

**AN APPRAISAL OF COMMUNICATION COMPETENCE IN
ENGLISH AMONG RURAL HIGH SCHOOL IN JAMMU
DISTRICT**



A

DISSERTATION

**SUBMITTED TO THE MIER COLLEGE OF EDUCATION
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FOR THE DEGREE OF MASTER OF EDUCATION**

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This is to certify that **Ms. NEHA SHARMA**, student of M.Ed., Semester IV, Session 2016-18, bearing Roll No.1601009 has worked under my supervision for her dissertation entitled

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ABSTRACT

As far as English language in Indian context is concerned, English language learning has reached a crucial point. Though English is being used and taught and learnt in India for more than one and half century, it has not been acquired and will hardly get the status of first language for the vast majority of the Indians. In Indian schools and colleges, English is taught and learnt not as a language but as a subject to be passed out to obtain a certificate or a degree. English as a global language is important not only in the commercial sector but also in the academic field for especially college students who are at the tertiary level where they face the language problem. The subjects for this study consist only of the high School students of Govt. and Private Schools of Rural and Urban Areas of Jammu District. The nature of the programme gives students exposure to other acquired skills besides examination-based evaluation such as those related to communication Competence. Therefore, students at some point are required to attain other skills which benefit them for the hands-on task. The findings of this research will be able to predict the basic communication competence in writing needed in order to achieve a high performance academically. In present study descriptive survey method has been used for collection of data. This method is scientific and reliable. Descriptive survey or studies also serve as direct source of valuable knowledge concerning human behaviour. These studies are helpful for us in planning various educational programme. School surveys are conducted to help solve the problems of various aspects of school i.e. school plants, school maintenance, teaching staff, curriculum, teaching methods, learning objectives etc. That is why researcher has used this method to conduct the present study.

In the present study, Random Sampling technique has been employed for collecting data of 120 students enrolled in high schools out of which 60 are male and 60 female. Further, out of 60 male 30 are from rural school and 30 from urban and same for 60 females 30 are from rural school and 30 from urban school. The details of the sample selected from 4 high schools affiliated to Jammu district.

The main findings arrived at after investigating the data with regard to elementary school teachers is that (1) there is no Significant Differences in Communication Competence in writing English among Government and Private High School Students in Rural Area (2) There is no Significant Differences in Communication Competence in writing English among Government and Private High

School Students in Urban Area. (3) There is no Gender Differences in Communication Competence in writing English among High School Students in Rural Area. (4) There is no Gender Differences in Communication Competence in writing English among High School Students in Urban Area. (5) There is no Significant Differences in Communication Competence in writing English among Government and Private High School Boys. (6) There is no Significant Differences in Communication Competence in writing English among Government and Private High School Girls.

From the above findings it can be concluded that the students at High School level does not differ significantly in their Communicative Competence in English with respect to their gender (Boys and Girls), different Colleges (Govt. and Private) and area (rural and urban).

CHAPTER-I

INTRODUCTION

Language is an indispensable tool for all human existence. It plays a very important role in all kinds of societies whether primitive or modern. Language must be seen as an expression of people's way of life and it forms an integral part of their collective personality. This language is used more often than anything else to delimit cultural boundaries. In this sense, human beings are not considered civilized until and unless they know the language. Language is one of the unique possession of man. The speaker who has a good command over language can attract a good number of audiences. Language helps a person in the development of his personality. In fact, it gives rise to society and the society in turn reshapes and remodels the language according to its needs and desires. It is also necessary to secure national integrity and solidarity and thus, the language plays a very important role. Language is a system of symbols with agreed upon meaning that is used by a group of people. Language is a means to communicate ideas or feeling by use of conventionalized sounds and signs, thus, being the spoken and written language.

