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CHAPTER: 1

INTRODUCTION

1.0 Introduction

There are numbers of languages used all over the globe. The people all over the world have been making use of different languages for their day-to-day communication. One of the languages is English and it dominates all the languages today. It has been used globally for international correspondence and communication. English is, now, a language of higher academics, trade and industry. The international polity also relies on English for administration and international relations.

India was one of the colonial nations before 1947. English people ruled over the country for almost one and half century. British rulers introduced teaching English in our schools. Even though our freedom fighters and policymakers wanted to banish English, but at present it has been very popular among common Indian citizens. One of the greatest achievements of English language is that the people have looked out to the rest of world. Indians developed the sense of brotherhood and enlarged the vision for prosperity and integrity. They went out in search of knowledge and they have made English as one of the native languages. English is very popular and average Indians want their children to study in English medium. Due to mastery over English language, Indians are very popular across the borders.

English is the common means of communication among the people of different nations. The reasons for the popularity and continued acceptance of English in India are its utility as the chief vehicle of scientific and technological knowledge and it has become the fashion of the day. Pandit Nehru had rightly pointed out that,
"English is our major window on the modern world." It can be undoubtedly said that English language has occupied very important place in millions of the people all over the world and India too. It has been observed that one out of seven people in the world speak English either as a native or second/foreign language.

The language teaching is specifically important in our school education because in the country like India different people use multiple languages as native language and they vary a lot. So there was a need of one language that makes this country united and makes it easy to be ruled over. English is a language that has linked this country and all state to state affairs are managed with the help of English language. There is a very specific inclusion of English in our constitution. So NPE also emphasises teaching of English in our classrooms.

"Special emphasis needs to be laid on the study of English."


So the language teaching is very important and integral part of Indian school education. One of them is teaching of English as first, second and foreign language in our schools. But an excerpt from the report of a Study Group appointed by the Ministry of Education, Government of India, is a sad commentary on the predicament of English in India — "the standard of English is deteriorating very fast in our schools and colleges." In schools and colleges, students and teachers are facing numbers of problems in coping with communicative competence in English. Moreover, there is confusion in teaching of English by number of methods, approaches and techniques used in teaching of English. Different teachers are using different methods and techniques to teach English language and though no satisfactory results have been found. The teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. Thus the confusion created, which methods suits best
for teaching and learning English Language, has inspired the investigator to study the effectiveness of communicative approach, structural approach and conventional method.

Hence in the present study the researcher intended to carry out an experiment examining the effect of communicative approach, structural approach and conventional method of English Language Learning at secondary level.

1.1 Rationale of the Study

The youth of Gujarat loved learning English but it is difficult to say that English is taught scientifically. It is very painful to state that though English has been taught throughout the years of schooling around six to eight years but it is observed that most of the students are unable to use the English language effectively. In other words many of the learners cannot use the English language for communication. Not only this, after getting their first degree, many students irrespective of their medium of education find themselves handicapped at state and national level examination like G.P.S.C., U.P.S.C., S.S.C. etc. and thus talents of the state do not get the wider scope to be developed. One of the main factors for such dismal situation is that everything is not well with the teaching of English. It is indeed bitter to notice that even though various serious efforts have been taken by the educationists and by the Government of Gujarat for improving the status of English language teaching for the past few years in India in general, in Gujarat in particular, a sorry state of affairs is still found to exist in the achievements of English among the students of all levels. So, it is really imperative to unearth real reasons behind the poor achievements in English.

Dr. Kalpesh Pathak (2005) opined that “the most important issue is how to teach English in our classrooms. The present scenario is blurred and as there is no consensus, the teaching of English is without having common goals. Moreover,
English is taught as Maths and Social Science are taught. Frankly speaking, English is taught unscientifically."

Moreover, different Approaches and Methods of Teaching English as Second/foreign language have been used for teaching English in classroom at present. There are many opinions swinging in regard to issues like; which approach or method is more effective in teaching English as a second/foreign language in Indian classrooms in general and Gujarat in particular. The present study will help to measure the effectiveness of communicative approach, structural approach and conventional method of ELT at secondary level. The present study therefore gains a social vitality and validity as it provides enough insights about the English language teaching and learning which has been a problem for a long for students, teachers and educationists.

