CHAPTER I

INTRODUCTION

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CHAPTER 1

INTRODUCTION

Background of the Study

Language unlocks human mind and extends his accessibility to differing plethora of information and entertainment. Language is man’s identity. It gives definite configuration to man’s thoughts, feelings and emotions. “Language is a complex system for creating meaning through socially shared conventions” Halliday (1978). To Vygotsky, (1978) “Language helps to organise thought, and children use language to learn as well as to communicate and share experiences with others”. Language is a symbol system or code, comprising a conventional set of arbitrary signals through which ideas about the world are communicated. It enables to describe hypothetical or even impossible things.

Halliday (1973) suggested that language serves seven functions from simple to abstract in day-to-day living. These functions tend to reflect and serve the personal, social and academic facets of human growth.

Thinking, talking, reading writing – none of these activities would be possible without language. The thought we have about the world, each other and ourselves are expressed in words. Language enables us to have ideas, to make sense out of our experiences, and to share our ideas, feelings and experiences with others. The famous linguistic philosopher Sapir, (1921) defines language as, “a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.”

“Language allows people to hypothesise and engage in higher thought processes which imposes order upon experiences. Language behaviour represents thought process most accessible to outside influences including that of teacher.
These mental processes become the basis of writing, speaking, reading, listening and thinking. Naturally, these processes are evident in all environment or subject areas not only in English courses and hence ought to be exploited for learning purposes. Talk and expressive writing free the individual to think and learn through ordinary language by filtering it through personal experiences". International Encyclopaedia of Education (1994).

Language can be developed or acquired but will not be usable if it is not studied objectively. Students need to appreciate that language learning is a skill and they need to acquire some skills that their previous education missed. (Dugdale, 1996).

Skill is a physical, mental or social ability that is learned through practice, repetition and reflection and in which it is probably always possible for the individual to improve. A skill is an ability to perform an appropriate behaviour in an appropriate task/situation, consistently and with precision, as per one's own developmental level (maturity). When a task is performed repeatedly, it turns into a habit. In other words, a skill competence is a behaviour which is matured by repeated exposure, practice and support, thus empowering the person.

Many language experts have pointed out that language is a skill subject and that learning language involves acquiring proficiency in certain special skills. Although we divided the school day into subject periods, the skills of language are used throughout the day. Anderson (1959). Palmer, (1922) was the one who originated the modern skill-based language teaching during the early years of the present century. He was one of the early linguists to define language skills as to derive certain instructional procedures for functional language teaching. To him language learning is essentially a habit formation process, a process during which
habits are set in automatically. According to Palmer, the ultimate aims of language teaching are:

1) to understand language when spoken rapidly by natives
2) to speak the language in the manner of natives
3) to understand the language as written by natives, i.e., to read the language
4) to write the language in the manner of natives.

The concept of skill-based language teaching has also been advocated by the Incorporated Association of Assistant Masters in Secondary Schools, Cambridge, in one of their early publications. Teaching of English according to this Association should be aimed at good speaking, good listening, good writing and good reading. For years people felt that children learned to read and write by mastering skills one by one. Each new skill is built on the previous one.

Much of language learning is, therefore, the learning of complicated skills and learning skills is largely a question of adequate and effective practice. If one can get more practice done in the time one has available for language learning, then one shall have achieved considerable, economic and notable intensification of the learning process. A skill is the term given to an action accomplished by a person for the first time and with understanding, (Sharma 1994) whereas a habit is an action carried out by a person without participation of consciousness, owing to the fact that he has frequently performed that action in the past. A habit is formed by the occasional repetition of a skill and it cannot be developed simply by applying knowledge. To teach by progressing from knowledge to habit is inconsistent with psychology because in the exercise of skills, those actions that are performed with the participation of consciousness is necessary. Very often, one forms a sentence
that one may never have used or heard before, in exactly the correct form. It is a new act of speech consciously performed, that is a skill. The habits are deeply set in the nervous system of the individual and in the muscular, intellectual and emotional processes. To set up a parallel language system in learning a foreign language is a formidable task.

The skill orientation to language teaching and learning has been endorsed by many of the prominent language psychologists like Belyaye, (1963), Lado, (1964) and Hording,(1967). A distinction between skill elements and language abilities is that pronunciation, phrasing, sentence structure, punctuation, paragraphing, sentence, spelling etc., are skill elements which are determined by rules or elements. Proficiency in skill elements require repetition and practice. On the other hand, knowledge, understanding and judgement constitute language abilities. The skill approach to language considers language in its dynamic aspects or activity rather than as knowledge.

