material at the higher secondary level are 'Communicative' or 'Non-Communicative'.

<table>
<thead>
<tr>
<th>Communicative activities</th>
<th>Non-Communicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Communicative purpose</td>
<td>No Communicative Purpose</td>
</tr>
<tr>
<td>A desire to communicate</td>
<td>No desire to communicate</td>
</tr>
<tr>
<td>‘Content’ not ‘form’</td>
<td>‘Form’ not ‘Content’</td>
</tr>
<tr>
<td>No teacher intervention</td>
<td>Teacher intervention</td>
</tr>
<tr>
<td>No material control</td>
<td>Material control</td>
</tr>
</tbody>
</table>

Jeremy Halmer (192:167)

Only when the teachers of English understand the vast differences between the two terms, a real teaching learning process can take place in the classroom.
When we peep into the annals of the yesteryears, English had been introduced in India long ago. Right from the British period to till date, teachers of English have been adopting only ‘Chalk and talk’ method without giving enough opportunity to the learners to inculcate the quality of producing their own sentences in oral and written form. Conventional Teaching Method is the traditional way of teaching in our schools. In this method, it is the teacher who dominates the whole class, like a transmitter, transmitting the message and the learners are made passive recipients. This type of expository style of a particular teacher is in no way useful to the learners to develop their productive skills of speaking and writing. G.I. Arora and Arunimavats (1992:41) are of the opinion that the expository style of teaching is widely prevalent in our educational system. It leans heavily on the traditional ‘Chalk and talk’ approach involving one-way communication. Ganesh Bagchi and S. Velayudham (1988:42) are of the same opinion towards Conventional Teaching Method:

The teacher stands (or sits) in front of the class, uses chalk and talk and such other old, fashioned audio-visual materials as the blackboard, pictures books etc, and indulges in the old-fashioned, discredited wasteful activity of teaching.
Learning English language for communicative purpose is the latest trend as far as the teaching learning process is concerned. For an effective and meaningful communication, an awareness on the acquisition of productive skills in speaking and writing is very essential.

### 1.4 Attitude of Teachers, Society and the Bilingual Trilingual Policy

Naturally, learners have the real potentiality of learning any language provided they are put up in the right path, right direction and in the right climate. But their potentialities and capabilities are often underestimated by most of the teachers. The rapport between the teacher and the taught plays a vital role in the teaching learning process. The words of Ann Malamah - Thomas (1987,14) are worthy to quote here.

The teacher has to establish a rapport with the class, and with the individuals of which the class is composed.

Individual students from different sorts of relationships with each other, and take up different attitudes towards the teacher.

The positive attitude and pleasing personality of the teacher can stimulate the student's motivation and bring a more determining effect on the long-term results. M.H. Tahririan puts forth his views in this way (1988,121) that the teachers should
provide the grounds for the learner's
flourishment which determines
success in learning

The linguistic needs of the community may change from place to place. The language learning and language teaching can take place only when the policy and aim of a particular government fulfill the expectations of the publics. Some may prefer English language to be taught from primary classes and others may prefer the same only from the secondary level. For example the State Assembly of West Bengal recently witnessed scuffs and uprorious scenes on this issue. Satish Sinha has expressed his shock over the withdrawl of English from the primary level that had affected the future of many students in the last two decades. The words of the Chief Minister, Mr.Jyoti Basu are appealing and convincing. Quotes The Hindu, (1988, March 31, P.10):

Steps were being taken for
reintroducing English at the
primary level from 1999 - 2000.

In the Indian sub-continent, the learning of English language is highly a complex process due to its tri-lingual policy. In some parts of India, English is taught only from the secondary level and in other parts it is from primary level. English is not a compulsory subject to pass in some states. This, in turn affects the attitude of the teachers towards English and ultimately the quality of teaching is also affected.
Shabman Sinha (1994, 28) rightly says:

The teachers of English face a genuine difficulty as their own English is often not up to the mark. For the correction of this phenomenon, teacher training courses need to be introduced to make a good teacher better and prevent a bad teacher from getting worse.

As far as Tamilnadu is concerned, English is taught even from pre-Lower Kindergarten level and in spite of that, the productive skills of speaking and writing have not been achieved to the expected level.