1.2 Statement of the Problem

The title of the present study was verbalized as:

"Effectiveness of Communicative Approach, Structural Approach and Conventional Method of ELT at Secondary Level"

1.3 Explanation of Key Words

1.3.1 Approach

An 'approach' to language teaching involves commitment to a particular theory about language or learning.

1.3.2 Method

A 'method' is a set of procedures or a collection of techniques used in a systematic way which it is hoped will result in efficient learning. A method consists of a number of techniques probably arranged in a specific order."
1.3.3 Effectiveness

In the present study effectiveness implies the impact measured by students' achievement in English language.

1.3.4 Communicative Approach

The communicative approach to language teaching takes as its starting point the use or communicative purpose of language. This approach therefore strongly advocates careful attention to use rather than merely form/meaning. It would also favour functional-notional organization of teaching materials. It might tend to support a 'deep-end' approach to presentation of new language, in which students are first to cope with the communicative task as best as possible before being given the new, necessary forms.\(^vi\)

In the present study the communicative approach is an approach to English Language Teaching that is based on the principle that language is best learnt when the learner's attention is not on language forms but on activities/ tasks carried out using language.

1.3.5 Structural Approach

Structural approach makes use of selected syntactical items and structures (sentence patterns, tenses) and their best arrangements to enable the learner to master the language for use. The arrangement is based on the frequency, usefulness, ease or difficulty, productivity and combinability of language items.\(^vii\)

In the present study the term is used to teach structures and patterns of English in a certain order at a time systematically to master the language. The selected and graded structures are presented in a course-reader and taught through classroom situations. The teacher gives group and individual oral drills based on certain structural patterns in order to reinforce and consolidate the language items taught.
1.3.6 Conventional Method

The traditional deductive method of language teaching, based on classical studies of dead languages, which consisted of giving rules, paradigms and vocabulary and getting the students to apply this new knowledge to translation (to and from L1) and to grammatical analysis. viii

It is a method that emphasizes the teaching of formal grammatical rules and translation of foreign language written texts into the learners' known languages. ix

In the present study the term is used to teach English language using Grammar Translation Method and translating English into mother tongue – Gujarati.

1.3.7 Secondary Level

As it is determined by Education Department of Human Resource and Development Ministry of Govt. of India and duly recognized by Gujarat Secondary and Higher Secondary Education Board, Gandhinagar. In the present study as per above directives Class 8 to 10 were considered as secondary schools offering English as one of the subjects in Gujarati medium schools following the curriculum prescribed by GS&HSEB, Gandhinagar. As per the new policy of Govt. of Gujarat std. 8 is included in primary section at the time of experiment in the year 2012-13.

1.3.8 Achievement in English Language

Score on English achievement test developed by Investigator, was considered as achievement in English.

1.3.9 IQ

Intelligence is general ability to think, to learn, to behave, to solve the problem, to adjust in new environment. The Score obtained by the students on ‘Verbal-Nonverbal Group Intelligence Test’, developed by Dr. R. S. Patel is termed as IQ.
1.4 Objectives of the Study

The following are the objectives of the study. These objectives are divided into two sections:

1. Task objectives
2. Research objectives

1.4.1 Task objectives

- To study the textbook of English of class VIII of Gujarati Medium School prescribed by GCERT and Dept. of Education, Govt. of Gujarat, Gandhinagar in order to select contents for Teaching English through communicative approach, Structural approach and conventional Method.

- To develop the teaching material according to principles of language teaching prescribed in theory of communicative approach and to get it approved by the experienced teacher educators and pedagogical experts.

- To develop the teaching material according to principles of language teaching prescribed in theory of structural approach and to get it approved by the experienced teacher educators and pedagogical experts.

- To develop the teaching material according to principles of language teaching prescribed in theory of conventional method and to get it approved by the experienced teacher educators and pedagogical experts.

- To prepare the test to measure achievement in English.

- To administer ready to use IQ test.

1.4.2 Research objectives

1: To study the effectiveness of communicative approach, structural approach and conventional method of language skills in English as a Second language in relation to sex.
1L: To study the effectiveness of communicative approach, structural approach and conventional method of listening skill in English as a Second language in relation to sex.

1S: To study the effectiveness of communicative approach, structural approach and conventional method of speaking skill in English as a Second language in relation to sex.

1R: To study the effectiveness of communicative approach, structural approach and conventional method of reading skill in English as a Second language in relation to sex.

1W: To study the effectiveness of communicative approach, structural approach and conventional method of writing skill in English as a Second language in relation to sex.

