CHAPTER - 1
INTRODUCTION

1.1 BACK GROUND

Nobody can deny the fact that English is the most important language in the world. A large number of people of Humanities, Science and Commerce use this language in their day to day working and their other fields. So, when we want to know what is happening in the world, he must have knowledge of English compulsorily. It is the only aim of teaching English in India so that students may be able to communicate with the speakers of English who are well versed in both the oral and written English language.

"Errors, like straws, upon the surface flow; he who would search for pearls must dive below."

- John Dryden

Languages have four skills and same is the case with English also. It also has four skills i.e. listening, speaking, reading and writing. Brown (2000) explained that if we want to get mastery over the language (English). We have to learn all the four basic skills. They may be learnt number wise like listening speaking reading and then writing. If the learner learns writing skill first, which is the last one he may face problems in learning and may commit so many mistakes while learning. In fact, in writing skill learner has to make sentences which are arranged in particular way to make a paragraph but still writing is the most difficult and tire some job.

According to Raimes (1983)

“First, it reinforces the grammatical structures, idioms and vocabulary that have been taught to students. Second, when students write, they also have a chance to be adventurous with the language. Third, when they write they necessarily become very involved with the new language, the effect to express ideas, and the constant use of eye, hand and brain is a unique way to reinforce learning.”
There is a kind of agreement that errors are significant in three different ways:

“First, they tell the teacher when he undertakes a systematic analysis how far toward the goals the learner have progressed and what remains for him to learn. Second, they give researchers evidences of how language is learned and what strategies and procedures the learners are employing in their discovery of the language. Third, they are unavoidable to the learner himself, because we can consider the process of making of errors as a devise the learner uses in order to learn. In other words, it is a way of testing the learners' hypotheses about the nature of the language they are learning.”

It is not a denying fact that mistakes are important in three different ways. First the teacher comes to know, how far the learner has achieved the goal to learn the language and what is left to learn. Second the learner gives grounds to the researcher, how the learner learns the languages and what scheme and procedures he is using in learning the language. Third, the mistakes are unavoidable to the learner, because we can think that committing mistakes is a part of process of learning. No language can be learnt without committing mistakes. In other words we can say that by this way learners hypothesis is tested in language learning.

1.2 LANGUAGE

People are enabled to express their fact, feeling, ideas and wishes through languages. It works as a tool to gain and preserve the knowledge of the world. The cultural identity of a linguistic community and individual personality of an individual is indicated through language. Each language has its own people, culture and customs. From language to language degrees of cultural similarity vary. So, between the families of same language, there may be no wider gap but it may be much wider between the families of different languages. They are different not only in cultural gap but also in variation of linguistic system. Therefore in learning or gaining a language from another linguistic family, internalization includes in addition to the linguistic features of the language.

“Language is the medium through which the child acquires the cultural, moral, religious and other values of society (Klein, 1986).”
So, every language plays a vital role in maintaining socio-relationship between and among the people of same linguistic community and of the various cultures and beliefs.

1.3 FIRST LANGUAGE AND SECOND LANGUAGE

According to Klein (1986) “a language is first if no language is acquired before by the person. Otherwise, it is second language. So the mother tongue which is learnt first by a child is first language because his language cells are empty and the language which is learnt or acquired after the mother tongue or first language is second language. In this reference the term second refers to the language which is learnt or acquired after the mother tongue. Thus it relates to the third or fourth language learning”.

Thus from the outlook of Indian language policy, Chaturvedi and Mohale (1975) have defined the term first and second language. According to them “the first language is taught to the child in the school from nursery or from class I onward and it is usually used as a medium of instruction at school level by the learner in the process of teaching learning and in his social communication. Usually the mother tongue or the regional language is called as a first language. The second language is that, which is taught to the child compulsorily when his primary education ends or when his secondary school education starts where the learner had achieved perfection in the first language and he becomes comfortable with the mother tongue or the first language”.

Learner process, the ‘word’ process which is very common in learning studies is used in two related meanings. It is related to both to the sequence of development i.e. increasing gradually and to the factors which decide how learning occur or take place.

Ellis (1985) expresses that “there are two types of learner’s process, cognitive or linguistic. Cognitive learning process has three divisions or kinds. Now, second language knowledge uses to internalize learning strategies. Production strategy are utilizes the learner's second language knowledge and communicative strategies are utilized when there is an interruption in the intensity caused by the need to
communicate a message for which the learner does not possess the resources of second language. They are general type of strategies in nature and acts between the linguistic remark and the language that is produced by a learner. Universal principle of grammar is involved with linguistic process with which the learner is provided congenitally. They provide learner a starting point. Then the job is to scan the statement to find out which rules of second language are universal and which are language-specific”.

1.4 LANGUAGE ACQUISITION Vs LEARNING

There are contradictions among the scholars about the acquisition of language and learning of language. Krashen's (1981) opinion is one among them. “He differentiates between an accession and learning. The one is related to the sub conscious processes of studying a language through exposure and latter is related to the cognizant procedure of studying it. This opinion adds if a language is incorporated in subconsciously through exposure in natural environment it becomes the cognitive process of acquiring knowledge. As per this opinion the process becomes acquisition if the language is internalized subconsciously through exposure. But contrarily, the process becomes learning when a language is internalized consciously through instruction in class room setting. But when a learner incorporates a language subconsciously, he cannot acquire grammatical competence but he may acquire communicative competence in a particular context and he may acquire grammatical perfection but not need of communicative perfection when he incorporates a language consciously”.

1.5 ACQUISITION PROCESS

Acquisition process of learning has two different approaches. Linguists like Chomsky (1975) and his followers consider that “language is not established by conditioning or learning. The language is achieved from the environment and not from the structure”. Psychologists consider that “behaviours and language are alike and they further state that both (corpus and structure of language) are attained from environment”. But both the approaches “agree in accepting the importance of the environment for learning language”.

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According to Klein (1986) “first language acquisition comes out when the learner is a child and does not possess language so far and now learns one language. Hence the learning process occurs in social in environment in several stages”. The studies of Dromi (1979), Ingram (1989), Redford (1990) unfold “the phases of learning mother tongue. Those phases are pre-linguistic stage, single word stage multiword stage and later word stage. In the later multi word stage unlimited numbers of sentences using their linguistic competence are produced by the children”.

1.6 SECOND LANGUAGE LEARNING PROCESS

Second Language acquisition (SLA) is related to “the internalization process of target language through exposure in social environment, where the original communication occurs”. The studies of Dromi (1979), Ingram (1989), Redford (1990) “unfold the phases of learning mother tongue. Those phases are paralinguistic stage, single word stage multiword stage and later multi word stage. In the later word stage unlimited number of sentences using their linguistic competence is produced by the children where the only meaning is focused by the learner, not the structure of second language. For example an original type of case is there and it is of tribal Indian man settles in London city. He does not know even a single word of the language of the place; but he manages to learn it through his irregular and isolated systematic social interaction with in broader society, whereas the second language learning is related to conscious study of a target language. The focus of learning is both on structure and on pragmatics of the target language”.

According Ellis (1985) “the second language acquiring is the subconscious or conscious course of action by which a language or a target language is acquired in a natural or tutored way. It includes the development of phonology tenses grammar and practical knowledge”. According to Chomsky 1975 “Language acquisition device (LAD) - acquisition of the language structure depends on natural recognition device. It is called as acquisition of language device that is in effect programmed; it accepts its surface structure of any natural language as input and to recognize its deep structures by virtue of similarity in natural language to a universal deep structure which human beings know naturally”. 
Hence, Chomsky considers that “a normal learner learns the grammar of his mother tongue within an amazingly short span of time”. This is not the case of behaviouristic learning theories maintained by Skinner (1957) meant for verbal behaviour so “one should accept that human beings are equipped with a language acquisition device which is species specific which differentiates man from species specific for language learning as opposed to the acquisition of other form of behaviour or knowledge. Many structural properties of grammar are natural and need not to be learnt because they are restructured properties of grammar. Thus item ‘C’ is the most important one in this context because it asserts that some structure properties of grammar are natural and they cannot be learnt. The latent components of grammar are served to activate the data, available to the child. The general form of a knowledge system is fixed in advance as disposition or an attitude of mind and the function of experience is to cause this general schematic structure to be realized and more fully differentiated according to Chomsky (1969). It is obvious that each new born child can acquire any human language and the natural structures of language must be common to all the languages. It is universal grammar which Chomsky asserts. However that differentiates Hindi and English must be different from the data which is presented before a child in the course of first language learning”.