Language rose and continues to rise with the collective intelligence. English language is playing a significant role in the overall development of the individual and society to share knowledge, information, beliefs and feelings. Every country, every citizen of the World prefers to learn English. It has become the channel of communication in all sort of gadgets operating with English as the medium. English language teaching practice often assumes that most of the difficulties that learners face in the study of English are consequences of the degree to which their native language differs from English. It is not inherited capacity rather it is acquired one. Therefore the intensity of language growth occupies a dominant place in the realm of human realities and social discourse (Buruah 2002). The task and challenges of English teaching and learning is often associated with classroom dynamics which involve various dimensions of classroom learning environment. Hence there is great need of knowledge of Teaching of English for present and coming generation of India. English language learners often produce errors of syntax, vocabulary and pronunciation thought to result from the influence of their mother tongue such as mapping its grammatical patterns appropriately into language, pronouncing certain

sounds incorrectly or with different and confusing item vocabulary. It is an important language and the ability to use this language has become a necessity to an educated person. These regional languages differ with each other so much that it is not possible to communicate with people of other regions without a common language.

1.1. PLACE OF ENGLISH IN INDIA

India is a vast country with different languages being spoken in different parts of the country. These regional languages differ with each other so much that it is not possible to communicate with people of other regions without a common language. Our country is growing on all fronts whether it is social or economic one. It is on the road to become a strong and prosperous nation in the world. It is also trying also to maintain a good foreign policy. For all these, there is need of a common language the English. It is a language which is understood almost all over the world. All schools and colleges teach English and mostly have it as a medium of instruction. English is a store house of social, political and technological knowledge. Hence, study of English Language is of great importance for a developing country like India. Without knowledge of this language, our technicians, mechanics and engineers can neither progress nor keep pace with the rest of the world (Manmohan Singh – Prime minister of India, 2008).

In India, English is not used only for the utilitarian purpose but also for the interpersonal and inter institutional communication as well. It is an important international language and the ability to use this language has become a necessity to an educated person. English act as a language of instruction in universities for technical and scientific subject and as a language of advanced studies. Students in school settings have to perform varied activities related to English in their day to day academic life.

“The Education system in India believes that education is not a mere preparation for life but is life itself. Accordingly it will be our endeavour to provide a stimulating, congenial, conducive school atmosphere so as to enable the child – to live, to learn and to imbibe a legacy. English in India has become the medium of all relevant social interaction and the ability to use English effectively is considered and absolute essential for honorable existence” (Piller & Skilling, 2005). English has been with India since the early 1600’s, when the East Company started trading and English missionaries first began their efforts. A large number of Christian schools

imparting English education were set up by the early 1800's. The process of producing English knowing bilinguals in India began with the Macaulay's Minute of 1835, which officially endorsed. Macaulay's goal of forming 'a class who may be interpreters between English people and the million whom they governed – a class of persons, Indians in blood and colour, but English in taste, in opinion, in morals and in intellect' (Kachru, 1983). English became the official and academic language of India by the early twentieth century. The rising of the national movement in the 1920's brought some anti – English sentiment with it – even though the movement its self used English its medium (Lewis and Shaha, 2003).

Once independence was gained and the English people were gone, the perception of English as having an alien power base changed. However, the controversy about English has continued to this day. Kachru notes "English now has national and international functions that are both distinct and complementary. English has thus acquired a new power base and a new elitism." (Kachru, 1986). Only about three percent of India's population speaks English, but they are the individuals who lead India's economic, industrial, professional, political and social life. Even though English is primarily a second language for those persons, it is the medium in which a great number of the interactions in the above domains are carried out. Moving in English conduits is often not appreciated by Indians who do not speak it, but they are relatively powerless to change that. Its inertia is such that it cannot be easily given up. This is particularly true in south India, where English serves as a common language in the way that Hindi does in the North. Despite being a three percent minority, the English speaking population in India is quite large. With India's massive population that three percent puts India among the top four countries in the world with the highest number of English speakers. English confers many advantages to the influential people who speak it, which has enabled it to retain its prominence despite the strong opposition to English which rises periodically (Lewis and Shaha, 2003).