2: To study the effectiveness of communicative approach, structural approach and conventional method of language skills in English as a Second language in relation to IQ.

2L: To study the effectiveness of communicative approach, structural approach and conventional method of listening skill in English as a Second language in relation to IQ.

2S: To study the effectiveness of communicative approach, structural approach and conventional method of speaking skill in English as a Second language in relation to IQ.

2R: To study the effectiveness of communicative approach, structural approach and conventional method of reading skill in English as a Second language in relation to IQ.
2W: To study the effectiveness of communicative approach, structural approach and conventional method of writing skill in English as a Second language in relation to IQ.

3: To study the effectiveness of communicative approach, structural approach and conventional method of language skills in English as a Second language in relation to Achievement in English.

3L: To study the effectiveness of communicative approach, structural approach and conventional method of listening skill in English as a Second language in relation to Achievement in English.

3S: To study the effectiveness of communicative approach, structural approach and conventional method of speaking skill in English as a Second language in relation to Achievement in English.

3R: To study the effectiveness of communicative approach, structural approach and conventional method of reading skill in English as a Second language in relation to Achievement in English.

3W: To study the effectiveness of communicative approach, structural approach and conventional method of writing skill in English as a Second language in relation to Achievement in English.
1.5 Variables of the Study

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. The following variables were considered in the present study.

1.5.1 Independent Variables

The independent variables are the conditions or characteristics that the experimenter manipulates or controls in his attempt to ascertain their relationship to observed phenomena.

In the present study, the investigator wanted to measure the effectiveness of communicative approach, structural approach and conventional method, Gender and IQ, Achievement in English on students' achievement in English. So the following independent variables were considered for the present study.

- Communicative approach
- Treatment
- Structural approach
- Conventional method
- Gender: Male, Female
- IQ (Intelligent Quotient): High IQ, Low IQ
- Pre-Achievement in English of previous school examination: Above Average, Below Average

1.5.2 Dependent Variables

The dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables.
In the present study the effectiveness of communicative approach, structural approach and conventional method was measured on students’ achievement in English so the dependent variable was Achievement in English.

1.5.3 Control Variables

Some independent variables not included in the study may affect the dependent variable. The Investigator has controlled to maintain the validity of research work.

In present study the following variables were controlled during the implementation of the treatment.

1. Standard
2. Medium
3. Subject
4. Content

1.5.4 Intervening Variables

It was assumed that the following variables might have been affected during the study:

1. Other’s help.
2. Interest and enthusiasm towards the subject.
3. Interactions among the group and between the groups.

1.6 Hypotheses

The word hypothesis consists of two words: Hypo + thesis. ‘Hypo’ means tentative or subject to the verification. ‘Thesis’ means statement about solution of the problem.

Thus hypothesis is a tentative statement about the solution of the problem.
L. R. Gay (1972) defines that "A hypothesis is a tentative explanation for certain behaviors, phenomena or events that have occurred or will occur."

In the present study following null hypotheses were formulated:

**H$_0$**: There is no significant difference among mean scores of language skills in English as a Second language in relation to Treatment, Sex and interactions among Treatment and Sex.

**H$_{0,1}$**: There is no significant difference among mean scores of language skills in English as a second language learning through communicative approach, structural approach and conventional method.

**H$_{0,1,1}$**: There is no significant difference between mean scores of language skills in English as a second language learning through communicative approach and structural approach.

**H$_{0,1,2}$**: There is no significant difference between mean scores of language skills in English as a second language learning through structural approach and conventional method.

**H$_{0,1,3}$**: There is no significant difference between mean scores of language skills in English as a second language learning through communicative approach and conventional method.

**H$_{0,2}$**: There is no significant difference among mean scores of language skills in English as a second language in relation to sex.

**H$_{0,3}$**: There is no significant interaction effect of treatment on sex of language skills in English as a second language.

**H$_{0,11}$**: There is no significant difference among mean scores of listening skill in English as a second language in relation to Treatment, Sex and interactions among Treatment and Sex.
\( H_{0,1L} \): There is no significant difference among mean scores of listening skill in English as a second language learning through communicative approach, structural approach and conventional method.

\( H_{0,1.1L} \) There is no significant difference between mean scores of listening skill in English as a second language learning through communicative approach and structural approach.

\( H_{0,1.2L} \) There is no significant difference between mean scores of listening skill in English as a second language learning through structural approach and conventional method.

