CHAPTER IV

REVIEW OF RELATED THEORETICAL LITERATURE

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CHAPTER IV

REVIEW OF RELATED THEORETICAL LITERATURE

4.1 Need

The researcher should have clear understanding about variables selected for the research. With this view, I had reviewed related theoretical literature with definite purposes as follows:

4.2 Purposes

i. To build up the theoretical foundation of the present research.

ii. To understand important terms and concepts related to present research.

iii. To understand different views and controversies in theoretical aspects related to the present research.

iv. To avoid ambiguities in the theoretical aspects related to the present research.

v. To support operational definitions of the main terms.

vi. To draw the assumptions for present research.
vii. To understand theoretical basis of the tools for the present research.

viii. To ascertain theoretical direction of the present research.

With these purposes I had reviewed theoretical literature related to multimedia, communicative approach, communicative learning & communicative competence.

4.3 Review of Related Theoretical Literature

4.3.1 Multimedia

a) Meaning: The word multimedia is a combined form of multi and media. According to D.K. Revised & Updated Illustrated Oxford Dictionary (2003) by Kindersley Dorling, word multimedia is derived from Greek root 'multus' which means much or many i.e. more than one.

The media is a plural form of medium. According to Compact Oxford Soanes Catherine the word medium is derived from the Latin word 'middle' which means tool or way used for communicating with large number of people.

H. B. J. School Dictionary (1985) by Wamier John describes multimedia as a means 'having to do with' or 'involving several media of expression communication or entertainment'. The term 'multimedia'
means use of variety of selected and appropriate instructional materials to provide interrelated learning opportunities, also use of more than one medium of instruction on a given subject or a given time period.

b) Educational implications of multimedia: The process of education involves teaching and learning which is interdependent and based on activities. The activities may be verbal non-verbal or a combination of both. Both activities usually need a bridge of communication, between the teacher and the taught. To make this communication effective, multi-media is always used as teaching and learning aids. It is common experience that the teacher having skill to use multi-media as a teaching aid always uses multi media properly and effectively.

c) Types of multimedia: According to Aristotle nothing is learnt unless it comes to five senses. The five senses are seeing with the help of eyes, hearing or listening with the help of ears, touching with the help of skin, smelling with the help of nose and tasting with the help of tongue.

The multimedia used in teaching learning process is always related to these five human senses. However, multimedia related to
seeing and hearing are in usual practice. There are three kinds of multi-media i.e. audio, related to hearing, visual related to seeing, and audio-visual related hearing and seeing used frequently in classroom situations.

d) Multimedia used for language teaching: Besides blackboard following multi-media is always used for language teaching to lower secondary classes.

1. Flash-cards: They are visual aids. They flash like a bulb in camera. They are quick and powerful aids. They are of two kinds. (i) picture cards, (ii) word cards. (Paliwal A.K. 1998).

Flash-cards can have picture on one side and textual matter on other side (Nagraj Geeta, 1996). Flash-cards can be used for effective drilling, and reviewing subject content.

2. Charts: These are visual aids having size visible to the whole class. The charts can be used for teaching lexical and structural items dialogues, conversation, pronunciation drills, hand writing models, reading for giving recitation of rhymes, jingles and song, for giving pattern-practice drills (Paliwal A.K. 1998).

3. Coloured pictures: These are the visual aids having size visible to the whole class. Coloured pictures provide more information
at a glance. They have in making clear meaning off the text to the learner. They are also used for drilling the text and testing that is learnt. (Willis Jane, 1981)

4. **Slides**: These are visual aids used in teaching with the help of slide projector. Slides are positive films mounted between glasses. The films in slides contain that text in word-form or picture form. Slides are popular teaching aids as they attract more attention and arise interest of students. They are also used for reading, drilling and reviewing the content of the text. They are also used for testing which is learnt. (Bhatia S. V. 1998)

5. **Transparencies**: Transparencies are the visual aids having the text in word form or picture form. They are projected on screen with the help of the overhead projector. They are usually used for teaching dialogues, conversation, giving structural drills, developing oral skills, giving diagrammatic, pictorial or graphical representation of content of text. (Paliwal A. K. 1998)

6. **Audio Cassette**: Audiocassettes are the audio aids used in teaching with the help of the tape-recorder. They are used for teaching listening activities, reading activities for giving drilling, for teaching correct pronunciation. They are also used for giving
opportunity to students to listen to themselves and to get immediate feedback for correcting errors in speaking, reading, and reinforcing skills in reading and speaking and conversing. Audiocassette and tape recorder are always popular aids tape for teaching language. (Rivers W.M. 1981)

In this way use of multimedia in teaching language effects on learning. (Learning language competence) Due to this educational implication of multimedia, it is common practice in teacher-education programmee that the pupil-teachers are trained to use multimedia while they have practice-teaching.