Barring the English medium schools, the vernacular schools in India, -mostly government-aided schools, lay less emphasis on the teaching of English. The introduction of English at school varies from state to state. English is only a subject in some schools and not the medium of instruction. When these students pass out from schools and enroll in colleges and universities they find it difficult to compete with the students who have come from English medium schools. Since the language

for higher education (in universities, and in some colleges) in India is English, all students irrespective of their background have to study their subjects in English.

The increasing demand for English – both as a language and as a medium driven by the instrumental motivation has compelled most government at the state (provincial) level to introduce English as a language from class one. The recent curricular revision at the national level culminated in the framework for national curriculum Framework-2005 (NCF) records the half a century development very objectively when it says. “The level of introduction of English has now become a matter of political response to people’s aspiration rendering almost irrelevant an academic debate on the merits of very early introduction” (Position Paper Teaching of English 2005). Twenty six out of the thirty five states and union territories (the province and the specially created regions) introduce English as a language from class 1 and the remaining states introduce the language either from class three or five. There is every likelihood that these states (which do not introduce English in class 1) would bring it down to class 1 within a year or two. Resistance to spread of English language education is countered by genuine arguments, which look at the English language as a tool for empowerment. English today is simultaneously sought after and suspected (Tickoo, 1996) phenomenon. The motives, generally, are not only social-political and but academic too. While the demand increases on the one hand, the quality of English language education in our state run schools, more particularly in rural schools, presents a dismal picture. The ‘divide’ between the urban and the rural is further contributed by the way English language education is making its way as a medium of instruction. The paradox of demand and suspicion (Tickoo 1996) mentioned above could be further reflected through the paradox of access depicted by the report of the National Knowledge commission (NKC 2007), that English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which make for highly unequal access. Indeed, even now, more than one percent of our people use it as a second language, let alone the first language. But National Knowledge Commission believes that the time has come for us to teach our people, ordinary people, English as a language in schools. Early action in this sphere would help us build an inclusive society and transform India into a knowledge society (Meganathan, 2009).

1.2. THE COMMUNICATIVE COMPETENCE

Language, as we know, is a means of communication. When we use language for communication, we must have knowledge of the linguistic forms of the Language. The user of a language, to make communication effective, requires knowledge of the social meaning of the linguistic forms and their functions. If the user of a language has only the knowledge of language rules and forms, then he is said to have 'linguistic competence', and if he also has the knowledge that enables him to communicate functionally and interactively then he is said to have 'communicative competence'. The term 'communicative competence' has now become a household word in second language teaching.

Communicative language teaching looks at language as a system for the expressions of meaning using functions and notions. The primary function of language is interaction and communication, the structures of a language is not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Richards 1986). Communicative language teaching is an approach that focuses on all the components of the communicative competence of the learners and is not restricted to grammatical or linguistic competence. In this approach, 'form' is not primary, but 'functions' are primary. It holds the views that 'functions' is the frame work through which 'forms' are taught. The basic idea that communicative ability is the goal of foreign language learning is not a new one. The communicative approach to language teaching is based on the belief that acquiring a language means to communicate confidently and fluently in the language.

1.3. LEVELS OF COMMUNICATIVE COMPETENCE

Sr. No.	Level	Salient Behaviour
1.	Pre intentional (Reactive) Behaviour	Preintentional or reflexive Behaviour that expresses state of subject. State (e.g. hungry sleepy) is interpreted by observer.
2.	Intentional (proactive) Behaviour (not intentionally communicative)	Behaviour is intentional, but is not intentionally communicative. Behaviour functions to affect observer's Behaviour, since observer infers intent.

Sr. No.	Level	Salient Behaviour
3.	Non conventional pre-symbolic communication.	Non conventional gestures are used with intent of affecting observer's Behaviour.
4.	Conventional pre-symbolic communication.	Conventional gestures are used with intent of affecting observer's Behaviour.
5.	Concrete symbolic communication.	Limited use of concrete (iconic) symbols to represent environmental entities 1:1 correspondence between symbol referent.
6.	Abstract symbolic communication	Limited use of abstract (arbitrary) symbols to represent environmental entities. Symbols are used one at a time.
7.	Formal symbolic communication .	Rule bound use of arbitrary symbol system ordered combination of two more symbols according to syntactic rules.