1.7 COMPETENCE AND PERFORMANCE

“Linguistic creativity is the ability of a native speaker. He can produce and comprehend sentences of the language which is unknown to him and he had never heard before. He cannot make so many noble sentences which are grammatically correct. So he is capable to differentiate them from ungrammatical ones. This shows that he possesses previous inherited knowledge more than an accumulation of previously heard utterances. Chomsky (1996) considers that a native speaker has an unlearnt knowledge or natural knowledge about the structure of his language which directs him in his language use or when he uses his language. He calls this knowledge as linguistic competence. This is distinguished by him from language performance, the use of language by a native speaker in particular context”. Chomsky has given example of language performance and linguistic competence which is represented below:
1.8 SECOND LANGUAGE LEARNING THEORIES

Second language acquisition / Learning theories assert that “the acquisition of second language is largely decided by the structure of an earlier learnt language. The structures of second language which fall together with the corresponding structure are absorbed with great ease, happens due to positive transfer”. On the other hand, contrasting structure creates so many difficulties and gives rise to errors due to negative transfer or interference.

**Acculturation Theory**: Acculturation theory ascertains that “second language is established by the level of social and psychological distance between the learner and the second language culture. There are social factors like situation, social relationship with the target language group. Psychological factors like language shock, motivation and ego boundaries are equally responsible in learning/acquiring target language”.

**Monitor Theory**: Monitor theory throws light on “what the learner has achieved in learning target language. It deals with how much proficiency is there in target language learning. The learner gains perfection and competence in a target language in two ways i.e., subconscious possession and conscious possession of language learning. The first concentrates on only meaning not the structure while the next is related to the internalization of clearly express rules”. Under conscious control, according to Sawaki (2005) “the important point in this theory is that learning is always monitored through the efforts which are made by the learner. So that his
output of the language may be directed or controlled and he may correct it himself whenever it is necessary”.

Three conditions may be counted which determine the effective use of monitor theory:

1. Time: Enough time is required to use learnt rules.

2. Focus on form: The speaker must be into account the correctness of output.

3. Knowledge of Rules: The speaker must have knowledge of rules. The monitor deals with the rules in a best way, the rules are simple in two ways so that the learner may describe them with ease and complex movement reconstruction of sentence is not required.

1.9 LANGUAGE SKILLS

Language learning contains four skills which are: “Listening, Speaking, Reading and Writing (LSRW)”. The first two skills are used for speech or oracy and later two deal with literacy. In other words, to use these first two skills, the learner need not required to be literate one and next two skills (Reading and Writing) the learner is required to be literate one, only then, he can use these two skills: reading and writing. Listening and speaking skills are known as ready to receive or open to argument while the next two i.e. reading and writing deal with sending information. In this way, these two skills are designated with a label as productive skills. They can produce language to the learner.

Listening is acquired in advance to other language skills. Listening activity is “not just job of just recording the speaker's speech and to repeat them of a tape recorder as such. But it is an activity of making meaning out of spoken utterances”. Listening includes:

1. The systematic language sound.

2. To process and to construct sounds in the words.

3. Making meaning to the words and getting meanings from the words.
4. Ability to interpret and understand the speaker as such.
5. Ability to interpret and understand the speaker’s speech.

1.10 LISTENING PROCESS

According to Wolvin and Coakly (1991) “listening is a complicated multi-step procedure by which one can convert spoken language into meaning in the mind. They have discovered three steps in the listening activity, which receive, attend, and assign meaning to the spoken language. In the first step, the oral stimuli or the combined oral and visual stimuli are received by the listeners which are presented by the speaker. In second step, the selected stimuli are for concentrated on or attended on by the listener, while ignoring other distracting stimuli. In the classroom, students are surrounded by so many stimuli which are presented by the speaker”.

Further, Andreson and Pamela (1986) have established, “three phases or stages of listening activity. These are perception, parsing and utilization. In the perceptual stage of listening, the sounds of language are focused on by the learner, and are stored them in their economic memory. In the parsing phase of listening the words and phrases are used by the learner to make meaningful images or representations. The formation or structure of the words is recognized by them as meaningful units which they can store in short term, of memory. In the final phase or Utilization phase, long term memory is probed by the listener to connect what they hear with what they already know. Stored information is in the form of schemata. So, the quality of their back ground knowledge should be relied on”.

1.11 PROCESS OF ENCODING AND DECODING

For the art of communication, “encoder - the speaker and decoder - the listener are required. The concept or message is encoded by the speaker through a set of code. The concept or message is decoded by the listener from the code which is used. That is, on the one hand, the act of coding involves cohering the sounds into words, words into sentences in discourse. On the other hand, identifying sounds are involved in the act of decoding; understand speaking and their meaning and recognizing the rhythmic
aspect of the language or prosodic features like tone, intonation, pitch, stress, which were used by the speaker”.

1.12 LISTENING COMPREHENSIVE PROCESS

Richards (1990) identified “two way process of listening comprehension; which is called bottom up and top down process. Bottom up process is the use of incoming data. It is a source of information about the meaning of the message. The top-down activity is the use of background knowledge in understanding the meaning of a message”.

1.13 SPEAKER AND HEARER MEANING

It is common belief or opinion that “the meaning is provided by the speaker and received by the listener. In other words, meaning is conveyed by the speaker and received by the listener as such, but in certain contexts the listener is not in a position to understand the speaker's statement or utterances, because the direct meaning is taken by him (listener) instead of contextual meaning because the speaker's meaning is different from the listener's meaning. In communicative discussion, both the speaker and the listener’s co-operation is very important in sending and receiving meaning. If the speaker is diverted from the context, then the responsibility of listener is less than speaker's”. According to Segardahal (1996) “there are two types of meaning. One is constant linguistic meaning and another one is changing as per situation”.

Varying situational speaker-meaning (Segrdahal 1996)

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Hearer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic systems of sentences</td>
<td></td>
</tr>
<tr>
<td>Constant linguistic meaning</td>
<td></td>
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</tbody>
</table>
So in a given context, “one meaning is provided by the linguistic element, which is the constant meaning to the listener. In other context, the listener takes another meaning, contextual meaning, to the same linguistic element used in another context”.

1.14 SPEAKER- LISTENER POLARITIES

According to Asher (1979) “there are two tendencies or polarities on which communication event is dependent, i.e., the speaker and the listener. These polarities are very essential for the occurrence of communication, without which no communication is possible. In fact, communication is an act of starting between two individuals. They exchange their views or knowledge through it. For effective communication both the speaker and the listener should be equipped with the language competence, only then effective exchange of information is possible. Meaning there by the equal competence between the speaker are the listener is required. Any shortcoming in the linguistic competence of the listener and the speaker would spoil the communication. So both the attributes and polarities should be more or less equally equipped with the linguistic competence or proficiency of that language so that effective communication may take place”.

1.15 TYPES OF LISTENING

According to Galvin (1985) “there are eight stages/phases of listening with due general purpose.

1. Transactional Listening- Acquiring new information (speeches, debates, Political conventions).

2. International Listening- Recognizing Personal element or factor of message like (new pieces of speech, or report).


4. Recreational Listening- Appreciating random or integrated aspects or events.

5. Listening for Appreciation- Information making critical discrimination or selection.
6. Selective Listening- selecting certain features at a time (Phonetic features).

7. Intensive Listening- for detailed (vocabulary, Grammar)

8. Extensive Listening- General idea, Stories, Rhymes, Songs

Some of the types of listening are described as follow:

**Listening for Information** - According to Mc Mahon (2002) “the speeches of the candidates for public office, Political debates and proceedings at political conventions etc, presented on Television, particularly, to carry information's pertaining to national and international level of the world affairs. We can find answers to the problems through informative listening, directions may be got, news of current interest may be heard, and other's opinion may be got. The food for conversation and examples for the expansion of ideas, speeches, letters and in other writings is provided by it (Listening for Information)”.

**Critical Listening:** The critical listener must remain the main target. He should not move with emotion or subjective feelings. He should be judged on the basis of information and facts, discriminatory facts from opinion are also involved in critical listening, like detecting prejudice and biasness, sensing the speaker's detecting purpose or objectives. The term critical listening is meant a questioning attitude, analysis and judgement of spoken material which is equivalent to, critical reading of written material

**Listening for Appreciation:** The listening increases our enjoyment through radio and T.V. Programs. Listening for enjoyment not only minimises our tension in our daily life but also increases our experiences and expands the range of our enjoyment and entertainment. We are enabled to increase the use of our own language, by the close attention.