I had studied and used the above mentioned theoretical aspects and practices for defining multi-media theoretically to present research (2.3.2) and for considering assumptions for present research (2.3.4 viii, ix, x, xi,) and for developing the scales as tools to collect data for present research. (5.3.5.1, 5.3.5.2, 5.3.5.3, 5.3.5.4, 5.3.5.5, 5.3.5.6, 5.3.5.7, 5.3.5.8, 5.3.5.9, 5.3.5.10) The content validity of these scales is based upon above mentioned theoretical aspects.
act a person shares knowledge, feelings ideas, information and so on. In communication, each gains a common understanding of meaning, intention and use of message. (Dahama O.P., Bhatnagar O.P. 1987).

Communication may be defined as the giving, receiving or exchange of information, opinions, or ideas by writing, speech or visual means or any combination of the three- so that the material communicated is completely understood by everyone concerned.

It is clear from the above definitions that communication is a process of interaction. Two or more individuals interact. They influence the ideas, knowledge, attitudes and behavior of each other. It is an exchange of information, ideas, feelings and knowledge. In face to face communication one passes gestures, expression and tone, language through information. All these things combined together create a sort of impact on both. The impact is visible in terms of behaviour or performance.

Communication can be written or spoken verbal or non-verbal pictorial or graphic. It is not easy to avoid communication.
c. Communicative approach: The communicative approach is one of the exciting developments in language teaching and learning. It has come into vogue in recent years. It is quite useful to know what is Communicative Approach. It is also useful to know its theoretical background and the practical terms used in it.

Meaning of approach: Advanced Learner's Dictionary by Hornby (1985) defines the word, 'approach' as a way of doing something. It also means a way of dealing with something.

D.K. Revised & updated Illustrated Oxford Dictionary by Kindersley Darling (2003) defines the word approach as under. The word approach is a verb. It means to come near, or nearer to a place or time, to make a tentative proposal to. It also means a way of dealing with a person or thing. It also means 'be similar in character quality.

The term approach is used especially in teaching of English language. It is based on certain theoretical principles. Here with the help of the approach the language teacher comes nearer to the learners at an appointed time and place (in his teaching time in the class). He proposes to teach them a definite content and deals with them with novel way of teaching i.e. approach.
The word 'approach' is much more general and the implication that whatever method or techniques the teacher uses, he does not feel bound by these but only by theory, in which he believes. If he finds new and better methods or techniques which will fit in with his approach, then he will adopt these. (Hubbard Peter 1983).

The term communication is defined under 4.4.2. Now it is necessary to define the adjective communicative.


The word communicative refers to an ability. It is necessary in the process of language teaching and learning. It is quite necessary in classroom situations.

i. The word 'communication' means to be "ready and willing to talk and give information." OLA Dictionary (1984).

ii. The term communicative means to pass on information feelings, needs, motion or illness-scheme or exchange.

iii. If one communicates with another person or place one uses signals such as speech, radio-signals or body movements (body language) to give them information. One may write a
letter to someone or telephone someone. If one communicates an idea or a feeling to someone, one makes the other aware of it. If people communicate, they understand each other's feelings or attitudes.

4.3.3 Meaning of competence: To understand the meaning of competence, first of all, it is necessary to understand the meaning of competence.

D.K. Revised and Updated Illustrated Oxford Dictionary by Kindersley Dorling (2003), gives the meaning of competence as the ability, the state of being competent to deal with a matter. It also means adequately qualified or capable to be effective.

The word skill is also important. It is synonymous with the word competence in language use. Skill means knowing about things. It is an intellectual exercise. Doing an action is also a skill.