\( H_{0,1.3L} \) There is no significant difference between mean scores of listening skill in English as a second language learning through communicative approach and conventional method.

\( H_{0,2L} \): There is no significant difference among mean scores of listening skill in English as a second language in relation to Sex.

\( H_{0,3L} \): There is no significant interaction effect of listening skill of treatment on sex in English as a second language.

\( H_{0S} \): There is no significant difference among mean scores of speaking skill in English as a second language in relation to Treatment, Sex and interactions among Treatment and Sex.

\( H_{0,1S} \): There is no significant difference among mean scores of speaking skill in English as a second language learning through communicative approach, structural approach and conventional method.

\( H_{0,1.1S} \) There is no significant difference between mean scores of speaking skill in English as a second language learning through communicative approach and structural approach.
Ho_{1.2S} There is no significant difference between mean scores of speaking skill in English as a second language learning through structural approach and conventional method.

Ho_{1.3S} There is no significant difference between mean scores of speaking skill in English as a second language learning through communicative approach and conventional method.  

Ho_{1.2S}: There is no significant difference among mean scores of speaking skill in English as a second language in relation to Sex. 

Ho_{1.3S}: There is no significant interaction effect of speaking skill of treatment on sex in English as a second language. 

Ho_{1R}: There is no significant difference among mean scores of reading skill in English as a second language in relation to Treatment, Sex and interactions among Treatment and Sex.  

Ho_{1.1R}: There is no significant difference among mean scores of reading skill in English as a second language learning through communicative approach, structural approach and conventional method. 

Ho_{1.1R} There is no significant difference between mean score of reading skill in English as a second language learning through communicative approach and structural approach. 

Ho_{1.2R} There is no significant difference between mean score of reading skill in English as a second language learning through structural approach and conventional method. 

Ho_{1.3R} There is no significant difference between mean score of reading skill in English as a second language learning through communicative approach and conventional method.
\textbf{H}o_{1.2R}: \text{There is no significant difference among mean scores of reading skill in English as a second language in relation to Sex.}

\textbf{H}o_{1.3R}: \text{There is no significant interaction effect of reading skill of treatment on sex in English as a second language.}

\textbf{H}o_{1W}: \text{There is no significant difference among mean scores of writing skill in English as a second language in relation to Treatment, Sex and interactions among Treatment and Sex.}

\textbf{H}o_{1.1W}: \text{There is no significant difference among mean scores of writing skill in English as a second language learning through communicative approach, structural approach and conventional method.}

\textbf{H}o_{1.1.1W}: \text{There is no significant difference between mean scores of writing skill in English as a second language learning through communicative approach and structural approach.}

\textbf{H}o_{1.1.2W}: \text{There is no significant difference between mean scores of writing skill in English as a second language learning through structural approach and conventional method.}

\textbf{H}o_{1.1.3W}: \text{There is no significant difference between mean scores of writing skill in English as a second language learning through communicative approach and conventional method.}

\textbf{H}o_{1.2W}: \text{There is no significant difference among mean scores of writing skill in English as a second language in relation to sex.}

\textbf{H}o_{1.3W}: \text{There is no significant interaction effect of writing skill of treatment on sex in English as a second language.}
\textbf{H_02:} There is no significant difference among mean scores of language skills in English as a second language in relation to Treatment, IQ and interactions among Treatment and IQ.

\textbf{H_02.1:} There is no significant difference among mean scores of language skills in English as a second language learning through communicative approach, structural approach and conventional method.

\textbf{H_02.1.1} There is no significant difference between mean scores of language skills in English as a second language learning through communicative approach and structural approach.

\textbf{H_02.1.2} There is no significant difference between mean scores of language skills in English as a second language learning through structural approach and conventional method.

\textbf{H_02.1.3} There is no significant difference between mean scores of language skills in English as a second language learning through communicative approach and conventional method.

\textbf{H_02.2:} There is no significant difference among mean scores of language skills in English as a second language in relation to IQ.

\textbf{H_02.3:} There is no significant interaction effect of language skills of treatment on IQ in English as a second language.

\textbf{H_{2L}:} There is no significant difference among mean scores of listening skill English as a second language in relation to Treatment, IQ and interactions among Treatment and IQ.