**Selective listening:** In the techniques of selective listening, the listeners only concentrate on particular words or features at the same time. So, the listener listen only one feature or a set of features. Then, all the features of a language should be listed properly by one. It should be systematic. The features of selective listening are:
a) Phonetic Feature

b) Vocabulary

c) Grammar (i.e. Morphology and syntax).

**Extensive Listening** - Through extensive listening, a plenty of opportunity is given to the listener so that his listening skill may be developed in a natural way. The listener follows the meaning as such only, simply because he is interested in getting information or getting enjoyment. So, stories songs T.V. advertisements, poems, fairytales and legends are good examples of extensive listening.

**Intensive Listening** - The teacher must give his students training of intensive listening, if he wants to train the listeners to have the ability for detailed comprehension of meaning and to get them particular features of languages such as vocabulary, grammar pronunciation; the listeners must be trained in intensive listening practice”.

1.16 RELATIONSHIP BETWEEN SPEAKING AND LISTENING

According to Curran (1976) “Speaking and listening are mutually dependent activity. There should be a listener at least for the activity of speaking, an individual or an audience. The speaker, when he speaks, he has some objectives in his mind. So speaking includes conveying meaning after using a code, and listening involves understanding the meaning with help of code what has been used by the speaker. It is a one-way transaction, or one way listening, the feedback is not received by the speaker. But if it is an interaction, two-way listening, the feedback from the listener is received by the speaker. In transactional or communicative discussion, sending-receiving and receiving-sending are the substitute of a remarkable development. The relationship between speaking and listening is formally represented as follows:

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1.17 PURPOSE OF LISTENING

According to Wolvin and Coakley (1985) “every activity or process, which is committed by an individual or a group, has an aim or purpose. There is no action in the linguistic society which has no purpose, they have classified five specific aims and objectives of listening as :-

1. Discriminative Listening

2. Aesthetic

3. Efferent

4. Critical

5. Therapeutic

1) **Discriminative Listening** : People listen to different sounds, and sensibility is developed to non verbal communication. Teaching of different kinds of tape recorded, sounds of animals, common household noises etc are included in teaching discriminative listening.

2) **Aesthetic Listening** : Aesthetic listening is listened by the people, generally for pleasure, a speaker or reader when they listen for enjoyments or
entertainment. It is a pleasing activity to listen to someone's reading stories aloud or reciting a poem.

3) Efferent Listening: A message is listened to understand efferently by the people. Many instructional activities require this type of listening, especially in their cycle. The speaker’s purpose is determined by the students and then information is recognized which they listen to in order to remember them. There is one typically efferent strategy that is note taking, which is taught in secondary or senior secondary level.

4) Critical Listening: Critical listening is an extended efferent listening. As in efferent listening a message is sought to understand by the listener for detecting propaganda devices and persuasive language. People use critical listening to listen to debates commercial or political speakers and other arguments. So listening occurs when people want to get information and then evaluate it (message).

5) Therapeutic Listening: A speaker is allowed to listen through a problem. When there is some problem, people seek listening as remedy. Children and adults, serve as a systematic listener for friends and family members. Although this type of listening has much importance, but its appropriateness is less for the learner”.

1.18 SUB-SKILLS OF LISTENING

The large numbers of sub-skills are included in each skills of language. They are varying in value as per situation, from one situation to another. According to Rost (1991) “there are two kinds of clusters of micro-skills of listening: Enabling skills (those employed in order to percept or experience what is said by the speaker and interpreted what intended to mean) and Enacting skills (those who employed to give response appropriately to the message or statement of the speaker).

Enabling Skills

Perception

Recognizing prominence within utterances, including:
- Discriminating sounds in words, especially phonemic contrasts.
- Discriminating strong and weak forms, phonetic change at word boundaries.
- Identifying use of stress and pitch (information units, emphasis, etc.)

**Interpretation**

Formulating content sense of utterance, including:
- Deducing the meaning of unfamiliar words.
- Inferring implicit information.
- Inferring links between propositions.

Formulating a conceptual framework linking utterances, including:
- Recognizing discourse markers (clarifying, contrasting).
- Constructing a theme over a stretch of discourse.
- Predicting content.
- Identifying elements that help you to form an overall schema.
- Maintaining and updating the context.

Interpreting (possible) speaker intention, including:
- Identifying an 'interpersonal frame speaker-to-hearer.
- Maintaining charges in prosody and establishing (in) consistencies.
- Noting contradictions, inadequate information and ambiguities.
- Differentiating between fact and opinion.

**Enacting Skill**

Making an appropriate response (based on the above) including:
- Selecting key points for the current task.
• Transcoding information into written form (for example, notes).
• Identifying which points need clarification.
• Integrating information with that from other sources.
• Providing appropriate feedback to the speaker (Rost, 1991)’’.

1.19 DIFFICULT FACTORS IN LISTENING

Researches have been made over the year to find out “which factor contribute to make a particular listening passage difficult or easy for comprehension”. Brown (1986, 1995) and Rubin (1994) have given the most notable work among others. Rubin's excellent review of listening identified characteristic, “which affect listening-

• Text characteristics
• Interlocutor
• Task
• Listener
• Process”

Brown has given a brief synopsis here by way of illustrations “which are related to text itself. It has been shown that a listening text will be easier.

• If there are few speakers and objects.
• If the speakers and objects are distinct and different from one another.
• If the order of events telling the nature, (the order in which the event occurred).
• If the inferences called for are those that one would have predicted.
• If the context of the text fits with what the listener already knows exploiting and existing schemes”.

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1.20 TEACHING LISTENING COMPREHENSION

Generally, “a teacher is listened by the students in classroom situation, who gives or issues instructions or directions to the students during discussion and to someone who is reading stories and poetry loudly. Listening is not ignored, but they require teaching learning strategies or instructions. There are two methods of teaching learning. The first one is called **teaching linguistic subtlety** like phonemic variations, discriminations of similar sounds in words, recognizing word boundaries and distinguishing grammatical and lexical items in a sentence etc.

The second one is **teaching**, how to listen to a context, how to derive meaning for an unfamiliar words, how the theme is recognized over a discussion. These two methods are very important and they cannot be separated because they are inseparable for teaching of listening comprehension. If any mistake occurs in teaching either of this method, its effect will be seen in other skills of language”.

1.21 SPEAKING SKILL:

According to Bygate (2000), “speaking skill is more complex than listening. This skill belongs to creativity. Besides knowing the language the speaker should have an idea in his mind which he wants to express in conversation or answering the former speaker. The activity of speaking includes:

1. The knowledge of grammatical and cultural and lexical features of the language.
2. Ability to utter without grammatical mistakes
3. To use where, when, why, what, and how
4. Using correct pronunciation and capability of presenting the things in understandable manner etc.”

1.22 PROCESS OF COMMUNICATION

If one wants to define the term 'communication', he can define it as the process through which he can convey his inner speech to others. This process
can be termed as human communication or oral communication. The process of communication holds eco-balance, Co-operation, tolerance, and brings the people in a common line.

According to De lauguna (1927) “Speech is the great method through which it brings human co-operation will have to speak to, only then co-operation is possible. Meaning there by, speaking co-ordinates and correlates the diverse activities of man each other for the attainment of common and mutual ends.

The complete communicative process is a classified arrangement of the different portion of communication. They are as follows:

a) Intended Message
b) Encoder
c) Signals
d) Decoder
e) Received manage

To explain the above portion in nutshell, it can be thought that the deliberate message can be intend ideas and feelings of speaker who wants to communicate. The encoder is a person who has a deliberate message in the shape of words and sentences (Keith, 2006) Signal is a devised message which is transmitted in shape of mechanical motive, channel is the medium through which the signal is travelling. Decoder is a person who is receiving communicative signals into meaning and ideas. Received message is the result of decoding communicative signals. Biologically, speaking after receiving message, the nervous system of the receiver is activated and subsequently it starts interpretation, and appropriate meanings are given to the received codes to make the communication activity a complete one.”
1.23 COMMUNICATIVE COMPETENCE

The term ‘communicative competence’ is viewed by Hymes (1961) “as the competence in communication. All the modes of competence in linguistic behaviours by speech community are covered by it. Both social and grammatical behaviour are included by this”. According to Hymes (1961), “the term all modes of communication, can further be explained or interpreted as language competence. It has total comprehension and total verbal exposition in all modes of society. It includes group interaction- interpersonal interaction including different dialectal areas. The nonverbal behaviour which has cultural compatibility will be comprehended by the verbal exposition. So it is obvious from the above, that two different kinds of competence namely, grammatical competence and communicative competence can be thought by one”.