However, the word skill or competence in this present research refers to different aspects of English language which definitely results into language learning namely the skills or competence Listening, Speaking, Reading, Writing and Conversing with understanding. They are referred to one by one.
4.3.4 Communicative competence: The term communicative competence is defined by International Encyclopedia of Education (1985) as the effective use of language in social contexts.

The term communicative competence was coined by Hymes Dell (1972). He was a socio-linguist. He was convinced that Chomsky’s (1965) notion of competence was limited. Chomsky claimed strongly that competence is to be associated exclusively with knowledge of rules of grammar. Hymes (1972) proposed broader notion of competence. It includes not only implicit and explicit knowledge of the rules of grammar but also knowledge of the rules of language use. Stevick E.W. (1982): says communicative competence consists of after all in knowing what to do with grammatically correct sentences in larger context. According to Munby (1988) communicative competence includes the ability to use linguistic forms to perform communicative acts and to understand the communicative functions of sentences and their relation to other sentences.

Defining communicative competence Kohli Vinaya (1989): says communicative competence is linguistic competence plus an understanding of the appropriate use of language in its various contexts.
Rivers Wilga (1981) writes "To Chomsky competence was internationalized knowledge of the syntactic and phonological rules of the language, that the speaker-hearer possesses in native language and performance was language in use by the individual."

Freeman D.L. (1986) correlates communicative competence involves being able to use the language appropriate to a given social context. Richards (1992) defines communicative competence as: the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentence but also to know when and where to use these sentences. Ellis (1994) indicates that communicative competence includes knowledge that speaker-hearer has of what constitutes appropriate as well as correct language behaviour and also of what constitutes effective language behaviour in relation to particular communicative rules. Dornyeiz and Thurnells, (1994) and Bhatia (1998) consider learner's interaction in the classroom as a 'key-factor' in the process of acquiring the second language. It also enables learners to solve communication problems that they may encounter in real communicative situations. Scott Roger (1981) has explained the concept of communicative competence (approach). He says 'in communicative teaching. "The
focuss changes from accurate production of isolated utterances to the fluent selection of appropriate utterances in communicative approach. The learner is now concerned with using language, not English usage."

**Bases of communicative competence:** Minimum level of language proficiency is required. It is to achieve functional abilities in a foreign language. There by one can find out needs for a particular group of learners. However, they are learning a language. These ideas have helped to prepare Functional National Syllabi. They formed the basis of communicative competence and communicative approach. Communicative Approach aims at developing the communicative ability in language learners.

It is clear from the above quoted definitions and views that the form communicative competence refers to the ability to write something, to write about ideas, thoughts, feelings, emotions, notions. It also means to say something. These abilities have to be linguistically correct and accurate. They have to be structurally, functionally and socially appropriate. They have to be fluent. They have to be semantically in fact. They have to be sensitive, consummate and formally feasible. Communicative
competence also involves the ability to use linguistic forms to perform communicative functions and tasks.

In short communicative competence includes knowledge of skills of listening speaking, reading writing and conversing with understanding and the abilities which include the concept of communicative. Competence gives shape to communicative approach in teaching learning process of language.

**Characteristics of communicative approach:** For better understanding of communicative approach it is necessary to study the characteristics of it.

i. Whenever possible “authentic language” language as it used’ in a real context-should be introduced.

ii. To be able to figure out the speakers or writer’s intention is the part of being communicatively competent.

iii. The target language is a vehicle for class room communication. It is not just the object of study.
iv. The focus of CLT/CA is on real language use because one function can have many different language forms. A variety of linguistic forms are presented together.

v. Students should work with language at the discourse or super sentential (above sentence) level. They must learn about cohesion and coherence properties of language which brings language together.

vi. Language games are important. They are related to real life communicative events. The speaker receives immediate feedback from the listener if s/he has successfully communicated.

vii. Students are given an opportunity to express their ideas and opinions.

viii. Errors are tolerated and seen as a natural outcome of the development of communication. Skills, students' success is determined as much as by their fluency as it is by their accuracy.

ix. One of the major responsibilities of the teacher is to establish situations likely to promote communication.
x. Communicative interaction encourages co-operation relationship (pair-work, group work) arrange students.

xi. The social context of the communicative event is essential in giving meaning to the utterances.

xii. Learning to use language forms appropriately is an important part of communicative approach.

xiii. The teacher acts as an advisor during the communicative activities.

xiv. In communicating, a speaker has to make a choice not only about what to say, but also how to say it.

xv. The grammar and the vocabulary that the students learn follow from the function, situational context, and the roles of the interlocutors.

xvi. Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.