1.4. CHARACTERISTICS OF COMMUNICATION COMPETENCE IN ENGLISH.

Today we are exploring the 7 characteristics of effective communication, as outlined by university of Wisconsin professor Scott M. Cutlip in his book, Effective Public Relations (1953). Over time, his listing of features of effective communication has become one of the key concepts in advertising and PR theories, and is now known as the 7 C's of communication.

1. **Completeness:** To be effective, communication should be complete, i.e. it should include all the information the recipient needs to evaluate its content, solve a problem or make a decision. Complete communication reduces the need for follow – up question and answer, and improves the quality of the overall communication process.
2. **Conciseness:** Conciseness is not about keeping the message short, but rather about keeping it to a point. Conciseness in communication happens when the message does not include any redundant or irrelevant information. Concise communication prompts a better understanding of the message, because the recipient can focus on the key points and does not get distracted by a wealth of minor details.

3. **Consideration:** When engaging in communication, a sender should always consider and value the recipient's needs, moods and point of view. Tailoring the contents and style of your messages based on their target audience strengthens the key points delivered within, as the sender can use argumentations and examples relevant to the recipient's experience, thus catering for a more thorough understanding of the message.
4. **Concreteness:** Effective communication happens when the message is supported by facts and figures. Concreteness in communication is also about answering to questions timely and consistently, and developing your argumentations based on real – life examples and situations rather than on general scenarios or theories.
5. **Courtesy:** Courtesy in communication implies being respectful of the recipient's culture, values and beliefs. Also, it involves the need to adopt a register your audience can easily relate to and understand. Courteous communication has a impact on the overall communication, as it prompts a more positive and constructive approach to the conversation.
6. **Clarity:** To be effective, communication has also to be clear and specific. To achieve clearness, the message should focus on a single objective, thus emphasizing its importance and catering for a prompt understanding of its contents
7. **Corrections:** Using grammar and syntax correctly vouches for increased effectiveness and credibility of the message. In fact, grammar and syntax mistakes make it harder for the recipient to decode the message and understand its contents. Also, they have a negative impact on the overall communication, as they show that the sender hasn't taken his time to craft his messages more carefully.

1.5. COMMUNICATIVE COMPETENCY

It is that aspect of our competence that enables us to convey and interpret messages and to negotiate meaning interpersonally with in Specific contexts 'communicative' competence is relative, not absolute and depends on the co-operation of all the participants involved (Savignon 2003). It is an interpersonal construct that can only be examined by means of the overt performance of two or more individuals in the process of negotiating meaning. It is an ability not only to

apply the grammatically correct sentence but also know when and where to use these sentences and to whom. It includes:

1. Knowledge of the grammar and vocabulary of the knowledge the language.
2. Knowledge of rules of speaking and writing.
3. Knowing how to use and respond to different types of speech acts such as requests, apologies, thanks etc.
4. Knowing how to use the language appropriately.

So we can conclude and say that communicative competence includes:

- (a) Grammatical competence
- (b) Discourse competence
- (c) Strategic competence and
- (d) Socio- linguistic competence.

Socio linguistic competence refers to an understanding of the social context in which communication takes place and of the role relationship of the participants. Communicative Approach to language teaching aims at developing the communicative competence of the learners which include the learners acquiring the knowledge.

1.6. NEED AND SIGNIFICANCE OF THE STUDY

As far as English language in Indian context is concerned, English language learning has reached a crucial point. Though English is being used and taught and learnt in India for more than one and half century, it has not been acquired and will hardly get the status of first language for the vast majority of the Indians. In Indian schools and colleges, English is taught and learnt not as a language but as a subject to be passed out to obtain a certificate or a degree.