According to Richard (1983) “the term grammatical competence is one, which one can achieve by way of exposing oneself both to the structure of the language, where as communicative competence can be achieved by exposing oneself both to the structure of the language as well as social behaviour which swivel round certain conventional rules as put forth by the society, he stated that linguistic competence is a part of communicative competence which is explained through the diagram
Hence, commutative competence is not just connected with the silent or tacit knowledge of language structure but it can be exposed through performance in producing and understanding an infinite set of sentences in real day to day life situation using the social experience”.

1.24 TEACHING/LEARNING SPEAKING

According to Barns and Seidlhofer (2001), “the development of spoken language is not meant for expressing the structure of language but, the development of pragmatic usage in addition to the development of pronunciation, constructing words, phrases sentences and discussions are involved in the development of spoken language. Discussion in acquiring target language plays an important role. The teaching of target language accomplishes when the learner is told how the target language works in discussion”. According to Barns and Seidlhofer (2001), “learning speaking involves developing perceptive and detailed knowledge about why, how and when to communicate, and complex skills which produce and manage interaction such as to ask questions or getting in turn. The applied linguists view it commonly that the target language is acquired like the first language or mother tongue is acquired. The phases of the learning, speaking skills of second language are identical or like learning of speaking mother tongue. The learner encounters the problems in the activity of learning perceptive and detailed knowledge; reveal the gradual development of spoken language. The aims and objectives of learning perceptive and detailed knowledge reveal the gradual development of spoken language. The aims and objectives of learning second Language accomplishes when the learner uses with real people for real purpose”.

1.25 COMMUNICATION STRATEGY

Communication strategy is a systematic attempt in which the learner makes an effort to express or decode meaning of the target language in the situations where the appropriate systematic rules of target language are not followed. The systematic target language rules are not formed even. Earlier, Tarone and
colleagues (1976) called it as “production strategy”. Ellis (1985) explains, "Communication strategies are known as psycholinguistic plans which exist as part of the language user's communicative competence. They are potentially alert and they serve as substitute for production plans which the learner is unable to implement" In the process of acquiring speaking, some kind of strategies like drawing, self repairing, semantic avoidance are adopted by the learner to conceal their linguistic, inadequacy and to learn the task of communication”. The learners have adopted different typologies for different types of communication strategies. Various scholars Tarone, (1983), Blalystock, (1994) Fzerch and Kasper (1980) have formulated or framed new strategies for the learners.

Cook (2001) states that “some strategies are adopted by the learners when they try to express ideas just beyond their current level of functioning target language, further, he says, the learning will be enhanced by the communication strategies of second language learners and the learners strategies show that the learners are facing linguistic problems in the activity of learning. The inter-lingual and intra-lingual activities are used knowingly or unknowingly by the learners to convey their messages to others. But, they cannot convey the message to other because they are linguistically inadequate, while using the strategy; they are satisfied, assuming that the meaning has been conveyed by them completely to the questions which the researcher asked. The strategies are adopted by the learner whenever they encounter problems at all the stages of language like phonological, syntactical and discussion.

Further, Cook considers that the conceptual strategies are not the same as those in native speech when the speaker does not recall the word which he wants to use. That is while talking about the parts of his car which require to be repaired by a mechanic; he says that the oil is dropping from the sort of junction in the pipe behind the engine. This is called an analytic strategy. He is allowed by this strategy to communicate without knowledge of correct words. This does not mean that the strategy is adopted by the speaker, not
because of his linguistic inefficiency, but the strategies which the second language learner followed, are different from the native speakers’ strategies which were cited above”.

1.26 LEARNING STRATEGY

According to Tarone (1983) “Learning strategy is an effort or an activity to develop linguistic and sociolinguistic competence in the second language. The learner who has adopted the strategy of learning is different from communication strategy. The learning strategy of the learner varies from learner to learner”. But O’malley and Chamot (1990) have elaborated “three types of strategies which were used by the second language learners.

1. Planning and thinking about learning, such as planning one's learning, monitoring one's speech or writing and evaluating how well one has done, is included in meta-cognitive strategies.

2. Conscious ways of tackling learning, for example note making resourcing (using dictionaries and other resources) and elaboration (related to new information to old) are included by cognitive strategies.

3. Interaction with other people around us can be known as social strategies, for example working with fellow students or asking for teacher's help”.

1.27 STRATEGY PROCESS

We can use strategy in an inter-changeable manner. Strategy “brings up the way; the learner reaches a certain usage at a specific point of time. The activity is used with reference to the systematic series of steps by which the learner reaches at the same usage overtime”. Blalystock “differentiates the activity from strategies by the criteria that are optional. Because the activity is optional strategy's so optional mental activities are there”. Fravefelder and Porquerer (1979) have “classified the procedure as universal, strategies are optional mechanism which is used by the individual learner of second languages learner. The procedure has been elaborated by other researchers as continuous development which involves so many changes”.

To explain the above portion in nutshell, “it can be thought that the deliberate message can be intend ideas and feelings of speaker who wants to communicate”. According to Keith (2006), “the encoder is a person who has a
deliberate message in the shape of words and sentences. Signal is a devised message which is transmitted in shape of mechanical motive; channel is the medium through which the signal is travelling. Decoder is a person who is receiving communicative signals into meaning and ideas. Received message is the result of decoding communicative signals. Biologically, speaking after receiving message, the nervous system of the receiver is activated and subsequently it starts interpretation, and appropriate meanings are given to the received codes to make the communication activity a complete one”.

1.28 READING SKILL:

Reading is called “an ability to understand written symbols which contain recognition and comprehension skills”. According to Ykbulut (2007) “to do the job of reading one should require:

1. The knowledge of the language
2. The knowledge of writing system.
3. Ability to recognize the speech or sound of speaker
4. The ability to interpret and comprehend the text etc.

According to Ykbulut (2007) one's knowledge is improved by reading activity, and it goes to towards the academic success of a learner because it is an important tool of getting success. While reading, a reader goes through the text and converts the content into an ordinary language and find out meaning from the text.

Reading is known as one of the skills and one of the gateways of acquiring knowledge of the world. Generally, people consider it as a passive skill, but today, it is known as an active skill. The academic success of a person is decided by his reading ability. The child's education cannot be thought complete if he is not equipped with reading ability and the ability to understand, the ability to interpret the content properly Child's intellectual progress is strictly incomplete, if he is not able to read the content or subject matter properly. So reading is called a good source of self education. By reading a person can get information of all the new knowledge,
literature and the science of the world. The person who is unable to read cannot come to know what is happening in the world.

Reading is an activity which is very complex and conscious. In this activity of reading, written symbols, meaning and ideas are obtained or achieved. But to get complete understanding of the text, the background knowledge of the learner is important. The experts in the field of reading have defined this skill differently. So, according to them the definition of the skill is quite different”.

According to Betts (1966) “Reading is a thinking process. Undoubtedly, thinking is an essential factor of the process of reading. But thinking is not reading process in itself”. According Good Men (1970) “The purpose of reading is the reconstruction of meaning. Meaning not in print but it is the meaning that the author beings with when he writes somehow the reader strives to reconstruct this meaning as he reads. So reading includes all the process of comprehension which is required to arrive at the reconstruction of the meaning of the author”.

Jenkins (1973) includes “a new dimension of this definition when he writes about reading. Reading has been defined as an act of responding to printed symbols so that meaning is created. It has long since been recognized, however, that getting meaning from the printed page is too limited as a definition of reading. Bringing meaning to the printed page indicates more accurately the reciprocal process between the printer symbols and the mind of the reader. To construct meaning is another form of thinking. Analysis is involved in reasoning and problem solving. It is also involved in discriminating, judging evaluating and synthesized. The past experience is the source of these all mental processes. So, the reader must scrutinize the material in knowledge of his own experience. Any definition of the reading process, there must be involvement of interpretation and evaluation of meaning and construction of meaning”.