I had studied and used the above mentioned theoretical aspects and practices for defining communicative approach. (it includes communicative competence) theoretically for present research (2.3.2) and considering assumptions for present research
(2.3.4.i,ii) and for developing the scales as tools to collect data for present research (5.3.5.1, 5.3.5.2, 5.3.5.3, 5.3.5.4, 5.3.5.5, 5.3.5.6, 5.3.5.7, 5.3.5.8, 5.3.5.9, 5.3.5.10). The content validity of these scales is based upon the above mentioned theoretical aspects.

4.3.5 Teaching listening

**Meaning of teaching:** The word teaching is derived from the word the verb, 'To teach'. Teaching means giving systematic information, to a person or about a subject or skill. it also means to enable a person to do something by instruction or training D.K. Revised and Updated Illustrated Oxford Dictionary by Kindersley Dorling (2003).

The above mentioned information gives description of teaching activity.

**Meaning of listening:** Listening is concerned with the ability to understand English when it is spoken. To listening means to make an effort to hear something a person speaking or to give one's attention to hear some thing D.K. Revised and Updated, Illustrated Oxford Dictionary by Kindersley Dorling (2003). As mentioned above the phrase teaching listening means giving systematic information to
a person or the learner to understand the language when it is spoken. It also means to make an attempt to hear something.

Listening competence needs special training. It also needs enough practice in an English class because it is purposive.

**Concept of listening:** "Listening is receptive rather than productive but it is equally important skill. Students need to learn how to listen and get chance to listen to different types of English so that they will be able to listen with understanding to spoken English outside the class. (Willis Jane 1981).

Listening being an active process involves input by the speaker and output by the listener. Input means the words spoken by the speaker. Output means the listener's response. The listener processes the input before coming out with his output. This happens in processing stage.

The two competences listening and speaking are grouped together under a single head of aural-oral skills. Usually they function together. They constitute the basic language skills. The ultimate constituents of the language are sounds or phonetic substance.

When one listens to others' speaking face to face, one receives language, its sounds, sound clusters, words, words combination. All
these are language components. They have certain agreed meaning. It is necessary to train the learners in listening. Such listening practice can be given with the help of different records or cassettes. The teacher's speech should be at normal conversational speed. It should be with proper stress intonation, pronunciation rhythm and fluency.

**Teaching listening:** According to me it involves the following aspects:

i. Gives suggestions for listening to utter speech sounds in isolation and combination.

ii. Plays audio cassette for distinguishing sounds, writing words asking questions.

iii. Predicts what people are going to talk about.

iv. Reads for creating visual image.

v. Reads for creating audio image.

vi. Reads text aloud for repeating, narrating, telling the content.

vii. Plays audio-cassette without disturbing others.

viii. Speaks with proper stress, intonation, pronunciation, speaking and narrating, telling content, speaking among the students,
ix. Asks students for drilling.

x. Instructs for commanding and requesting.

xi. Recognizes discourse markers, e.g. 'well' 'oh' 'Now', finally.

xii. Listens to whispering and telling content.

xiii. Identifying relevant points.

xiv. Listening to whispering and telling the content.

xv. Recognizing cohesive devices e.g., such as which.

xvi. Understanding inferred information. e.g. speaker's attitude or intentions.

xvii. Communicating information in social context.

xviii. Relating relevant points.

xix. Asking to draw pictures.

xx. Asking to discriminate between minimal pairs of words.

I had studied and used many of the above mentioned theoretical aspects and practices for defining teaching hastening competence to present research (2.3.2) and for considering assumptions for present research. (2.3.4.iii) and for developing the scales as tools to collect data for present research. (5.3.5.1) The content validity is based upon the above mentioned theoretical aspects.
4.3.6 Teaching speaking: I had already explained the meaning of 'Teaching' above

**Meaning of speaking:** The word speaking means the act or an instance of uttering words. It is derived from the verb to speak, the root. To speak means articulate verbal utterances in an ordinary voice. It also means make known or communicate D.K. Revised and Updated Oxford Dictionary (2003) by Dorling Kindersley.