Four Skills

English Language Teaching is a multisided process in which the basic skills of Listening, Speaking, Reading, and Writing have their own significant place. This LSRW may be grouped as LR (Listening and Reading) and SW (Speaking and Writing) the former being the receptive/passive skill and the latter being the productive/active skill. English Language Teaching is concerned with these two skills namely receptive and productive which are inter-related to one another. H.G. Widdowson (1978: 57) explains these skills in his simple diagram as follows:
<table>
<thead>
<tr>
<th>Productive / Active</th>
<th>Receptive / Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td>aural medium</td>
<td>speaking</td>
</tr>
<tr>
<td></td>
<td>listening</td>
</tr>
<tr>
<td>visual medium</td>
<td>writing</td>
</tr>
<tr>
<td></td>
<td>reading</td>
</tr>
</tbody>
</table>

Table 1. The four skills

H.G. Widdowson (1978:57)

1.5 Linguistic skills and Communicative ability

In 'Linguistic skill' the learners are trained just to know the different structure patterns whereas communicative ability deals with the real life situations where the students have to expose their linguistic skill and produce responses in an acceptable and appropriate way. At the same time, without having the structural knowledge it would be difficult for the learners to respond in a particular situation. H.G. Widdowson (1978:67) is of the view that,

the acquisition of linguistic skills does not seem to guarantee the consequent acquisition of communicative abilities. On the contrary, it would seem to be the case that an overemphasis on drills and exercises for the production and reception of sentences tends to inhibit the development of communicative ability.
In teaching learning process, emphasis has to be given both on linguistic skills and communicative skills. Lack of knowledge in linguistic skills may lead to complicated situations in a verbal encounter. A proportionate combination of these skills will be highly useful for the learners to improve their communicative ability. As ‘communication’ has been accepted as the proper aim in the learning of the second language, the teaching strategy has to be modified accordingly Richard Allwright (1979:167) in his words says:

‘Language teaching, globally, has not led to a satisfactory level of communicative skill in the vast majority of cases... this failure could be blamed on the apparent failure to ensure that communicative skill is adequately represented in language courses. Textbooks and national syllabuses typically and for obvious reasons, present an analysis of language rather than communicative skill. To put the position very imply, ‘Communication’ has become fully component of the ‘product’ of language teaching’.

**Linguistic competence and communicative competence**

D.H.Hymes (1979:18) speaks of the linguistic competence and communicative competence. According to D.M. Hymes (ibid) there are several sectors of communicative competence of which the grammatical is one. He further quotes (ibid).
'In the linguistic theory.... judgements are said to be of two kinds of 'grammaticality', with respect to 'competence' and of 'acceptability', with respect to 'performance'.

Hence communicative competence is not just concerned with the tacit knowledge of language structure but to expose and exhibit them through performance in producing and understanding an infinite set of sentences in real day-to-day life situation.

Richard Allwright (1979 : 167) says that linguistic competence is a part of communicative competence.

\[ \text{CC - Communicative Competence} \]
\[ \text{LC - Linguistic Competence} \]

\textbf{Figure 1. Linguistic Competence and Communicative Competence}

(Richard Allwright - 1979 : 167)

Pre-communicative activities and communicative activities.

To acquire an effective communicative skill, the learners are to undergo several pre-communicative activities that would be of much use to pick-up communicative ability. William Littlewood (1981 : 86) explains this methodological framework in the following diagram.
Teachers' Competence

As English is taught by non-native speakers, the teaching learning process may not be to the expected level. N.S. Prabhu (1987: 98) expresses his views in the following words:

'Since the teachers' own linguistic competence is, in general, limited or deficient in relation to native speaker's competence, learners' acquisition will consequently be based on sample language which are deviant in some respects.

1.6 Language Learning as a Natural Process

Though the classroom plays a vital role in making the learners know the language skills, environment has a bigger role in assisting them to acquire the language. It applies to both the first and second language. William Littlewood (1942:49) says:
'The conception of language learning as a natural process has its starting point not in the classroom but in the natural environment, where learning occurs without formal instruction.'