The scientifically valid procedure in language learning involves listening first to be followed by speaking. Then comes reading and finally the writing of the language. This is just the order in which the child learns his mother tongue.

Walter, in 1962 gave the following guidelines for the proper development of language skills.

1) Enrichment of children's vocabulary through provision for many experiences.
2) Development of the ability to describe simple events briefly with reasonable accuracy and clarity and without excessive self consciousness.
3) Encouraging development of ability to use complete sentences rather than unclear fragments.
4) Sparking interest in language and in the improvement of its use by attention to pronunciation and dictation.

5) Fostering of interest in listening to poems and stories and to their retelling.

6) Development of the ability to participate in simple dramatisation.

A study by Southgate (1972) intended to identify the role of the four basic language skills in general educational performance. The results indicated that the four skills: viz., listening, speaking, reading and writing are basic to success in education. Taylor, Sarah and Martha (1980) surveyed views of university teachers, school teachers and parents and found that all the three groups strongly agree that language facilitated learning in young children. To Rivers (1972) the skill learning approach was developed in order to enable students to use the language with ease. Beveridge et al. (1977). “Communication emerges as a process not just interpersonal but also intrapersonal”.

Need and Significance

The basic ability every young man is expected to possess is the ability to express himself clearly and effectively and the lack of it hampers his progress in academic subjects and in various walks of life. It has been observed that many people face problems in communication either in public or in private. This also affects their encoding skills: viz., listening and reading. Secondary school students are mostly unable to speak two sentences consecutively in the present situation.

English is gaining more and more prevalence in the modern world consequent upon the fast increase in international trade and co-operation and globalization. It is the language of cross cultural communication in the world. It offers world citizenship. English language is predominantly establishing its
supremacy in the field of education. As such the duty of the teacher is very tiresome. But whether the teachers accept it, giving due seriousness is a puzzling question. The structure of English language is very much different from that of Indian languages. This poses the great difficulties in the smooth learning of the language and consequently affects the furtherance of studies of many students at higher level. They lose interest in their studies as they fail to comprehend the concepts and the different complex logical arguments presented in the language. It is expected from all those who are entrusted with the task of preparing English teachers for secondary schools to delineate the role of the language in general educational performance and assist the teachers understand the significance of the basic language skills. Development of language skills is practically unattended to, in schools. If the basic skills are not tendered in schools, the student is not going to strengthen them anywhere else.

The learner has to be equipped with command of English which allows him express himself in speech and writing in greater variety of contexts. Learning to use a foreign language freely and fully is a lengthy and efforted process which results in an autonomous and confident speaker of it. Therefore, teaching of English in schools has a definite function. It serves and will continue to do so as the medium of instruction in central schools, higher education and professional sector. A change in the situation is expected only when Hindi outlives English in India.

As it is the Associate Official Language of the country it is a compulsory school subject in the country. The main objective of learning it is to use it as a library language, i.e., to use it with comprehension and use it for communication. The complex process of language communication is made possible by the system of habits, which operates largely without one’s awareness. Language arts instruction
must recognise the function of the language in the development of a child, in the
maintenance of a culture and in the continuity of the development of a generation.
The child becomes acculturated and socialised through language.

Selier et al., (1984) defines communication and proceeds to describe
communication and attitude in the classroom. To them “communication is the
process by which verbal and non-verbal symbols are sent and received and given
meaning. They say that teacher’s own experiences and value system as well as their
self concepts determine how they are likely to behave towards students in the
classroom. Three factors help to describe the way in which attitudes are
communicated: expectancy, attributive theory and self fulfilling proficiency. These
concepts embody behaviours that are interactive, together they help to explain the
impact of the teacher messages on students behaviours. Goals and objectives of
communication to Richard, (1996) are:

1. To be understood to give something across to someone so that he or she
   knows exactly what one mean.
2. To understand others- to get to know their exact meaning and intentions.
3. To gain acceptance for oneself or one’s ideas.
4. To produce action or change- to get the other person or group, to
   understand what is expected, when it is needed, why it is necessary and
   how to do it.

Comprehension involves extracting meaning from a text, from participating
in a conversation or from listening to a person or people speaking.