According to compact Oxford Reference Dictionary (2003) by Soanes Catherine, "To speak also means to say something, talk to communicate in or be able to communicate in a specified language."

**Concept of speaking:** Speaking is a productive skill. It is necessary to establish Listening, Speaking before connecting spoken sounds with written letters, Listening and speaking associate each other. Speaking makes the learner more active in the learning process. Therefore, it is necessary to give maximum opportunity to the learner to speak English. The effectiveness of a language lesson is sometimes judged by the ratio of the learners speaking time (LST) to the teacher speaking (TST) in a lesson period. The greater the (LST) the more effective the lesson is likely to be, language is primarily observed as speech.
A framework for teaching oral communication skills is also necessary. It is for materials and activities for class room teaching. There are differences between communication inside the class room and communication out side the class room. These two types of communication enable the learner to identity objects from real life. The learner can use the same as stimulus material or input. Structural Functional, International and Transactional aspects of language should be taught to learners.

In face to face communication by speech, the physical presence of the speakers and the listener makes it possible to supplement speech with our non-verbal, signals such as gestures, intonation, facial expression and the physical situation – Baruah T. C. (1992)

**Aspects of teaching speaking** : According to me the aspects of teaching speaking are as follows:

i. Utters speech sounds in isolation and asks students to repeat.

ii. Utters speech sounds in combination and asks students to repeat.
iii. Shows flash-cards of unfamiliar vocabulary and takes drilling of students.

iv. Plays audio cassette to produce appropriate stress, and intonation patterns within words and asks students to repeat.

v. Shows slides of pictures and speaks accordingly and asks students to repeat.

vi. Describes an object orally and asks students to repeat.

vii. Describes any live incident and asks students to repeat.

viii. Speaks with students with fluency.

ix. Plays a game of rhyming words with students.

x. Asks students to make them speak.

xi. Asks students to make them speak with proper syllabic stress.

xii. Produces intonation patterns to express attitudinal meaning.

xiii. Gives information to students in proper sequence and asks to repeat.

xiv. Instructs students to construct sentences with the help of sub-situation table.

xv. Speaks with students incorrect English and asks them to correct it.
xvi. Consults the chart of international phonetic script.

xvii. Motivates students to speak with confidence.

xviii. Encourages students to complete half, hazard story.

I had studied and used many of the above mentioned theoretical aspects and practices for defining teaching speaking competence to present research (2.3.2) and for considering assumptions for present research. (2.3.4.iv) and for developing the scales as tools to collect data for present research. (5.3.5.2) The content validity is based upon the above mentioned theoretical aspects.

**4.3.7 Teaching reading:** I had already explained meaning of ‘Teaching’.

It is necessary to know what is reading, the reason of reading, the way one reads, what happens during reading and what techniques one can use to teach reading to his learners.

**Meaning of reading:** Reading means reproducing mentally or vocally the written symbols or printed words of a book. D.K. Revised & Updated Illustrated Oxford Dictionary by Kindersley Dorling (2003).
According to Oxford Advanced Learner’s Dictionary (1997) by Hornby A.S, “Reading also means understanding the meaning of written or printed words or symbols”.

The above mentioned two definitions explain the meaning of reading. However, “Reading is a process of looking at a written or printed symbol and transmitting it into appropriate sound” (Choudhari Namita Roy 1988).

**Concept of reading:** In other words, reading is recognizing, interpreting the graphic signals in the form of alphabet, letters and words. Reading consists of three elements the symbols, the sound the sense.

Reading is the ability which enables the learner to read with purpose of extracting from the printed page, reading is learning the language through the printed word. The thoughts, facts and information that one has to give. While reading the reader interacts with the text, decodes it and interacts with the text decodes it and constructs meaning in the process.