English involves the applications of what they learned and means to develop the abilities to use it day-to-day activities. They design special courses in English and the students are provided with ample exposure to English language. A great emphasis is given to design text-books with sections especially devoted to English language skills. Even that is proven as futile. Therefore, English as a global language is important not only in the commercial sector but also in the academic field for especially college students who are at the tertiary level where they face the language problem.

The subjects for this study consist only of the high School students of Government and Private Schools of Rural and Urban Areas of Jammu District. The nature of the programme gives students exposure to other acquired skills besides examination-based evaluation such as those related to communication Competence. Therefore, students at some point are required to attain other skills which benefit them for the hands-on tasks. Classes under the Arts courses such as Public Speaking, English, History, and Theatre Studies require the ability to present. The findings of this research will be able to predict the basic communication competence in writing needed in order to achieve a high performance academically.

1.7. STATEMENT OF THE PROBLEM

AN APPRAISAL OF COMMUNICATION COMPETENCE IN ENGLISH
AMONG RURAL HIGH SCHOOL IN JAMMU DISTRICT

1.8. OPERATIONAL DEFINITIONS

1. Language: A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. The method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.
2. Writing: a group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stand for an idea, concept, or thing, by using each symbol to represent a set of sounds grouped into syllables (syllabic writing), or by regarding each symbol as corresponding roughly or exactly to each of the sounds in the language (alphabetic writing).
3. Communication: Communication skills are important to everyone - they are how we give and receive information and convey our ideas and opinions with those around us. Communication comes in many forms: (1) verbal (sounds, language, and tone of voice) (2) aural (listening and hearing) (3) non-verbal (facial expressions, body language, and posture) (4) written (journals, emails, blogs, and text messages) (5) visual (signs, symbols, and pictures).

4. Communication Competence: Communicative competence includes at least three additional types of linguistic ability, including skills such as assessing sociolinguistic appropriateness, maintaining coherent discourse, and adjusting to interactional demands. Many teachers and researchers believe that this type of expanded communicative competence can best be fostered among learners through communicative language teaching (CLT), using methods which encourage the meaningful use of authentic language. The Communication Competence has been assessed by ELPT Tool.

1.9. OBJECTIVES OF THE STUDY

The Objectives of the Study are as under:

1. To find Significant Differences in Communication Competence in English among Government and Private High School Students in Rural Area.
2. To find Significant Differences in Communication Competence in English among Government and Private High School Students in Urban Area.
- 3: To find Gender Differences in Communication Competence in English among High School Students in Rural Area.
4. To find Gender Differences in Communication Competence in English among High School Students in Urban Area.
5. To find Significant Differences in Communication Competence in English among Government and Private High School Boys.
6. To find Significant Differences in Communication Competence in English among Government and Private High School Girls.

1.10. HYPOTHESES OF THE STUDY

The following hypotheses have been formulated in the present study:

1. There is no Significant Differences in Communication Competence in English among Government and Private High School Students in Rural Area.
2. There is no Significant Differences in Communication Competence in English among Government and Private High School Students in Urban Area.
- 3: There is no Gender Differences in Communication Competence in English among High School Students in Rural Area.
4. There is no Gender Differences in Communication Competence in English among High School Students in Urban Area.

5. There is no Significant Differences in Communication Competence in English among Government and Private High School Boys.
6. There is no Significant Differences in Communication Competence in English among Government and Private High School Girls.

1.11. DELIMITATIONS OF THE STUDY

1. The study has been delimited to Jammu District only.
2. The study has been confined to High School Students Only.
3. The sample of only 120 students (60 Boys + 60 Girls) has been taken in present study.
4. The study has been conducted by only one variable i.e. Communication Competence in writing.

CHAPTER-II

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

A review of literature is a description of the literature relevant to a particular field or topic. It gives an overview of what are the prevailing theories and hypotheses, what questions are being asked and what methods and methodologies are appropriate and useful. As such, it is not in itself primary research, but rather it reports on other findings (Cooper, 1988). One of the important steps in the planning of any research study is a careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated. Research takes advantage of the knowledge, which has been accumulated in the result of constant human endeavour.