Now it is believed that children learn to read and write through immersion
in a language rich environment. The new approach is based on observations of how
children learn to talk. This connection between talking, reading and writing suggests that all three are more alike than they are different.

The speed of language acquisition is directly linked to just a few basic parameters which can be used to greatly increase the pace at which an effective use of a target language is acquired. Breaking the process down into two main areas is realistic when the differences between the two are identified.

According to Palmer, (1922) the purely oral exercise of questions and answers in the foreign language should proceed with any attempt at written reproduction of what has been learnt. The three types of oral courses are:

d. As a means of initiation into the elements of a language of which the child is ignorant.

d. As a means of correcting those who are obviously more or less acquainted with the language, but have formed wrong habits in the use of language.

c. As a means of furthering the purpose of those who are already fairly proficient in the language.

The Division of skills as listening, reading and speaking (oral fluency and writing is an expedient one).

To Dugdale, (1996) teaching of English or any other language can be tough, especially to teachers where there are few chances to use the target language outside the classroom. Language is difficult to test so classes are rarely stressed very effectively. By controlling the structure of what is said teachers can provide student with a chance of speaking creatively no matter what their level is.

Education entails deliberate interventions in the pattern of experience structured and tailored in a way calculated to facilitate and maximise desired learning. A carefully selected and ordered sequence of exercises can vastly improve
upon haphazard immersion in experience as a strategy for improving participatory skills Keith Webb (1993).

The theories of language learning which are generalised in nature do not account for the varied contexts of learning differences across the individuals. Every child without special training exposed to surface structure of language in many interaction contexts, build for himself in a school period of time and at an early stage of cognitive development- a deep level abstract and highly complex system of linguistic structure and use. Except for these physical and cognitive skills which are closely biological in their base, it is difficult to think of abilities that all humans develop. More and less intelligent, economically fortunate, physically able and emotionally healthy children acquire language. Normally specifics of the learning differ depending on characteristics of the language being learnt as well as on some other environmental factors. But a general sequence can be predicted. Wells, and Lindfors (1987).

Language acquisition is influenced by many factors: familial environmental, social, psychological, cultural, personal and academic. The language background of the parents and care-givers in the family influence the language development of the child very well. An environment which permits profusive experiences for the child to hear, to speak, to read and to write the language is congenial for progressive language development. The socio-economic status of the family like an urban dwelling where the child is exposed to the profound use of English too aids positive development of the language. The language of the peer group, friends and acquaintants strongly contribute to his language.

Personal or pupil-related factors include the language background of the child, his personality factors, intelligence, cognitive development, creative,
thinking, attitude of the child towards the language which involves his interest in
the language, efficiency of his sense organs, general health so on and so forth.
Academic factors involve the institution-related factors such as instructional
strategies employed by the teachers to provide apt learning experiences, the
textbook, use of technological devices available in the institution, evaluation
techniques, library facilities, conduct of co curricular activities, presence of
additional courses like spoken English, language forum and the like. All the above
mentioned factors are determinants of continuity in learning. Continuity refers to
the condition whereby the learner will move smoothly from level to level in an
educational system. But that continuity is not attained in English language learning
at present.

A study considering all the above mentioned infinite number of variables
will be an exhaustive one. Hence the investigator delimited her study selecting
some of the variables namely, intelligence of pupils, their socio-economic status,
their attitude towards learning English language as pupil-related factors and
instructional strategies adopted by the teachers, library facilities available in the
school and conduct of co-curricular activities as institution-related factors.

Intelligence which manifests itself in mental functions is the vital
determinant factor of language development. Intelligence has been defined by
Thorndike (1917) as “the ability of an individual to cope with his environment. It
may be thought of as a composite of organisation of abilities to learn, to grasp
broad and subtle facts especially, abstract facts with alertness and accuracy to
exercise mental control and to display flexibility and ingenuity in seeking the
solutions of problems”. Depending upon its variation mainly teachers speak of
students as average, below average, and gifted. Certainly the education, income and
occupation of the parents determine how far they involve themselves in the academic progress of the child, the encouragement they give, the accessibility of the child to additional learning materials and reading materials which reciprocates in the child’s test results. No matter how well educated the parents are, how rich and high their official status is and how intelligent the child is, they are of no use if the child does not possess a positive attitude towards the learning of English language including sincere interest. School is the most significant institution influencing the promotion of language of the child and that is the right place wherein the child can develop positive attitudes.