The uses of the code i.e., the different language skills, such as listening, speaking, reading, writing, conversing can be mastered only by exercising the particular skill in actual communication situations.
Aspects of teaching reading: According to me aspects of teaching reading are as follows:

i. Shows flash-cards of pictures and reads labeled words and asks students to repeat.

ii. Reads the content with normal speed and asks students to repeat.

iii. Reads the content with proper stress, intonation and pronunciation and asks to repeat.

iv. Reads the content with punctuations and asks students to repeat.

v. Reads the content with appropriate pauses and asks students to repeat.

vi. Reads the content fluently and asks the students to read.

vii. Retrieves information stated in the passage.

viii. Asks to repeat the vocabulary on their own.

ix. Reads the needs in newspaper cuttings with emotions.

x. Reads the content from the chart and asks students to tell.

xi. Reads the matter on the slide and asks to take important points and asks students to repeat.
xii. Arranges a class-room competition.

xiii. Asks to read the composition from the ready-made charts.

xiv. Reads the content with understanding and asks the students questions based on their understanding.

xv. Gives practice in difficult language items.

xvi. Reads the content and acts accordingly and asks students to follow.

xvii. Asks the students to complete the following using their own ideas.

xviii. Reads the content silently and repeats it and asks the students to read the matter silently and repeat the activity silently.

xix. Asks the students to read the matter silently for searching out answers of questions.

xx. Reads the numbers and asks students to read.

xxi. Asks students to put jumbled sentences into sequence.

xxii. Asks students for word-formation given on a roll-up board.

xxiii. Asks students to find out and read matter from maps.

xxiv. Asks students to separately sentences from the paragraphs given.
xxv. Transforms information to diagramic activity.
xxvi. Reads the maps and asks students to repeat.
xxvii. Reads the signs and asks students to repeat.
xxviii. Overlooks the content on the slide and tells the main points and asks students to repeat this activity.
xxix. Motivates the students to ask difficulties about the content read.
xxx. Asks the students questions on their incidental reading.

I had studied and used the above mentioned theoretical aspects and practices for defining teaching reading communicative competence to present research (2.3.3) and for considering assumptions for present research. (2.3.4.v) and for developing the scale, as tool to collect data for present research. (5.3.5.3) the content validity of this scale is based upon the above mentioned theoretical aspects.

4.3.8 Teaching writing: I had already explained the meaning of teaching.

Meaning of writing: The word ‘writing’ is a noun. It means the activity or skill of writing. The root of the noun is ‘to write’. According
to Compact Oxford Reference Dictionary (2003) it means to mark letters words or other symbols on a surface with a pen, pencil or similar implement.

**Concept of writing:** Writing is often required as the visual representation of speech. This is true to the extent that speech sounds can be represented by marks on paper. The learner ought to acquire the mechanics of writing. Writing competence is the communication of ideas to some one or anyone. It is through the written media. Writing is an expression of clear thinking. Therefore it is valuable means of self-expression.

It is necessary to analyse the tasks / activities which promote writing skills. Objected of writing should be noted. Nature of each task / activity and its utility and practice should be thought of. Then writing competence becomes meaningful, efficient and effective. It is common experience that the teacher having knowledge of teaching writing competence uses the above mentioned techniques.

Tasks should be adopted for different purposes because the process of writing usually has three stages. i) manipulation ii) structuring iii) communication.
The writing competence becomes meaningful. It is an experience that the teacher having knowledge of teaching writing and student learning writing use the above mentioned techniques.

**Aspects of teaching writing**: According to me teaching writing involves the following aspects:

i. Writes the letters on the blackboard and asks students to write them into their note-books.

ii. Writes the words on the black board and asks students to copy them into their note-books.

iii. Organizes thoughts and ideas in logical sequence.

iv. Writes the sentences on the black-board and asks students to copy them into their note-books.

v. Holds frequent competitions of hand-writing.

vi. Writes signs on the black-boards and asks students to copy them into their note-books.

vii. Shows a picture on slide and writes its description and asks students to repeat it.

viii. Does some activity and writes its description and asks students to repeat it.
ix. Gives exercises to students to write in proper size with proper distance between letters, words and sentences.

x. Gives exercises to students to write with punctuations.

xi. Gives dictation for writing.

xii. Gives students exercises in paraphrasing.

xiii. Asks students to write missing words.

xiv. Shows a picture with a set of things for a while and asks students to write the names of things in that picture.

xv. Gives incorrect writing to students and asks them to write it correctly.

xvi. Asks questions to students to write on their incidental writing.