\textbf{H_{2L.1}:} There is no significant difference among mean scores of listening skill in English as a second language learning through communicative approach, structural approach and conventional method.
**H0.2.1.1L.** There is no significant difference between mean scores of listening skill in English as a second language learning through communicative approach and structural approach.

**H0.2.1.2L.** There is no significant difference between mean scores of listening skill in English as a second language learning through structural approach and conventional method.

**H0.2.1.3L.** There is no significant difference between mean scores of listening skill in English as a second language learning through communicative approach and conventional method.

**H0.2.2L:** There is no significant difference among mean scores of listening skill in English as a second language in relation to IQ.

**H0.2.3L:** There is no significant interaction effect of listening skill of treatment on IQ in English as a second language.

**H0.2S:** There is no significant difference among mean scores of speaking skill in English as a second language in relation to Treatment, IQ and interactions among Treatment and IQ.

**H0.2.1S:** There is no significant difference among mean scores of speaking skill in English as a second language learning through communicative approach, structural approach and conventional method.

**H0.2.1.1S** There is no significant difference between mean scores of speaking skill in English as a second language learning through communicative approach and structural approach.

**H0.2.1.2S** There is no significant difference between mean scores of speaking skill in English as a second language learning through structural approach and conventional method.
**H₀₂,₁,₃₀** There is no significant difference between mean scores of speaking skill in English as a second language learning through communicative approach and conventional method.

**H₀₂,₂₀** There is no significant difference among mean scores of speaking skill in English as a second language in relation to IQ.

**H₀₂,₃₀** There is no significant interaction effect of speaking skill of treatment on IQ in English as a second language.

**H₀₂,₂₁,₃₀** There is no significant difference among mean scores of reading skill in English as a second language in relation to Treatment, IQ and interactions among Treatment and IQ.

**H₀₂,₁,₁₀** There is no significant difference among mean scores of reading skill in English as a second language learning through communicative approach, structural approach and conventional method.

**H₀₂,₁,₁₁** There is no significant difference between mean scores of reading skill in English as a second language learning through communicative approach and structural approach.

**H₀₂,₁,₂₀** There is no significant difference between mean scores of reading skill in English as a second language learning through structural approach and conventional method.

**H₀₂,₁,₃₀** There is no significant difference between mean scores of reading skill in English as a second language learning through communicative approach and conventional method.

**H₀₂,₂₀** There is no significant difference among mean scores of reading skill in English as a second language in relation to IQ.
Ho2.3R: There is no significant interaction effect of reading skill of treatment on IQ in English as a second language.

Ho2W: There is no significant difference among mean scores of writing skill in English as a second language in relation to Treatment, IQ and interactions among Treatment and IQ.

Ho2.1W: There is no significant difference among mean scores of writing skill in English as a second language learning through communicative approach, structural approach and conventional method.

Ho2.1.1W: There is no significant difference between mean scores of writing skill in English as a second language learning through communicative approach and structural approach.

Ho2.1.2W: There is no significant difference between mean scores of writing skill in English as a second language learning through structural approach and conventional method.

Ho2.1.3W: There is no significant difference between mean scores of writing skill in English as a second language learning through communicative approach and conventional method.

Ho2.2W: There is no significant difference among mean scores of writing skill in English as a second language in relation to IQ.

Ho2.3W: There is no significant interaction effect writing skill of treatment on IQ in English as a second language.

Ho3: There is no significant difference among mean scores of language skills in English as a second language in relation to Treatment, achievement in English and interactions among Treatment and Achievement in English.
Ho3.1: There is no significant difference among mean scores of language skills in English as a second language learning through communicative approach, structural approach and conventional method.

Ho3.1.1 There is no significant difference between mean scores of language skills in English as a second language learning through communicative approach and structural approach.

Ho3.1.2 There is no significant difference between mean scores of language skills in English as a second language learning through structural approach and conventional method.

Ho3.1.3 There is no significant difference between mean scores of language skills in English as a second language learning through communicative approach and conventional method.

Ho3.2: There is no significant difference among mean scores of language skills in English as a second language in relation to Achievement in English.

Ho3.3: There is no significant interaction effect of language skills of treatment on Achievement in English in English as a second language.

Ho3L: There is no significant difference among mean scores of listening skill in English as a second language in relation to Treatment, achievement in English and interactions among Treatment and Achievement in English.