An attitude may be defined as ‘an emotional tendency organised through experiences to react positively or negatively towards a psychological object.’ Rimmers (1960)

Among the institution-related factors selected for the study prior importance is given to instructional strategies. If the ability to acquire language is inherent in the child, the teacher, the school and the other social environment should aid to the fostering of its development. Teaching is the most difficult of all arts and profound of all sciences. Teaching is an art, a science, a skill, a social, rational and human activity, intricate, complex, conscious and deliberate activity. Pupil is the most relevant criterion for teacher effectiveness Krishnan (1985)

Presently the secondary schools do not help attaining the target skill development in English language. The main reason is that English language is taught by teachers who are neither specialised nor trained in the language teaching. Perhaps, that is why a good number of teachers, even after attending in-service courses, fail to adopt modern strategies and techniques, in the English classroom and they are unaware of the utility-value of cheap and easily available teaching aids.
Curriculum transaction does not go hand in hand with the co-curricular activities in English. Facilities and participation in such items supplement the inadequacies in the English language classroom. A well-functioning library with adequate variety of books renders the pupils plethora of information and thereby nourishes their language.

Learning for the 21st century demands the acquisition of a range of skills and broad areas of knowledge and the development of a set of attitudes. The process of learning a second language is often misconstrued as being complex and difficult, especially learning a second language. Learning any language to proficiency takes thousands of hours, but learning enough to be able to communicate reasonably well is not so difficult.

**Statement of the Problem**

Envisaging the importance of these factors in English language learning the investigator has designed the present study to find out the association between three pupil-related factors, intelligence, socio-economic status, and attitude of pupils towards learning English and three institution-related factors: instructional-strategies, library facilities and co-curricular activities and the basic language skills in English.

The study is entitled.
**EFFECT OF PUPIL AND INSTITUTION RELATED FACTORS ON THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS OF SECONDARY SCHOOL CHILDREN**

**Explanation of Terms**

**Language skills**

To Rubin (1990) the language arts are listening, speaking, reading and writing. They are the language modes.

**Listening**

Listening is a conscious cognitive effort involving primarily the sense of hearing (reinforced by other senses) and leading to interpretation and understanding. Rose, (1978). “Listening is a receptive language skill which involves the interpretation of verbal symbol into meaning” *.

**Speaking**

“Speaking is an expressive language skill in which the speaker uses verbal symbols to communicate” *. “Communicating corresponds to the production of meanings through effective interaction in the recurrent contexts. Communicative skills are the main tools for social development and for structuring social reality”. Dann, (1983). Bloomfield, (1953) speaks of three successful events of speech. A. the speaker’s situation B. his utterance of speech sounds and its impingement on hearer’s ear drums and C. the hearer’s response. In principle the students of language is concerned with B the actual speech.

**Reading**

“Reading is an interactive process in which higher order knowledge based processes can be used to compensate for inefficiencies in data-driven processing.” Snowling, (1986).
"Reading comprehension is one of the most complex forms of cognition in which people routinely engage. It is the result of information from usual auditory, semantic, conceptual and linguistic sources combining instantly to provide a rendition of each sentence or fragments. Reading comprehension occurs when the reader interacts with the content or the situation."*

**Writing**

"Writing is a complex process embedded within complex social relationships to students of secondary level. Writing is a means of reformulation and extending knowledge."* Language learning is expedited when it is contextualised and that through expressive writing and discussion or total information is filtered through personal experiences. "Writing is a productive skill which involves manipulating, structuring and communicating. Writing helps to satisfy the students’ grasp of vocabulary and structure and comprehension and other skills. Appropriacy can be developed only through writing Venkateswaran,(1997). Writing is a complex problem-solving process. The dynamics of the composing process involves the task of planning, retrieving information, creating new ideas and producing and revising language components which will react throughout the composing process. Bean (1992).


**Development**

Piaget (1952) and Vygotsky (1978) stress the importance of a child’s spontaneous cognitive activities when encoding and processing information. Piaget, takes the individual construction of cognitive competencies as its focus, whereas, Vygotsky, considers the development of socially shared cognition. Newman, et al., (1989) spoke of cognitive development due to learning processes that can be
systematically optimised through appropriate instruction. In the present study 'development' stands for the enhancement of basic language skills which is a prerequisite for all levels of cognition.