Widdowson (1979) states that “reading is the process of getting linguistic information ‘via-print’ through reading; the information conveyed by the writer through the print medium is retrieved by the reader. There is no need to mention here that the amount, which is recovered from the printed matter, it may be
different from reader to reader. Here there is a need of some specification about the amount of information which is got by a reader from the text, written content gives linguistic meaning as well as contextual meaning. Linguistic meaning includes represented information and it is called literal or actual information. The Socio cultural and intentional meaning, incorporated in the text is involved in the contextual meaning. A literal meaning may be accessed by an ordinary reader whereas to pick out the pragmatic or practical meaning from the encoded matter, one must possess too much the reading contents. Both the literal and pragmatic meaning can be picked out by efficient reader from the text”.

1.29 PSYCHOLOGISTS AND SOCIOLINGUISTS VIEWS OF READING

Reading is considered by the psychologists “a guessing game” and “a type of thinking activity”. “All these aspects like perception, recognition association, understanding, organizing and finding are included in reading activity. So the reading activity is very complex in nature and it is related to mental ability of the reader. Therefore reading is considered psycho-linguistic activity. The writer starts it with a linguistic representation, encoded by him and it ends up with meaning which is constructed by the reader. Thus language and thoughts are inter-connected, as this is an interaction between language and thought. Through the words, the thought, in the shape of language are encoded by the writer. If the reader is not in a position to interact with words, the meaning cannot be picked out and it will be lost”.

According to Socio-linguist’s opinion, in the decoding process the reader's experience interests and efforts play a vital role. When a process is started by the reader to end, he feels comfortable, and easily in a position to understand meaning. So, he “finds out meaning and the information is matched which he got from the text with that it is within his stock of knowledge he possesses”.

1.30 READING PROCESS

Reading is a “visual process”. It is “the ability to see symbols clearly with the eyes. It is a perceptual process, precepts meaning that our thought process is able to take these symbols and interpret them with meaning. It is an experimental activity because
mind will not be able to explain meaning to the symbol that we see, without experience. When we take meaning to the printed page reading comes about”. According to Berg (1971), “reading is not just the process of getting meaning from the printed pages”.

It is transitive activity in which the meaning or representation is negotiated by the reader. During reading, the reader does not understand the meaning from page, but “it is a complex dealing between the text and the reader which is shaped by the immediate situational context and broader socio-linguistic contexts”. According to Weaver and Cohn (1988), “the readers knowledge about the topic, the reader's purpose of reading and other factors or aspects related to the saturation are involved in the immediate situational context. The immediate situational context considers it as a part of the reader’s knowledge about the topic. The reader’s purpose of reading and the other aspects relate to the situation. Broader socio linguistic context involve the community of the language with which the reader belongs to, and closely it is matched with the language which is being used in the text of contents, the reader's culturally base an expectations about reading and what are the reader's expectations about reading which is based on his other previous experiences”.

The Reading Process (Weaver and Cohn, 1988)

1.31 BOTTOM UP AND TOP DOWN PROCESSING IN READING

In the case of reading like other cognitive process, psychologists have differentiated two kinds of process. They are known as “bottom up” and “top down” processes. In bottom up process, “the stimuli are taken from outside world-letter and words for reading and they deal with the resources to higher level knowledge”. On the other hand, with “top down process, the individual's prior knowledge and expectations guide the uptake of information”. According to Teriman (2001), in many situations “both processes bottom up and top down processes work together to ascertain the accurate and rapid processing of information”.

1.32 READING AND READING SKILL

Generally, reading is “an ability in which the meaning from the printed or written words is decoded by the reader”. In the activity of reading, “the reading skill of the reader is employed by him, to get the meaning”. According to the linguistic competency and background knowledge of the reader, “the degree of reading skill varies from person to person or it differs among the persons as per their background knowledge or linguistic competence. However the following are important elements of reading skill.

1. Recognition of the graphemes.
2. Recognition of the correlation of graphemes within words.
3. Recognizing word boundaries and sentence boundary.
4. Recognizing the meaning of words and its relationship in sentence.
5. Recognizing relationship between and among sentences in a discourse.
6. Deducing meaning of unfamiliar words
7. Inferring implicit and explicit information and ideas of text, etc.”

1.33 READING COMPREHENSION

Reading means “reading with understanding”. In the process of reading comprehension, “one does not decode the printed words as such but the reader decodes them by using his linguistic competence, Socio-linguistic and existing
knowledge about the topic”. Reading is known as “not merely decoding activity of the writers' meaning but also it is the process which is more than that. So, sometimes the reader goes beyond that or does not understand anything from the written material”.

It is the fact, that the internal and external factors can decide one comprehends ability. The internal and external factors include “what the reader knows about the language, motivation how much the reader cares about the job in hand and what is his mood about reading) schooling and accumulated reading ability and how much perfection is there in his reading. According to Mendelsohn and Rubin (1995) “all these things are included in the comprehending ability of the reader”.

Under the external factor, there are some factors “which are added like the element on the printed page, the qualities on the reading environment factors related to textual characteristics like text reading ability and text organization, these above mentioned elements include under the external factors. Further, the factors like teacher activity which is comprised what a teacher does before, during or after reading, are included with the qualities of reading environment in order to help the students to understand the information found in the text. Moreover the way of reaction of the peer groups to task of reading and the general atmosphere in which the reader completes the reading task is also comprised”.

1.34 TYPES OF READING

Reading may be categorized into two parts – “oral and silent reading, informational and recreational reading, observational and assimilative, reflective and creative reading”. Ykbulnt (2007) has categorized reading “as per its ‘form’, ‘purpose’ and the ‘psychological activity’ which is incorporated in it, on the basis of ‘form’, ‘purpose’ and the’ psychological activity’ which is incorporated in it.

1. On the basis of ‘form’, there are two categories of reading which is oral and silent reading. The reader who reads either for himself or other.

2. On the basis of the factor ‘purpose’, we can categorise reading as recreationary or leisure reading and informational or educational or professional reading.
3. Further, on the basis of ‘physiological process’, we may categorise reading into four types:

(i) The first one is observational reading, where the reader makes note of what the writer intends to write but makes no special efforts to analyse it or to remember the words or ideas.

(ii) The second one is assimilative reading, where the reader tries to understand fully and remember what he reads.

(iii) The third one is reflective reading, where the reader reads with a critical attitude.

(iv) The last one is called creative reading, where the reader tries to discover ideas so that he can use them subsequently in oral written expression.

In another way, reading is classified as skimming, scanning extensive and intensive reading. 1. Skimming involves quickly running one's eye over a text to get the risk of it.

2. Scanning involves quickly going through a text to find a particular piece of information.

3. Extensive reading is nothing but reading longer text usually for one's own pleasure. This is a fluent activity, mainly involving global understanding.

4. Intensive reading involves reading shorter texts to extract specific information. This kind of reading is otherwise known as reading for details’.

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![Classification of reading](image)
1.35 SCIENCE OF READING

Reading is a fairly new science; so many researches in the field of reading have been made by the people in the previous years, like other sciences which are having a long heritage of research. The first research on science of learning reading took place in 1879 by Javal. The eye movement in reading was studied by him. He further “invented that the eyes move in distinct jump across the line of print which does not happen in reading. Sweeping of eyes is not possible in this activity so smoothly. It is also discovered that it moves and with a pause it again moves and then stops. It indicates that the eye concentrates and stops and then it sees on what it stops. Then it moves further to the next word and pauses again. The eye keep moving and stopping as many as five or six times in the whole line of print. There is a return sweep which is noticed after this activity. The eye repeats the above written activity again and again”.

Duration fixation can also be noticed in this activity. Duration of fixation means, “the duration in which the eyes remain static during a fixation. The eye must remain still for the process of recording words. After words, they jump to the another points and there is a duration of fixation, in this way the activity goes on, an average the length of such fixation in which the words are being looked at is approximately 1/8 to ¼ second”.

1.36 EFFECTIVE READING

According to Berg (1971), “the reader’s proficiency depends upon his linguistic competency, back ground knowledge about the subject and words used in the text. A person who is a successful reader, only he can handle a large amount of written material. The following written are characteristics of a successful or an effective reader possesses. A reader who

1. Has purpose

2. Can concentrate

3. Comprehend or has the ability to understand what he reads
4. Remembers or recalls what he reads.

5. Possesses a good vocabulary

6. Can read rapidly but depending on material”

Further Berg (1971) says that “the mark of the effective reader is knowing how the right combination of skills for a particular purpose should be selected. The effective reader knows how the rate of reading is a co-ordinated reaction to purpose and difficulty can be changed. This skill is known as flexibility. A reader who is flexible is always goal directed. He knows how to skim for pre viewing article prior to read, and he knows how to scan for specific information in a selection. He decides it just from an over view of the text, whether it should be read quickly or at a normal rate or thoroughly”.