Review of the related literature is an important prerequisite to actual planning for the execution of any research work. Study of the related literature helps in acquiring information about the studies done in the field to protect against unnecessary duplication. In the words of Brog, "Literature in any field forms the foundation upon which all the future works will be built." Study of related literature implies locating and evaluating research reports as well as the reports of the casual observation and opinions that are related to the individuals planned research projects. It also takes into account the amount of knowledge which has already been accumulated in the past as a results of constant human endeavor. A review of related literature gives the scholars an understanding of previous work that has been done in his/her fields of research and what still remains to be done. The familiarity with the literature in any problem helps the students to discover what is already known, what other have attempted to find out, which methods have been promising and disappointing and which problems remain unsolved. The review of literature also provides the opportunity of gaining insight into the methods, measures, subjects and approaches employed by other research workers.

According to C. V. Good (1959), "A survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose."

Cooper, M.M. (1986) believes that,” A summary of the writing of recognized authorities and of previous research provided evidence that the researcher is familiar with what is already known and what is still unknown and untested.”

Once the problem is formulated on extensive literature survey connected with the problem is an important step which helps the researcher in his study. The investigator must be well acquainted with upto date information about what has been taught and done in the particular area, from which he intends to take up a problem for research. It not only provides conceptual frame of reference for the completed research but also suggests methods, procedures, sources of data and statistical techniques appropriate for the solution of the problem. It also enables the researcher to avoid the task of duplicating and helps him in the formation of basic theories, assumptions and deciding hypothesis.

This chapter aims at providing a bird’s eyerview of the work related with the study in hand. An attempt has been made here to review the researchers that have already been done in India and abroad. The points emerging from review of the related literature have also been objectively discussed.

For the present study, the investigator consulted different books, encyclopedia of educational research and current journals to refer the studies which have been conducted in the fields of investigations.

2.2. RESEARCH STUDIES RELATED TO COMMUNICATION COMPETENCE

Savignon, S.J., (1972) studied on “Communicative Competence: An Experiment in Foreign Language Teaching”.

Objectives: (1) To develop tests of communicative competence suited to the beginning level of college French. (2) To evaluate the effectiveness of training in Communicative acts as part of a beginning college French course in developing both linguistic and communicative. (3) To explore the correlation of various attitudinal and motivational factors with achievement during the first semester of college French in a midwestern unicultural community. (4) To assess the effectiveness of training in communicative acts as part of a beginning college French course as a Means of influencing sttitudinal and motivational factors.

Procedure: Three groups of beginning college French students, two experimental groups and one control group. Participated in the study which ran for 18 weeks and

included a total of 42 students. Each group in the study corresponded to a class section in the multisection beginning French programme at the University of Illinois at Urbana-Champaign. This programme used a modified audio lingual approach to teaching French with emphasis on dialogue memorization and oral drilling of linguistic patterns, particularly in the beginning stages. All the 3 groups met for four, 50 minute periods a week for the same basic course of instruction in French. An attitude questionnaire, and tests of achievement in linguistic and communicative competence were administered to all students. No significant differences were found among groups on the independent variables recorded: language attitude, verbal intelligence and high school class rank. A one-way analysis of variance (ANOVA) was then used to test for differences by teaching strategy on the measures of achievement.

Findings: The “Communicative skills group”, E1 performed significantly better than either the “culture group”, E2 or the “control group”, C. on the test of communication skill. These findings were interpreted as evidence of the need to distinguish between communicative competence on the one hand and linguistic competence on the other, noting that it is the latter which is typically rewarded in the foreign language classroom.

Soumini, P. (1984) submitted Ph.D. Thesis entitled “A Course Design Based on Communicative Approach for English Language Teaching in Regional Medium High Schools.” explored Objectives: (1) to design a course based on communicative approach for the teaching of English for regional medium class IX and X students using science as the content (2) to prepare a few sample materials as per the course design. (3) to try out the prepared sample materials to find out their workability in classroom situations, and to evaluate the materials in terms of the performance of students in rhetorical acts in biology.