**Institution-Related**

Institution is a general term for a school, college, university or other educational establishment. Also used in a specific sense for a professional body which determines standards of professional and sometimes academic conduct of its members. Institution-related factors are those factors influencing the development of the pupil in education. The institution-related factors considered in this study are instructional strategies, library facilities and co-curricular activities in English.

**Pupil-Related Factors**

Pupil is the person enrolled in a school, college or university to follow a particular course of study. Pupil-related factors considered in this study are those personal factors affecting the development of the pupil in education. Pupil related factors are: intelligence, socio-economic status and attitude of pupils towards learning English.

**Secondary School**

School providing secondary education following primary education. The normal pupil/student age range at a secondary school is all or part of the 11 to 19.

In the ten year school programme, the schools in Kerala state which have standards VIII, IX and X are secondary schools.

**Hypotheses**

The study was focused on two major hypotheses.

1) There exists significant correlation between the pupil-related factors viz., intelligence, socio-economic status and attitude of pupils towards learning
English language and the basic language skills in English viz., listening, speaking reading and writing.

2) There exists significant correlation between the institution related factors, viz., instructional strategies library facilities and co-curricular activities in English and the basic language skills in English.

Objectives of the Study

The following objectives were formed, based on the hypotheses, for the present study:

1. To find out the relationship between the pupil-related factors: Intelligence ($V_1$), Socio-economic status ($V_2$) and attitude of pupils towards learning English ($V_3$), and the total basic language skills in English, viz. listening ($LS_1$) speaking ($LS_2$), reading ($LS_3$) and writing ($LS_4$) in the whole sample and in the relevant sub-samples, boys, girls, mixed, rural and urban.

2. To find out the relationship between the pupil-related factors $V_1$, $V_2$ and $V_3$ and each of the basic language skills: $LS_1$, $LS_2$, $LS_3$ and $LS_4$ in English in the whole sample.

3. To find out the relationship between each of the pupil-related factors: $V_1$, $V_2$ and $V_3$, and the basic language skills in English, when the other variables are partialled out singly and in combination, in the whole sample and in the relevant sub-samples.

4. To find out the relationship between each of the pupil-related factors: $V_1$, $V_2$ and $V_3$, and each of the basic language skills in English: $LS_1$, $LS_2$, $LS_3$ and $LS_4$ when the other variables are partialled out singly and in combination in the whole sample.
5. To find out the combined effect of the pupil-related factors $V_1$, $V_2$ and $V_3$ on the total language skills in English in the whole sample and sub-samples.

6. To find out the combined effect of the pupil-related factors $V_1$, $V_2$ and $V_3$ on each of the basic language skills, in English: $LS_1$, $LS_2$, $LS_3$ and $LS_4$ in the whole sample.

7. To find out the relationship between the institution-related factors: $V_4$, $V_5$ and $V_6$, and the total basic language skills in English: $LS_1$, $LS_2$, $LS_3$ and $LS_4$ in the whole sample.

**Methodology in Brief**

Methodology is the layout of the study. Consistent with the objectives the investigator resorted to survey method.

**Sample Selected**

Random sampling technique was adopted in order to avoid undue privilege or prejudice against any institution. Ten schools were randomly chosen, two schools delegating each area, north, south, east, west and middle part of Kerala. The sample consisted of 580 students of ninth standard. 25 teachers handling English at secondary level and 10 school librarians or teachers in charge of the library were also selected for institution-related variables. A minor portion of the sample was deleted due to poor performance which might obliterate the results of the study. And the final sample consisted of 500 students of ninth standard, 150 girls, 150 boys and 200 from co-education institutions. The sample had 250 rural and 250 urban representation. 10 teachers handling English at secondary level and 10 school librarians or teachers in charge of the library were the final sample for institution-related variables.
Tools Used

The major tools used in this study are:

1. A Generalised Language Ability Test Battery consisting of 4 tests.
   Test of:
   Listening comprehension, Speaking, Reading comprehension and Writing
2. Kerala University Verbal Group Test of Intelligence to measure the intelligence of the pupils
3. Attitude Scale for pupils to measure their attitude towards learning English
4. Socio-economic Scale to assess the education, income and occupation of parents.
5. Observation Schedule to evaluate the English language teaching at secondary level
6. Interview Schedule to find out the availability and use of library facilities in the high schools.
7. Checklist to estimate the facilities available in schools for the conduct of co-curricular activities in English and to check the extent of pupil participation in them.