1.37 POOR READING

One who is unable to recognise word and deducing or picking out meaning his reading capacity gets fail normally. Besides this, the recognising words and written subject matter knowledge, also direct the reading ability of the reader. According to Berg (1971) “the causes of poor reading habits are as follows:

- lack of effective techniques
- lack of effective practice
- not a direct translation between word symbol and comprehension; word is compared to one in the more common spoken language
- insufficient background
- technical details which demand a slower reading and
- Visual problems”

1.38 TEACHING/LEARNING READING

One cannot become an effective or fluent reader till he enters into the school. To become an effective reader, he has to cross some stages; generally learning reading has been classified in some stages. In first stage the alphabetic orders ABC to XYZ
are taught to the learner. Then he starts learning to read its combination like h.e. s.h.e. In the third stage the learner is learnt to read the words and words combination. He learns the words with other words in a sentence and tries to understand its meaning. In the fourth stage he starts comprehending the discussion. Only at this stage his both knowledge linguistic and socio-linguistic knowledge are used to understand the text completely. Learning of reading is a conscious activity. It is taught to learn the child with intention. However different methods are used to teach the child learning reading in the school curriculum. According Hancock (2003), “these are classified like :-

1. Alphabetic method
2. Syllabic method
3. Word method
4. Phrase method
5. Sentence method
6. Story method and
7. Phonic method

In **alphabetic method**, the student is taught names of the letters in alphabetic order and then, combination of two and more letters. Then, the combinations of the words are taught to the learners in a sentence. In the **syllabic method**, the teaching the unit is the syllable, it is not the letter. To frame the sentence, one uses syllables directly or indirectly to combine syllables. In the **word method**, word is the teaching unit and in **phrase method**, phrase is the teaching unit. In **sentence method**, it is the sentence that is teaching unit. In **story method** the story is taught to the students in four or five sentences which are explained with the pictures. The students are taught to learn story on the basis of memory and then the students read it. Then the sentences are recognized by the students and they recognize words. The last one is the **phonic method**. This method is based on phonology and one can use it with the alphabetic method. The sounds of letters are teaching unit here. However it can be said that every method contains its own merits and demerits.”
1.39 WRITING SKILL

In writing skill “through writing one’s written thoughts are conveyed through written symbols. It is a difficult activity. The writing skills add:

1. The ability to make the letters.
2. Ability to convert the idea through written symbols.
3. Capability to write without grammatical mistakes.
4. Capability to write and organize the content in readable manner etc.

All these four skills of language are the ground of communication which establishes conversation between the speakers and listener. Hence they make the base for the language proficiency and the ability to use the knowledge in different ways.

Writing is an activity that is planned conscious and deliberate. A mono lingual is a person who knows only one language. He can read, write and speak only one language may be that is mother tongue only. A bi-literate person or multi literate person is that who can read and write more than one language. A literate person can express ideas of his heart through writing. So, it can be said that a person can be literate in one language and can be illiterate in another language. If he wants to be literate in another language he must learn the written mode of that language. For acquiring written form of second language i.e (L2) besides his mother tongue or first language (L1), an extra ability is needed along with time, because to learn second language is a very time consuming job and it requires hard labour to learn that language. To learn writing in his first language or (L1) mother tongue there is no need to learn words and their meaning but linguistic semantic relationship is needed.

Thus one can express his inner ideas into writing without any kind of obstacle. If one has literacy skill in (L1) or mother tongue he can co-relate the sounds with written symbols and to sequence the written symbols into words and words into sentences and cohering the sentence into meaning and ability is needed to organize them in a readable manner. But for learning writing of (L2) the target or second language each and every linguistic elements is required to learn deliberately and consciously through
instructions or proper guidance. Further, experience in learning L1 or mother tongue is all together different from learning target or second language or L2. In the process of learning L2 writing the previous experience of learning writing L1 or mother tongue creates hindrance throughout the way. But in learning of mother tongue or first language (L1) of writing there is no such experience which creates an obstacle in the way”.

1.40 DEFINITION OF WRITING

People regarded writing as one alternative medium of language because permanence to speech is provided by it or it makes the speech permanent. The view of language is inherited in applied linguistics as speech and writing are like an orthographic. Many people opine or imagine the writing is an accurate representation to speech. Lado (1964) points out that “writing is graphic representation of a language. Pictures or symbols do not constitute writing unless they form a system representing the units of language and those patterns can be grasped by the reader. The message is conveyed through the written medium by the use of conventional graphemes. It is a universal activity through which an authentic communication takes place”.

Elbow (1981) puts “writing as a kind of ‘magic’ that can be performed by any one who is involved in and believes in his tale. It implies the fact that the mental representation by means of lexical manipulation is given in the form of script or marks in the process of writing. The process of translating the abstract ideas into a concrete form is the art of writing (the abstract into concrete). This takes place in the process of transforming the abstract sounds into concrete scripts. Therefore it is an enigmatic one, which is otherwise called as magic”.

Sampson (1985) says “writing is a system for representing utterances of spoken language by means of permanent visible marks. The phrase ‘visible marks’ does not include the ideas which are conveyed through artistic drawing and painting. Visible marks are the graphemes of language which form words and sentences. Through this mode, one's idea or his inner speech is conveyed properly. Hence, it is a permanent mode. Using this mode, knowledge and information can be preserved”.

Bloomfield (1993) observes that “writing is not language but merely a way of recording language by means of visible marks. It needs a systematized form by
making use of the components namely graphemes vocabulary, syntax, etc. so as to make a decoder understand it clearly. Language is a storehouse of knowledge having many dimensions of production and reception, so a standard system is needed to record a language in coded form. Writing is a form of encoded symbols in the form of print or impression”.

1.41 WRITING AND WRITING SKILL

Writing the final result is a writing skill. It depends on the writer’s ability, how the writer makes use of writing mechanics. Writing is a permanent one and writing skill is short lived or passing activity. The use of writing skill is depended upon “the mental ability and language proficiency of the writer”. It is not necessary that writer can produce the same type of work which he produced a few years back because the writer realizes the external experiences by his five senses and he develops or undergo some changes, because this is the backbone of writing skill, the results also change accordingly. The new themes are learnt by the writer every moment so, “the new knowledge makes him to change his views and approaches when he is practicing, the writing skill”. Because of this, he is able to steer or imitate the language in written medium in an innovative fashion.

This is the reason his writing style changes in various forms or shapes. In many cases it has been observed that writer’s later works are better than that of his earlier works. In new writings, he has obtained the experience which cultivates or educate him techniques to reveal the form of writings. But the changes that take place in the handling of the writing skill don’t necessarily carry the positive results. In other words the writer uses new techniques do not give him positive results necessarily. Sometimes due to loss of conceptual discussion or his inability to find out correct words in right content may also take place. There is an example quoted from the life of Jeremy Bentham who is the father of law that he used to write clearly well during his earlier years. But as he grew older and years went by, he gradually lost his sense of style and his latter works became so difficult that they could not be read. But so far as the case of Shakespeare is concerned his latter plays are mostly comedy and matured plays which are enriched with his style and theme. So it can be concluded
that writing skill is not an inactive one but it is an ever changing process. The writing skill involves so many sub skills, “they are as follows:

1. Mechanics - handwriting, spelling, punctuation
2. Word selection - vocabulary, idioms, tone
3. Organization - paragraphs, topic and support, cohesion and unit
4. Syntax - sentence structure, sentence boundaries, stylistics, etc.
5. Grammar - rules of verbs, agreement, articles, pronouns, etc.
6. Content - relevance, clarity, originality, logic, etc.
7. The writing process - getting ideas, getting started, writing drafts, revising etc.
8. Purpose - the reason for writing, justification”

1.42 LEARNING PROCESS OF WRITING

Learning of writing is conscious and non spontaneous process but it is acquired or learnt. People regard learning of writing as to learn the mechanics of translating, either speech in writing or meaning into visual symbol. Lado (1964) states that “learning to write a foreign speed language is learning to put down at speed a greater than that of drawing the conventional symbols of the writing system which represents the utterances in the mind of someone. Further, learning process of writing has been divided in five stages like:

1 Prewriting
2 Copying read texts
3 Transcribing
4 Compositions and Literature

The task to prepare the student depends on learning to write foreign language which depends upon the knowledge of the students native language writing. If they are well prepared and having sufficient knowledge of the symbols only then they can represent the ideas which they have in their mind or they can write down the words in settled text.
Copying test- The beginners or the pre-school children learn different forms of printed letters and they are told to copy them.