I had studied and used many of the above mentioned theoretical aspects and practices for defining teaching writing competence to present research (2.3.2) and for considering assumptions for present research. (2.3.4.vi) and for developing the scale as a tool to collect data for present research. (5.3.5.4). The content validity of this scale is based upon the above mentioned theoretical aspects.
4.3.9 Teaching conversing: I had already explained the meaning of teaching.

**Meaning of conversing:** According to Revised and Updated Illustrated Oxford Dictionary the word ‘conversing’ is a noun. The verb is ‘to converse’. It means to engage in conversation. The word converse is derived from the Latin word, ‘Conversai’. It means to keep company with. The word conversation is a noun. It means the formal exchange of ideas, information by spoken words.

According to Compact Oxford Reference Dictionary (2003) “conversation also means an informal spoken exchange between two or more people”.

**Concept of conversing:** The process of education is a bi-polar activity. The one pole is the teacher who teaches. The one pole is the teacher who teaches. The other pole is the student who learns. They both have interactions between them. There goes a process of communication between the two. The same is the condition with the whole class. Therefore there should be varieties of activities in the class. The classroom communication should be enriched. For this
purpose conversation in the class room situation is mandatory-because it is oral communicative competence.

Good conversation is fun. It links people together, family business associates and friends. It is the most important single factor in better human relations. It aids one to get ahead. The general objective of this competence is to familiarize the learner with finer details of English speech with practical use of language in day-today transactions. It lays stress on communicating properly, effectively in everyday situations. It is essential to encourage learners to participate the class room conversational activities conducted individually in pairs, or groups of learners.

**Aspects of teaching conversing:** According to me teaching conversing involves the following aspects:

i. Gives greetings to students and asks them to greet to the teacher.

ii. Replies to greetings by students and asks them to reply others' greetings.

iii. Asks details orally one by one.

iv. Introduces himself / herself to students and asks them to introduce himself / herself to the class.
v. Introduces other person to students and asks them to introduce own friend to the class.

vi. Asks students questions based on imaginary topic.

vii. Reads and acts and says with the help instruction cards and asks students to repeat.

viii. Asks students to perform respective roles.

ix. Reads the script of dialogues and asks students to repeat.

x. Presents information of local interest.

xi. Plays the role in the text and asks students to repeat.

xii. Provides necessary guidance to students.

xiii. Forms habits of conversation.

xiv. Instructs students to ask particular questions.

xv. Shows any incidence on slide and motivates the students to discuss on the incidence seen.

xvi. Encourages students to dialogue with working people.

xvii. Demonstrates how to explain and asks students to imitate.

xviii. Demonstrates how to converse and asks the students to imitate.

xix. Demonstrates how to describe.

xx. Asks students to describe spontaneous situations.
xxi. Demonstrates how to interview any person and asks students to interview his friend.

xxii. Gives exercises to use body language while conversing.

I had studied and used many of the above mentioned theoretical aspects and practices for defining teaching conversing competence to present research (2.3.2) and for considering assumptions for present research (2.3.4.vii) and for developing the scale as a tool to collect data for practical research (5.3.5.5) The content validity of this scale is based upon the above mentioned theoretical aspects.

4.3.10 Learning listening

Meaning of learning: First of all, here it is necessary to understand the meaning of 'Learning'.

According to Compact Oxford Reference Dictionary (2003) 'Learning means gaining knowledge of or skill in, by study or experience'. Learning also means acquiring or developing a particular ability. It also means becoming aware of by information or from observation.
According to D.K. Revised & Updated Illustrated Oxford dictionary (2003), the meaning of learning is gaining knowledge of or skill in by study, experience, or being taught. It also means to acquire or develop a particular ability. It also means to commit to memory.

According to The Advanced Learner's Dictionary of Current English (1961) the meaning of learning is gaining as knowledge, become familiar with by studying, by being taught, by practice. It also means to become aware of, or be informed of. The root of the noun Learning is to learn.

The term (noun) learning carries different shades of meanings. They help the researcher to understand different shades of the noun learning for constructing the said tool.

**Aspects of learning listening:** According to me teaching listening usually results in to learning listening as follows:

i. Utters English speech sounds in isolation and combination.

ii. Listens to audio cassette to distinguish between sounds, writing words, asking questions, repeating rhyming words.

iii. Listens to text for repeating, narrating, telling the content.
iv. Listens to speech for grasping proper stress, intonation and pronunciation.

v. Listens to, for speaking and narrating, telling content and speaking in pairs or groups.

vi. Listens to, for enacting command and request.

vii. Listens to, for whispering in pair or group and telling the content.

viii. Listens for communicating information outside the class.