William Littlewood (1992:57) illustrates this aspect in the diagram No. 2.
Productive skill of Speaking

While learning the second language importance is to be given to 'speech' as well as 'writing'. People mostly 'speak' more than 'writing in their daily verbal encounters. Hugh Fraser and W.R.O. Donnel (1969:78) stressed the need for the development of speech behaviour. According to them, 'the study of language should be concerned with the grassroots of social and linguistic behaviour'.

The aim of teaching English as the second language is to make the learners acquire communicative capabilities in order to face situations of verbal communication. But due to the limitations of the existing educational system, the second language learners rely heavily on the prescribed syllabus which compels them to concentrate more on the 'content' rather than on the mastery of language skills. H.G.Widdowson (1979:67) stresses the following

It will be greatly acknowledged that the ultimate aim in language teaching is to make the learner acquire communicative competence

Hence the importance of teaching the second language lies in making the learner communicate with his fellow being.
Productive skill of Writing

Although the expression ‘English is a library language’ which has become a tired commonality, the study of English cannot be either neglected or ignored. Michael Stubbs (1986:210) emphasises his strong opinion in this regard:

As an international language, English has unique roles in the world-wide recording and transmission of information in business and commerce, science and technology, education and government.

When attention is paid to utilise the knowledge available in the form of written texts, materials, theories, formulas and other techniques, the students can not only improve their writing skill and techniques but also their academic calibre. Michael Stubbs (1986:210) also says that 75 percent of the World’s mail is in English and that 50 percent of the World’s scientific literature is in English. Hence a country has to rely on the printed matter for ideas and informations. In view of this situation productive skill of writing becomes an indispensable quality among students.

Productive skill of Speaking and Writing

When the classroom is full of linguistic activities such as speaking and writing, definitely these productive skills of the learners will act as pre-communicative aspects rather than communicative. In course of time, these
language skills will in turn pave the way for the learners to enter into the arena of the real communicative competence. Whether the learners have uttered the intended meaning or not they have to convey the information in an acceptable and appropriate way. The productive skills of speaking and writing have the common goals of expressing one’s feelings, ideas or thoughts. B.N. Patnaik (1989:24) emphasizes:

There are a great deal of structural similarities between the two and that a theory originally proposed to study one can be used to study the other.

1.7 Classroom Interaction

According to the aim reported in the Higher Secondary Course material, emphasis is given to the consolidation of different skills of language through practice. In reality, most of the students interact with others only through the first language. Interaction through second language rarely occurs in the classroom. The obvious reason is that the learners are not familiar with the mode of communicative technique. The Higher Secondary students are expected to participate in a variety of linguistic comprehensive activities such as letter writing, summarising, dialogue writing, channel conversation as prescribed in the norms of the respective syllabus. It is the duty of the English teacher to create an interest among the students in the class, so that the students will get motivation and ability to communicate through English
gradually. According to Jeremy Halmer (1992; 166)

--- students must have a desire to communicate, and
there must be some communicative purpose to their
communication.

In the teaching learning process, lesson plan plays a vital role in the
classroom. Every teacher is subjected to follow the lesson plan. Based on
the lesson plan the teacher acts and reacts. But this type of teacher's action
and the learner's reaction cannot be called as interaction. Ann Malamah-
Thomas (1987; 7) quotes:

Interaction means acting reciprocally, acting upon each
other ... the teacher acts upon the class, but the class
reaction subsequently modifies his next action and
so on. The class reaction becomes in itself an action,
everoking a reaction in the teacher, which influences his
subsequent action.

During the teaching learning process the teacher makes the learners
do some exercises or some other classroom activities pertaining to language.
Some learners respond correctly whereas other may not. Few learners cannot
even understand the nature of the task and they may be in a state of confusion.
The teacher without knowing the nature of difficulties in a particular context
cannot help the learner and take the remedial measures.
Fig. 3. Illustrates the teacher transmitting the contents to the class. Fig. 4. clearly shows that action and reaction take place reciprocally. In this reciprocal reaction teaching-learning process will take place effectively. The assignment given by the teacher is carried out by the learner and if any difficulty arises the teacher gives a helping hand and assists the learner to do the exercise or any other learning actively so as to reach the target in the second language. In this method every action by the learner is either corrected or modified and monitored well. There is a constant pattern of mutual understanding and adjustment between the teacher and taught. Hence Communication in the classroom can take place not only through interaction between the teacher and taught but vice versa and among the learners also. In normal conversation one becomes the addressee. Ann Malamah Thomas (1987, 37) further illustrates and explains through the following Figure 5.
1.8 Language Teaching is not Theoretical but More practical

It is generally argued that teaching of the second language is just theoretical. But this is not so in the present classroom situation. When learners are put into various discourse activities they will try and encounter the verbal situations and get experiences through involvements. H.G. Widdowson (1979;75) is of the opinion.