Ho3.L: There is no significant difference among mean scores of listening skill in English as a second language learning through communicative approach, structural approach and conventional method.
\textbf{H}_{03.1.1L} \text{ There is no significant difference between mean scores of listening skill in English as a second language learning through communicative approach and structural approach.}

\textbf{H}_{03.1.2L} \text{ There is no significant difference between mean scores of listening skill in English as a second language learning through structural approach and conventional method.}

\textbf{H}_{03.1.3L} \text{ There is no significant difference between mean scores of listening skill in English as a second language learning through communicative approach and conventional method.}

\textbf{H}_{03.2L} \text{ There is no significant difference among mean scores of listening skill in English as a second language in relation to Achievement in English.}

\textbf{H}_{03.3L} \text{ There is no significant interaction effect of listening skill of treatment on Achievement in English in English as a second language.}

\textbf{H}_{03.13S} \text{ There is no significant difference among mean scores of speaking skill in English as a second language in relation to Treatment, achievement in English and interactions among Treatment and Achievement in English.}

\textbf{H}_{03.13S} \text{ There is no significant difference among mean scores of speaking skill in English as a second language learning through communicative approach, structural approach and conventional method.}

\textbf{H}_{03.13S} \text{ There is no significant difference between mean scores of speaking skill in English as a second language learning through communicative approach and structural approach.}
**Ho3.1.2S** There is no significant difference between mean scores of speaking skill in English as a second language learning through structural approach and conventional method.

**Ho3.1.3S** There is no significant difference between mean scores of speaking skill in English as a second language learning through communicative approach and conventional method.

**Ho3.2S**: There is no significant difference among mean scores of speaking skill in English as a second language in relation to Achievement in English.

**Ho3.3S**: There is no significant interaction effect of speaking skill of treatment on Achievement in English in English as a second language.

**Ho3R**: There is no significant difference among mean scores of reading skill in English as a second language in relation to Treatment, achievement in English and interactions among Treatment and Achievement in English.

**Ho3.1R**: There is no significant difference among mean scores of reading skill in English as a second language learning through communicative approach, structural approach and conventional method.

**Ho3.1.1R** There is no significant difference between mean scores of reading skill in English as a second language learning through communicative approach and structural approach.

**Ho3.1.2R** There is no significant difference between mean scores of reading skill in English as a second language learning through structural approach and conventional method.
H03.1.2R There is no significant difference between mean score of reading skill in English as a second language learning through communicative approach and conventional method.

H03.2R: There is no significant difference among mean scores of reading skill in English as a second language in relation to Achievement in English.

H03.3R: There is no significant interaction effect of reading skill of treatment on Achievement in English in English as a second language.

H03.1W: There is no significant difference among mean scores of writing skill in English as a second language in relation to Treatment, achievement in English and interactions among Treatment and Achievement in English.

H03.2W: There is no significant difference among mean scores of writing skill in English as a second language learning through communicative approach, structural approach and conventional method.

H03.1.1W There is no significant difference between mean scores of writing skill in English as a second language learning through communicative approach and structural approach.

H03.1.2W There is no significant difference between mean scores of writing skill in English as a second language learning through structural approach and conventional method.

H03.1.3W There is no significant difference between mean scores of writing skill in English as a second language learning through communicative approach and conventional method.

H03.2W: There is no significant difference among mean scores of writing skill in English as a second language in relation to Achievement in English.
Ho3.3W: There is no significant interaction effect of writing skill of treatment on Achievement in English in English as a second language.

1.7 Importance of the Study

In the Indian educational span of the students, the stage of the secondary school plays a crucial role which determines the students' further and future education. Since the present study concentrates on learning of English language which is the need of the hour as in the present time English is the window of the world.

The students, teachers and educationists are constantly in a dilemma of which approach or method is best to develop communicative competence of the students. The result of the present study will help particularly to students and teachers of primary, secondary schools as well as to college students and this will provide the students and teachers and fellow researchers a strong foundation for their English language development.

1.8 Scope of the Study

The research findings of the study cannot be applicable to all the situations so it is inevitable to know the scope of the study. The research study aims at the study of communicative approach, structural approach and conventional method of teaching English to Std. VIII in Visnagar town of Mehsana district of Gujarat state. The present study was carried out taking 6 units of VIII standard of English studying in Gujarati Medium Schools prescribed by GS&HSEB, Gandhinagar.

1.9 Limitations of the study

The present study was limited to the following aspects:

- The achievement in English test was developed by the researcher himself.