Transcribing- to put down utterances in script without written text as a model requires a more advanced practice in learning writing. The association between language units and script is required and recollected.

Composition: First of all students learn to write then they write for information. They still learn but in a more advanced stage. The language is already known to them and they know how it is represented in script. So, it is observed that students of senior Secondary classes who are made to study are in this stage.

Literature: The investigator considers that the students of Senior Secondary, class who are under study cannot write literature because it is beyond their level. So it is excluded.

It is not a child’s play to learn second language writing. It is very difficult exercise. In the activity of writing so many factors are there which affect the writing of the learner at every stage of learning process. Some influence the learner in negative way and some in positive way. Besides, complication in the structure of second language, there is an influence of first language of the leaner at every stage of learning process which is always negative. The first language (L1) affects all the levels of the learner like grapheme, words and sentences in the learning process of writing”.

1.43 WRITING PROCESS

The task of writing is a multi staged process. It is not the only thing to write down some body's inner speech on paper. But a proper polish is also required. In other words the proper polishing is needed after the inner speech of some one. According to Topkins and Hoskisson (1995), “there are five stages of writing process. They may be called as prewriting, drafting, revising, editing and publishing.

Pre writing is that stage of writing in which the student or young writer makes up his mind to write and gets ready. In this stage a topic is chosen by him and the functions
are considered then he has to consider the form, audience and develops messages, organises his ideas and then starts writings. The second stage is the stage of drafting. This is the stage when he pours out his ideas with little bothering about spellings punctuation and other grammatical errors. The third one is the stage of revision. In this stage the ideas in his compositions are refined by him and he seeds again his composition.

The word revision means he checks his composition again with the help of his classmates or teachers. On this stage activities which are made by the writer are reading the rough draft, to share this rough draft among the writing group and revise the rough draft on the basis of feedback. The next stage of writing is editing stage. This is the stage to give the writing in final form. Before this stage the writer focuses on primarily on the content of writing or on the scripts.

The writer passes over three activities, in this editing stage, he makes distance from his writing and starts proof reading to find out the mistakes and correct them. The final stage is a called, publishing. In this last stage the young writer makes his writing to life and polishes them and communicates his writing with on appropriate audience and gets their feedback. When his writings are shared with the real audience, or classmates, other students, parents and community consider him as another in this final stage”.

1.44 MECHANICS OF WRITING

An imperative role is played by “mechanics of writing” in the productive skill of writing. The “writing process includes the activities which are given below:

1. Ability to shape the letters (Graphic)

2. Knowledge of Light combinations of letter (spelling)

3. Skill of cohering words (sentence)

4. Skill of composing sentences (discourse)
5. Knowledge of Punctuation: full stop, comma, Semi colon, however, the mechanism of reading is also included in the mechanism of writing”.

1.45 TYPES OF WRITING

Writing is a way to convey one’s inner speech to others. The writing method varies as per its purpose. If some and wants to write, a research article to a journal, and to write a letter to the editor of a journal, both writing are different and they cannot be handled in same way. Their way of writing is all together different. So, all types of writing have their own methods of performance. According to Paul (2002), “the author may present the same matter in various forms to the audience according to time and space. There are some frequently used types of writing which are written here.

1 Letter writing
2 Essay Writing
3 Descriptive writing
4 Narrative writing
5 Informative writing
6 Greetings writing etc.

More over, a writer adopts a form and method of writing from beginning to the end of his writing or throughout his writings he follows the same technique. There are some external factors like knowledge over the use of vocabulary, grammar; style, fluency etc. also affect one's writing the formal expressions, in writing of letters are remarkable. For example, the writer should use expressions like sincerely, faithfully before singing. So, he should follow the conventional rules in determining the type of expression employed”. According to Pauling (2003), “sometimes, the writer has to face transmission loss.

In most of the cases, the writings are not understood or comprehended as they are in meaning. They are misunderstood rather because the readers do not have the ability to understand its meaning properly. This loss of transmission takes place in both the
encoding and decoding activity and process in most of the cases either due to the writer inability or due to the readers’ inability, or incapability, the message which is unexpected, becomes difficult and it is not received by the readers. So the purpose of the writer is defeated as a result. This type of loss is known as transmission loss as it is the loss of decoding process”.

1.46 WHAT IS ERROR ANALYSIS?

Error Analysis is preferred tool to study second language learning. It is considered one of the best ways of linguistic studies that highlights or concentrates on the mistakes, committed by the learner. It shows a comparison between a target language and within that target language itself.

According to Corder, who is known as the father of Error Analysis (EA), “mistakes are important in and of themselves”. So the mistakes committed by the learner, focuses the area where the reinforcement or improvement is needed in teaching learning. He further said that EA is of two objects. First is theoretical and next is applied. The theoretical object deals with - to understand. In other words it concludes how far learner has learnt the language, and what he has learnt in learning second language (L2). The applied object makes the learner to learn more efficiently by using his dialect for learning target language.

Simultaneously finding out errors serve two purposes diagnostic to highlight mistakes and prognostic to prepare strategies to solve the problems. In addition he explains that the diagnostic object can point out how much proficiency the learner possesses in learning process. Prognostic object is equally important because through it the teacher comes to know what modification is required in learning material so that the problems of the learner may be solved.

Sercombe (2000) stated that Error Analysis has three aims and objectives:

First, it may measure the proficiency of the learner. In other words it can find out how much proficient is the learner in learning the target language. Secondly the teacher/ researcher can know easily the difficulties in learning language, faced by
the learner. And third through EA, people may know what the ways to learn a language are and how to learn a language.

Candling (2001) thought EA as “the monitoring language”. He further said that the mistakes in target language are very important because it makes the learner understand what the process of learning (L2) is or target language.

Olasehinde (2002) adds that “it is quite necessary that learner commits mistakes while learning target language. These mistakes cannot be avoided in the language learning process”.

According to Mitchell and Myles (2004), “developing system of the L2 student or target language learner can be revealed through studying mistakes”.

Ferris (2002) stated that “EA can be helpful in effective learning of a language and English teaching because the target language is a slow process and mistakes may be committed at each and every levels of learning. Some teachers and language learners are agree that errors may not be committed because they are highlighted or picked out by the teacher. Mistakes are very common in learning a language as they are part of knowledge so the teacher should point out mistakes to the learner clearly”.

Richards & Schmidt (2002) considers EA as “the study and analysis of the errors made by second language learners” EA compares ‘learner of English’ with English (L2) itself and finds out how learners are ‘ignorant’ (James, 1998) about the grammatical and semantic rules of the target language or L2”.

According to Hasyim (2002), “EA is used in order to

1. Know how much knowledge a learner possesses about language
2. Know how the language is learnt by a person
3. To get information about learning a languages which the learner faced as teaching aids or preparing teaching aids”

Vahdatinejad (2008) stated that “error analysis is useful in findings out what the learner should be taught because it gives information about the learner and inform the
researcher what is needed in the linguistic competency. He makes differences between errors and mistakes. In fact he finds out that mistakes are committed even by native speakers and can be rectified by themselves. So in error and error analysis, the researcher uses it to find out the English errors, in +2 class students and try to give them solutions to avoid those errors because she considers that it is very important for the teachers to show their learner how to find out mistakes and how to solve them by analyzing those mistakes, which are committed by the learner in learning English language.

Brown (1980) cited by Hasyim (2002) has given another view of error analysis “as method to observe to analyse the mistakes which the learners commit when they do not use the rules of target language and then they disclose the system which the learner was using”.

Similarly, Crystal like Hasyim (2002) agrees that “error analysis is a way for identifying and classifying and systematic interpretation which is notactable form of a learner learning, target language”

1.47 WHAT CONSTITUTES AN ERROR?

Richards as well as Schmitt (2002) explains that “a mistake is a symbol of incomplete and defective learning which a learner commits. An error is a symbol of systematic error or competence both covert which switches over from norms of the target language (Eun-Pyo 2002)”.