It is important to recognize that language teaching is a theoretical as well as a practical activity, that effective teaching materials and classroom procedures depend on principles deriving from an understanding of what languages is and how it is used.
Productive Skills and Communication Ability

The mastery over the productive skills of speaking and writing and the exposure to language practice on all occasions will enable the learners acquire the communicative ability in the long run. While learning the second language, it is important for the learners to know the structural forms, such as grammar and vocabulary. But what is more important is, using the grammatical knowledge for the purpose of communicating with others. To achieve more communicative perspective, both the traditional structural view and the functional view of the language should be combined together.

It will be appropriate here to quote William Little wood (1981:1)

... it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view

In the traditional 'chalk and talk' method teachers are under the impression that the linguistic skill will automatically bring forth the communicative abilities in the learners. In a monotonous way the students are mechanically drilled to do certain language exercises.
S.K. Verma is of the same view that teaching a language is not simply to make the learners learn the language skills but to enable them to play their communicative roles effectively and select languages/registers/styles according to the roles they are playing.

**British and American English**

It is nothing surprise that the lure of American English, especially the orthographical features, is taking place among the educated people in their day-to-day discourse activities. As technology progresses in various fields, the life style of the man also changes day by day. As a result of the advancements in Science, in general, Computer Science in particular, the students have gradually started using the American Orthography in their written discourse. In accordance with the change of attitude towards the American spelling system, it becomes imperative for the teachers of English to know the difference between the American and British spelling. Peter Strevens (1978:149) deals with a number of equivalent words and same words with different spellings found in British and American varieties of English.

**For example**

<table>
<thead>
<tr>
<th>American English</th>
<th>British English</th>
<th>American English</th>
<th>British English</th>
</tr>
</thead>
<tbody>
<tr>
<td>closet</td>
<td>cupboard</td>
<td>cookie</td>
<td>biscuit</td>
</tr>
<tr>
<td>elevator</td>
<td>lift</td>
<td>janitor</td>
<td>caretaker</td>
</tr>
<tr>
<td>mailman</td>
<td>postman</td>
<td>patrolman</td>
<td>constable</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>phonograph</td>
<td>gramophone</td>
<td>railroad</td>
<td>railway</td>
</tr>
<tr>
<td>sidewalk</td>
<td>pavement</td>
<td>vacation</td>
<td>holiday</td>
</tr>
<tr>
<td>vest</td>
<td>waistcoat</td>
<td>sneakers</td>
<td>pumps</td>
</tr>
<tr>
<td>canvas</td>
<td>shoes</td>
<td>someplace</td>
<td>somewhere</td>
</tr>
<tr>
<td>gasoline</td>
<td>petrol</td>
<td>fender</td>
<td>wing</td>
</tr>
<tr>
<td>baggage</td>
<td>luggage</td>
<td>amovie</td>
<td>a film</td>
</tr>
</tbody>
</table>

**Spelling**

<table>
<thead>
<tr>
<th>American</th>
<th>British</th>
<th>American</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>check (money)</td>
<td>cheque</td>
<td>color</td>
<td>colour</td>
</tr>
<tr>
<td>jewelry</td>
<td>jewellery</td>
<td>molded</td>
<td>moulded</td>
</tr>
<tr>
<td>pajamas</td>
<td>pyjamas</td>
<td>plow</td>
<td>plough</td>
</tr>
<tr>
<td>practice(v,n)</td>
<td>practise(v)</td>
<td>pretense</td>
<td>pretence</td>
</tr>
<tr>
<td>practice(n)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>theater</td>
<td>theatre</td>
<td>traveler</td>
<td>traveller</td>
</tr>
<tr>
<td>tire(on wheel)</td>
<td>tyre</td>
<td>whisky</td>
<td>whiskey</td>
</tr>
<tr>
<td>program</td>
<td>programme</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In grammar also there are smaller differences between American English and British English. Hence it becomes essential for the Teachers of English to become familiar with the American English. Peter Strevens (ibid) illustrates a number of examples.