Methodology: The parallel group experimental design was employed. The sample consisted of students of high schools. The experimental and control groups were formed on the basis of one to one matching. The course design was drawn for classes IX and X, the content taken being the biological and physical sciences. The experiment was conducted in a Telugu Medium School. The various types of tests and instructional materials used in this study were English proficiency Test I and II,

science pre-test, science Achievement Test, science post-test, questionnaires to find out student's reactions and teachers' opinions on the course design.

Findings: (1) In case of science pre-test / post - test gain scores of the experimental group demonstrated a significant improvement due to communicative approach. Similar improvements from pre-test to post-test for the control group were not observed. (2) The majority of the students found that the course design was useful to improve both science and English. Students found that figures, illustrations, charts and exercises given in the instructional material were interesting and satisfactory. (3) The teachers felt that this type of course developed vocabulary, structures, science concepts, as well as the language skills. Teachers felt that they needed special training to teach English through the communicative approach. They believed that such a course was difficult to be introduced in our schools.

Sing, V.D. (1984) submitted Ph.D. Thesis entitled "A study of Linguistic Communicative Abilities of Higher school Teachers of English in Relation to their Classroom Functions."

The purpose of the study: The study investigated the linguistic and communicative abilities of high school teachers of English in relation to their classroom functions. The research questions addressed were: (1) Is speaking ability of the subjects adequate for teaching ESL (English as second Language) at the secondary and higher secondary levels of school education? (2) Is the subjects' writing ability adequate ? (3) (a) Do the subjects possess grammatical and stylistic competence to identify and correct errors in student writing ? (b) What is the subjects' norm and concept of correctness ? (4) Do the subject possess syntactic control and fluency to be able to put ideas into complex sentences economically and effectively, where necessary ? (5) Is there a significant difference between the subjects' speaking ability and their writing ability?

Findings: (1) The speaking ability of three-fourth of the subjects was adequate though it was deficient in accuracy. (2) The writing ability of most of the subjects was not adequate. (3) (a) The subjects possessed grammatical competence to correct pupil errors, but not stylistic competence to the same extent, (b) In erro-correction, they applied the norms of sentence level accuracy and were oblivious to discourse and contextual constraints. Errors for them meant grammatical errors not errors of idiom and style. (4) The subject generally possessed adequate syntactic control and

fluency. (5) There was a significant difference between the subjects' speaking ability and their writing ability. Their speaking ability was better than their writing ability. (6) The performance of the MAs in English (N=39) was consistently superior to the performance of the non MAs in English (N=21) (7) The responses to the questionnaire revealed, among other things, that most of the subjects favoured a normal teaching of grammar, and they insisted that their pupils always spoke and wrote grammatically correct English. Most of them felt that the practice and experience of teaching had improved their own English.

Margo (1985) carried out a study named "The Role of Communicative Competence in First and Second Language Achievement As Demonstrated in the Measure of Essential Communication and Concept Achievement."

Purpose of the Study: The purpose of the study was to examine the communicative and the academic proficiencies of first and second language learning with the intent of improving current student assessment practices.

Procedure: The sample consisted of 304 intermediate grade level students in the third target school district in Illinois. The data were analysed by grade and across grades. Specific situation procedures i.e. analysis of variance, PPM correlation were used.

Finding: The development of entry and exit criteria for educational programmes should rest on both theoretical research and classroom practice.

Sharma (1985) in his book titled "Aspects of English Language Teaching in India.

Objectives: The main object of the study was to unravel the multidimensional problems, sociolinguistic implications, technical requirements, and situational needs of English language teaching (ELT) in India.