I had studied and used the above mentioned theoretical aspects and practice for defining learning listening communicative competence to present research (2.3.2) and for considering assumptions for present research (2.3.4.iii) and for developing the scales as tools to collect data for present research (5.3.5.6). The content validity of this scale is based upon the above mentioned theoretical aspects.

4.3.11 Learning speaking: According to me speaking teaching usually results into learning speaking as follows:

i. Learns to utter English speech sounds in isolation and combination.

ii. Learns vocabulary with the help of flash-card and drills it.
iii. Produces appropriate stress, intonation patterns and drills as per the audio-cassette.

iv. Observes pictures on the slides for speaking and repeating.

v. Speaks to describe objects, live incidents orally.

vi. Learns to speak with fluency.

vii. Learns to play games of rhyming words.

viii. Speaks for asking questions.

ix. Speaks information with proper sequence.

x. Corrects orally incorrect expressions and makes them meaningful.

xi. Speaks with confidence.

I had studied and used the above mentioned theoretical aspects and practices for defining learning speaking communicative competence to present research (2.3.2) and for considering assumptions for present research (2.3.4 iv) and for developing the scale as a tool to collect data for present research. (5.3.5.7) The content validity of this scale is based upon the above mentioned theoretical aspects.
4.3.12 Learning reading: According to me teaching reading usually results into learning reading as follows:

i. Observes flash-cards with pictures for reading.

ii. Learns to read content with normal speed, proper stress intonation patterns, punctuation, pauses and fluency.

iii. Learns to read newspaper cuttings.

iv. Learns to read from charts and notes important points.

v. Learns to read for understanding.

vi. Learns to read to enact.

vii. Learns to read for reproduction and repeats activity.

viii. Learns to read fluently to answer questions.

ix. Learns to read numbers, maps, signs names of days, months, colours, shapes, body parts.

x. Learns to read content from the slides to tell main points.

xi. Learns reading to ask difficulties.

xii. Learns to read for asking questions.

I had studied and used the above mentioned theoretical aspects and practices for defining learning reading communicative competence to present research (2.3.4.v) and for developing the
scale as tool to collect data for present research. (5.3.5.8). The content validity of this scale is based upon the above mentioned theoretical aspects.

4.3.13 Learning writing: According to me teaching writing usually results into learning writing as follows:

i. Learns to write capitals, small letters in print script on ruled papers.

ii. Learns to drad Geometrical figures to combine and write alphabet with proper size and distance.

iii. Learns writing words, signs and sentences.

iv. Learns to observe pictures for writing descriptions.

v. Learns performing activities for writing descriptions.

vi. Learns to write with proper punctuations.

vii. Learns writing dictation.

viii. Learns writing missing words.

ix. Learns observing picture with a set of things for writing.

dx. Learns to write incorrect English correctly.

xi. Learns to write answers of questions based on incidental writing.
I had studied and used the above mentioned theoretical aspects and practices for defining learning writing communicative competence to present research. (2.3.2) and for considering assumption for present research. (2.3.4.vi) and for developing the scale as a tool to collect data for present research (5.3.5.9). The content validity of this scale is based upon the above mentioned theoretical aspects.

4.3.14 Learning conversing: According to me teaching conversing usually results into learning conversing as follows:

i. Learns to give greetings

ii. Learns to reply greetings.

iii. Learns to introduce oneself.

iv. Learns to converse and act with instruction cards.

v. Learns to converse with the help of script of dialogues.

vi. Learns to play different roles as per the content.

vii. Learns incidents from slides for discussion.

viii. Learns conversing from demonstration for explaining imitating or describing.

ix. Learns the activity of interviewing.
x. Learns to use polite expressions.

xi. Learns to ask and answer simple questions.

xii. Learns to use body language while conversing.

I had studied and used the above mentioned theoretical aspects and practices for defining teaching conversing competence to present research (2.3.2) and for considering assumptions for present research (2.3.4.vii) and for developing the scale as a tool to collect data for practical research (5.3.5.10). The content validity of this scale is based upon the above mentioned theoretical aspects.