They are:

<table>
<thead>
<tr>
<th>American English</th>
<th>British English</th>
</tr>
</thead>
<tbody>
<tr>
<td>he's in the hospital</td>
<td>he's in hospital</td>
</tr>
<tr>
<td>all of those solutions</td>
<td>all those solutions</td>
</tr>
<tr>
<td>to visit with someone</td>
<td>to visit someone</td>
</tr>
<tr>
<td>to stay home</td>
<td>to stay at home</td>
</tr>
<tr>
<td>What day it today?</td>
<td>What day is it today?</td>
</tr>
<tr>
<td>I wish we had gotten car</td>
<td>I wish we had got a new car</td>
</tr>
<tr>
<td>Do you have a light?</td>
<td>Have you a light? or</td>
</tr>
<tr>
<td></td>
<td>Have you got a light?</td>
</tr>
<tr>
<td>When one has seen it,</td>
<td>When one has seen it,</td>
</tr>
<tr>
<td>he understands</td>
<td>one understands</td>
</tr>
</tbody>
</table>

21
Although the new syllabus has been prescribed for first year Higher Secondary course in Communicational aspects, the teaching of functional aspects does not take place sufficiently in the classroom. When a particular structure is taught there may not be much difference in the stability of the grammatical aspect. Whereas the functional aspect may vary according to different situational and social aspects.

**Functional Communication Activities - Some Limitations**

Although functional communication activities are very important certain limitations in sharing and processing the language, cannot be ruled out. William Littlewood (1981:39) brings out these limitations.

They are:

... there are wide range of communicative functions that are unlikely to occur... the situations in which learners are asked to perform sometimes bear little outward resemblance to those which they will encounter outside the classroom

... Partly as a result of this lack of similarity with real-life situations, the learner's social role is unclear
and generally irrelevant to the purely functional purpose of the interaction.

Motivational Factors in the Acquisition of Communication Ability

While learners undergo the practice to pick up the productive skills of speaking, writing and the communicative ability, motivational factors play a major role. A primary function of the language teacher is to motivate the learners in the right direction. The words of Ann Malamah Thomas (1987 : 85) are noteworthy to quote here:

Motivation clearly plays an important part in the formation of student attitudes in the classroom.

1.10 NEED FOR THE STUDY

The Preface of the English Reader prescribed for the Higher Secondary first year strongly recommends that, ‘Appropriacy and fluency in both oral and written expressions should be the ultimate goal of a language instructional course’.

It has been observed that normally students do not speak in English either in the classroom or outside. If at all they speak they produce ungrammatical sentences not only in speaking but also in writing. The overall grammatical knowledge of the higher secondary students is very poor.
For multifarious reasons "Spoken English" is a must for those who are dedicated with aspirations to come up in life. At the school level itself the learners should be bold enough to interact with peer group and to put into practice to communicate in English. A sincere attempt and exposure to language use at this state will be of great help at a later stage. Lack of practice will be an obstacle and a stumbling block that would hamper the progress in life. To avoid this handicap at later stage, it would be better to start speaking in English at least from the secondary school level onwards.

The prime aim of teaching the second language is to make the students to imbibe communicative abilities right from the school level. But under the prevailing situations, the aim is mainly focused on preparing the students to appear for the examination. As a result, students are, in general mostly exam-oriented, marks-oriented and also fear-prone.

To keep abreast of the latest scientific and other informations and to ensure that India is second to none, the students, who are the future engineers, scientists, technologists, need to develop their command over English and acquire the communicative ability through the productive skills of speaking and writing.