The tools were prepared with special care and were administered personally by the investigator after conducting a pilot study for most of them, the details of which are given in the fourth chapter.

Statistical Techniques Adopted

The investigator resorted to correlation technique as the study is envisaged to find out the relationship of pupil and institution related factors with basic language skills in English. Pearson’s product-moment coefficient of correlation, partial correlation and multiple correlation were used for pupil related data and Spearman’s Rho correlation was used for the institution-related data.
Scope of the study

The skill based language teaching is gaining ground in the present language curriculum. The role of English language in education is decisive. The main intention of the study undertaken was to estimate the extent of association between pupil-and-institution-related factors and the basic English language skills. The findings of the study throw light on the actual capacity of secondary school pupils in English language in terms of the basic language skills which is very relevant and which is highly needed for remediation to ensure the required degree of efficacy in them. The study can broaden its arena taking into account all the pupil-related factors and correlating it with each of the basic language skills. All the school-related factors can be investigated on a state-wide sample which would empower curriculum reformers. The English language arts curriculum for primary level is being reshaped into an activity-oriented one. When the trend is extended to high school level, the findings of the present study can finger at the effete area.

Student-centred and an activity-oriented curriculum is the need of the occasion. Language classrooms should get rid of its monotony. The task of the teacher should not be tiresome. Above all the pupil should be relieved of the tension of the acquisition of the English language skills. Learning of English which is very pertinent in its global perspective, should ensue as a co-operative endeavour. The study undertaken concentrates on all these areas. Therefore the scope of the study is very extensive.

Limitations of the Study

The investigator took every precaution to make it possible to generalise the findings of the study to the population. However, the results of study should be
understood and interpreted, bearing in mind some limitations, which have crept into it.

A yearlong evaluation of the skill development of secondary school pupils would have been more relevant. But due to the limitation of time and the widespread of the sample the investigator abstained from such an endeavour. The sample could include standard VIII and X in its umbrella. An extensive evaluation of the language skills in English from standard VIII to standard X would also have been pertinent information.

Data relating to the pupil related variables were collected from a student sample of 500 randomly stratified representing the state, but data relating to institution related variables, instructional strategies and library facilities, were collected from a sample of 10 teachers and 10 school librarians or teachers in charge of the library. More samples could have been added in order to bring out a significant relationship with the development of language skills in English. But in order to effect the correlation possible with the mean scores such a measure was taken due to shortage of time. Perhaps this is the reason the relationship between institution related factors and language skill did not indicate a high correlation.

Acquisition of a language is influenced by many pupil related factors like personality, reading interest, use of leisure time and so on. But the investigator delimited the study mainly due to practical difficulties.

Factor analysis technique could have been adopted to analyse the data. As the study was carried with six independent variables on two groups of samples such a technique was not used.

The investigator presumes that the above stated limitations would not seriously intervene in the findings of the study. The investigator gave proportionate
weightage to validity and practicability. Therefore, even with these limitations the investigator expect that the findings of the present study would high light the problem areas in the development of language skills in English within the framework of the study and would help the policy makers and government to better the facilities to enhance skill development in English language. The coming century demand proficiency in this language as a pre-requisite to become an international citizen.

Organisation of the Report

The report of the study is structured into six chapters based on the nature of the materials presented in each of them.

Chapter One

The first chapter which is the introductory chapter, encompasses the background of the problem, the need and significance of the study, statement of the problem the objectives of the study, definition of key terms, variables considered for the study, methodology in brief, sample selected, tools used, statistical techniques adopted, scope of the study, limitations and organisation of the report.

Chapter Two

This chapter is a theoretical overview of language acquisition, the nature of each basic language skills and component skills and the interrelatedness of the skills.

Chapter Three

An account of literature and studies related to this area is included in this chapter.

Chapter Four

The methodology chapter details on the study in retrospect, details of the sample, description of the tools used, administration of the tools, the procedure followed, the
description of the statistical techniques employed.

Chapter Five
This chapter has information regarding organisation and compiling of data, for the purpose of the analysis and their interpretations.

Chapter Six
The major conclusions emerged out of the study, educational implications and suggestions for further research are flocked in this chapter.