Ellis 1996 and Brown (2002) explained “difference between covert and overt errors. They explain that covert errors are grammatically correct but they cannot be interpreted in relation to communication where as overt errors are clearly not grammatical utterances”.

Norrish (1987) defines an errors is “a systematic diversion of rules when a leaner has no knowledge of language and continuously going wrong or committing mistakes”. Cummingsworth (1987) referred “mistakes are a systematic diversion of the rules of language which is being learnt. These two scholars use the phrase ‘systematic deviation’ in their interpretation of an error which can be explained as the diversion
which is done by the learner repeatedly”. Researches explain that mistakes and errors are different. Norrioh (1987) considers “a mistake is an inconsistent diversion which means sometimes a learner ‘gets it right’ but sometimes get it wrong.”

Richard (1984) “thinks that an error committed by a learner while writing or speaking is the result of lack of attention, fatigue, carelessness or so on. Therefore errors are not the result of one’s lack of knowledge rules”.

According to Richards and Schmidt (2002), “Errors are divided into two pHumanities: inter-lingual and intra-lingual”. **Inter-lingual errors** are those which are known as transfer errors and are committed by the learner’s first language influence for example grammatical lexical or pragmatic errors. While **intra-lingual errors** are overgeneralization of a target language resulting of lack of knowledge of rules or no complete usage of rules and doubtful concepts of regarding language rule.

Ellis (1996) says that over generalization errors are committed when learners use unnatural structure or abnormal structure of target language, whereas lack of knowledge of rules means wrong usage of rules or not to apply rules in a proper way. Ellis (1996) further states that “diffusive usage of rules occur when learner fails to develop a structure fully when false concepts hypothesized or when the learner do not understand a distinction in target language”.

**1.48 BENEFITS OF ERROR ANALYSIS**

In the article "The significance of learner errors” Corder 1974 explained the importance of studying errors committed by second language leaner. According to him, “the knowledge of error is a part of investigation in the process of language learning. It gives us knowledge of linguistic development of a learner and may provide us knowledge of learning process.”

He further states that “the learner could be given remedial exercises and should be given more attention on the difficult parts, only then, the learner can know what the input is. The teacher can present a linguistic form, it is not necessarily the input but simply what is available to be learnt”.

Corder’s observations are confirmed by other studies. Kwok (1998) further states that “important information is provided by the language errors, or languages system of the learner”.

Nation and Newton (2001) considered that “correction in committing errors is done if there is some understanding why the errors are occurring. So errors analysis is the study to see why errors are being committed by the learner. Error analysis is beneficial not only for the teachers, syllabus designers, and text books writers but also it is advantageous to the researchers and to the learners also”.

It guides the researchers what strategies should be used by the learner to learn second language and also points out the type of errors which the learner commits. It also indicates why the learner is committing errors. When a learner has committed a mistake the best way to teach him / her is not just give him the correct form but the leaner must discovers the mistakes himself or herself and test different hypothesis. Caroll’s statement cited in Coder 1974 explains that “the learner should find out the correct linguistic form himself or herself”.

Error analysis is used not only to understand errors but also in order to know what has learnt and apply it to improve language competence. There are different studies which include study of Kroll and Schafer’s (1978) and Kwok (1998), “it establishes how error analysis can be used to improve writing skills. They examine the original source or the rootage in non native English writer’s work and try to give a procedure approach to writing where the error analysis can help in getting better writing skills”.

1.49 CHALLENGES OF ERROR ANALYSIS

Error Analysis has its demerits also like other research methods the most of the English teachers are non native speakers. English is not their first language and they speak it as second language so, consequently there is a hope of second language teachers that they usually use wrong aspects of the English language. The analyst investigator is fully responsible in giving a correct explanation of error. According to Coder (1974), “it can be difficult to conclude what error is and what is not. It depends on the task; mostly an error in one situation may not be an error in another. For
example vocabulary tests are usually engaged a particular piece of items. If the students use the other word of same meaning, it may not be correct for the student but it may be wrong answer. Even if we count errors in different context they may have different meaning. For example a spelling mistake would count heavily in a spelling test. Error explanation and evaluation really depends on weight or value to the error which varies from exercises to exercise”.

Another demerit of error analysis, according to Xie and Jiang (2007), is that “a teacher should never be so pre-occupied with the errors that she does not notice the major errors committed by the students in the class. Although the decreasing of errors is an important criterion for increasing language proficiency because the attainment of communicative fluency in language is the ultimate aim of second language learning. So, commutative fluency should be practiced most, while learning second language”.

Another short coming of EA is excessive emphasis on production of data rather than an ability to understand the meaning which is equally important in learning second language.

Caicedo (2009) claimed that “EA deals with only learners production effectively that is speaking and writing but not with learner’s understanding that is listening and reading where as to learn a language all the four skill are important and a learner should have perfection in all the skills”.

According to Xie and Jiang (2007), “EA does not take into record the communicative strategies like avoidance when learners do not use form with which they are not comfortable.

They use avoidance strategy. For example, a learner who for one reason or another avoids a particular word, sound, and structure or strategy. For example, a learner who for one reason or discourse category may be assumed incorrectly to have difficulty there with. The absence of error therefore does not reflect native like competency because leaner might be avoiding the very structure that gives him problem”.

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Ultimately, Xie and Jiang (2007) point out that “they too closely focused through EA on specific language rather than considering universal aspects of language. Though, specific questions in Second Language Acquisition (SLA) are still used to investigate error analysis but the quest for covering many angles or issues theory of the learner’s error has largely been neglected. However our study argues these draw backs are diminished by the advantages. So error analysis is an important aspect of learning English language in our study”.

1.50 AIMS AND SCOPE OF THE PRESENT STUDY

The present study, I have tried to identify: the performance and areas of problems hindrance encountered in the process of learning of four linguistic skills of English language by the senior secondary students studying in the schools of district Ambala, Kaithal and Kurukshetra of the state Haryana.

1.51 OBJECTIVE OF STUDY

1. To study “the common errors committed by senior secondary school students of HBSE”.
2. To study “the common errors committed by senior secondary school students of CBSE”
3. To study “the common errors committed by senior secondary school students of rural area”.
4. To study “the common errors committed by senior secondary school students of urban area”.
5. To study “the common errors committed by senior secondary school female students”.
6. To study “the common errors committed by senior secondary school male students”.
7. To study “the common errors committed by senior secondary school students of academic stream Humanities”.
8. To study “the common errors committed by senior secondary school students of academic stream Commerce”
9. To study “the common errors committed by senior secondary school students of academic stream Science”.

1.52 COVERAGE OF THE PRESENT STUDY

In the present study, the language skills of the students are tried to study who are studying in Senior Secondary classes of different schools of District. Ambala, Kaithal and Kurukshetra, Haryana India.

The present study covers both the schools of Central Board of Secondary Education (CBSE) Delhi and Haryana Board of School Education (HBSE) Bhiwani. The present work has covered both the boards for study. These districts were selected purposely.

1.53 DELIMITATION OF THE STUDY

Study was conducted for senior secondary schools (HBSE, Bhiwani and CBSE, New Delhi) of Ambala Division three districts

1. Ambala
2. Kaithal

1.54 SOCIAL RELEVANCE OF THE STUDY

- Since the present study has concentrated on all the four skills of the English language, it has presented a total picture about the English language of the senior secondary students.
- As it has also talked about the process of English learning by the senior secondary students, it has found reasons for some of the learning problems of English. The findings based on the present study, certain apt, and remedial measures could be advocated.
- In the Indian educational span of the students, the stage of the senior secondary class plays a crucial role which determines the students further and future education. This terminal course should provide the
students a strong foundation for their English language development. Therefore, English has to be properly developed for strengthening it. The present study, therefore, gains a social vitality and validity as it provides enough insights about the English learning of the senior secondary students.

As the present study talks about the process of English learning by the Senior Secondary students it will highlight reasons for some learning problems of English which are based on findings of the present study. Some suitable remedial measures can be introduced.

The stage of the senior secondary class plays a vital role in the educational span of students which decides the students further and future education. A strong foundation should be provided to the students by this terminal course. So there should be a proper development of English for strengthening it. The present study therefore gets a social vitality and validity because it provides enough insight about the English language learning of the Senior Secondary school students.