In view of this present situation, it was felt that a study of the productive skills of the Higher Secondary students in English, with a special reference to the communicative ability of speaking has to be undertaken.
Since English is handled by the teachers who are not specialised in communicative language teaching, proper feedback is not given in the secondary and higher secondary school level. Hence students lack communicative practice inside and outside the classroom. In order to impart the textual matters early and in order to make the students understand the content, most of the teachers follow the translation method to teach English. The students are not thoroughly trained with the techniques of communicative method.

What has been done to our learners to develop their communicative ability of speaking in English is vague and unsatisfactory. Hence the investigator has taken this venture boldly but with confidence to formulate certain comprehensive and constructive ideas and programmes to develop the communicative ability among students.

But before prescribing or recommending anything related to teaching learning process, it is necessary for the investigator to know the existing standard of the students in English language.

1.11 Aim of the Study

The aim and objectives of the present study are defined as follows.

1. To study the productive skills of the Higher Secondary students in English with special reference to communicative ability of speaking.
2. To identify the problems in speaking and writing.

3. To distinguish the differences if any in the productive skills of boys and girls.

4. To discriminate the productive skill of speaking with the help of verbal and nonverbal cue.

5. To find out the student's communicative ability of speaking in English.

Review of the Previous Studies

With regard to productive skills and communicative ability of speaking, the following studies have been reviewed. These studies have helped the investigator to formulate certain hypotheses for the present study.

The studies reviewed are:


   This study concentrates on the theoretical aspects of the second language teaching-learning process. The techniques of motivation and their problems have been discussed in detail in this study.
   'The double face of English in India'.

3. Delves Tony, (1972) 'Issues in teaching English'

   The first one discusses about the double role of English as the second
   language and the importance of teaching learning process in Indian
   situation. The second book tells about various difficulties that
   occur during English teaching.


   This book discusses the importance of motivation while teaching
   English and the interaction needed during teaching learning process.

   situation. In the book Socio-Linguistic Patterns of Language use.

   special reference to tribals (Ms)

   The first one explains the structures of language and its uses in
   Indian Context. The difficulties in learning a language have been
   critically examined in the second book.

This dissertation deals with the problems in learning English at the primary level.


The approaches and techniques to be adopted in teaching and learning have been explained in this book.


10. Kundu. K. (1985), 'Teaching English to tribals learners in Orissa'. The use of Ethnically Oriented Instructional strategies to improve Language skills and to Influence Attitudes'.

These two books deal with the theories of learning skill - oriented language teaching.


This monumental work of Pit Corder stresses the importance of error analysis in the teaching - learning process. He writes, ‘Whilst the nature and quality of mistakes a learner makes
provide no direct measure of the knowledge of the language, it
is probably the most source of information about the nature of
his knowledge. From the study of his errors we are able to infer
the nature of his learning career and discover what he still has to
learn.

Language Acquisition'.

According to Jack. C. Richards, 'error analysis will continue to
provide one means by which the teacher assesses learning and
teaching and determines priorities for future effort.

Thai English compositions'.

This book explains the barriers faced by the foreign students in
learning English. 'It also tells that interference of the mother
tongue, over generalization by the learners, incorrect application
of rules etc as the major obstacles faced by the foreign students
in learning English.

14. Cok Leo (1973) 'Language Teaching in Action'

Vol: 29.
These two books describe the importance of advanced communicative approach in teaching English as second language.

When compared with other studies quoted above, the present thesis differs in a particular and specific way. This study significantly deals with the productive skills particularly the communicative ability of speaking of the first year students of the higher secondary course which is the crucial stage in the student’s life.

Based on all these vital and valid informations it was possible for the researcher to frame the hypotheses for the present study.

1.12 Hypotheses

1. Productive skill of speaking of the students with English as their medium of instruction will be better than that of the students of Tamil Medium.

2. Productive skill of writing of the students with English as their medium of instruction will be better than that of the students of Tamil medium.

3. The performance in the productive skill of speaking with the help of non-verbal cue will be better than the performance with the help of verbal cue.

4. Communicative ability of speaking of the students with English as their medium of instruction will be better than that of the students of Tamil medium.
5. Communicative ability of boys will be better than that of girls.

6. Productive skill of speaking of boys will be better than that of girls.

7. Communicative ability of speaking of the students drawn from Aided and Matriculation Schools will be better than that of those drawn from the students of Government and Corporation Schools.