Findings: (1) The prospective principles and methodology of second language teaching have undergone a drastic change over the last few decades. (2) The existing system of teaching of English in India right from the grass roots level to the university stage was defective. (3) Traditional methods and conservative cases of ELT in India were incommensurate to the language needs of learners. (4) Instead of becoming realistic, need-based and oriented, the system of ELT in India had always tended towards idealism, elitism and status quo and had become more of a hindrance than a help in bringing about an equalitarian transformation in the country. (5) In

teaching English as a second language the emphasis needed to be on the linguistic aspect rather than on the cultural one.

Health, Avalos (1987) investigated “Relationship Between creativity and communicative Competence strategies Among Bilingual and Bidialectual Adolescents.

The purpose of the study: The purpose of the study was to investigate creativity in relation to ‘adaptivals’. Adaptivals are defined as native language and cultural limits by speakers of English as an L2 or dialect in developing communicative competence in the target language.

Findings: (1) If oral language is used effectively in teaching writing it can serve in the capacity of clarifying and checking language in the process of developing the written product. A significant relationship was found between sources on oral and written tasks. (2) Acquisition of a second language correlates significantly with creative development.

Chandra (1988) submitted Ph.D. Thesis entitled “Correlates of Written English at the plus two stage.”

Methodology: The sample comprised 560 pupils from 16 higher secondary schools (both boys and girls) in Madras city and the two neighbouring districts of North Arcot and Chengulpatta. The tools used included questionnaire, semantic differential, discrete point objective type test of grammar, vocabulary and reading comprehension in English, objective type test for proficiency in written English and situational compositions for testing written English and for written Tamil were used. Mean, S.D., ‘t’ test, correlation, multivariate analysis, regression and factor analysis were used to treat the data.

Findings: (1) Proficiency in written English at the plus two stage was significantly correlated with knowledge of grammar, reading comprehension, Vocabulary, the ability to predict lexical and syntactical items and relationship, proficiency in Tamil, positive attitude towards English, occupational status of the parents, economic status of the family, reading habits, writing practice and, the use of English outside the formal educational setting. (2) Proficiency in written English at the plus two level was significantly correlated with the occupational status of the parents, economic status of the family and the educational qualifications of the members of the family.

It was not related to gender nor the location of the school, nor the subject of the specialisation but it was related to medium of instruction, Tamil medium pupils. (3) Proficiency in English was related to all the factor in learning habits covering reading habits, writing practice and use of English outside the formal educational setting. (4) There existed a significant correlation between achievement in English and other school subjects. There was a significant relationship between pupils' perception of their performance and their proficiency in written English.

Gupta (1988) submitted Dissertation entitled "The Efficacy of Language Laboratory Exposure in Developing Language proficiency And Communicative Competence of Tribal Learners of English: An Experimental study." The Purpose of the study: The study was determined to listening and speaking skills of VIII, IX and X classes, tribal learners. Procedure: The experimental pre-test, post-test equal design was used for the study. A standardized test for listening comprehension and another test developed by the researcher were used. Findings: (1) It was found that language laboratory exposure developed language proficiency of the tribal learners of English. (2) Language laboratory exposure developed the communicative competence of the learners in English more than the communicative competence in English Audiolingual method developed without laboratory exposure. (3) Language proficiency in English helped develop the communicative competence of tribal learners of English.

Sharma (1989) submitted Ph.D. Thesis entitled "Designing a Course in Written English for the High School Stage: A Communicative Approach" Problem: It is an attempt at designing a course in written English for the high school stage based on the communicative approach after surveying the present language learning. Methodology: Using quota - sampling procedure 236 students, 63 teachers and 120 parents were involved in the study - questionnaires. In the second stage of the investigation 34 class IX students were used as they were readily available - tool - multiple - choice test and course material. Findings: (1) A large number of students were poor in written English in comparison to their proficiency in the other language skills. (2) High school students needed written English for both academic and certain specified social activities. (3) Frequency of writing composition was very slow and a large number of students

needed many writing exercises. (4) It confirmed that the use of communicative language teaching strategies can bring about an improvement in the use of skills, which they sought to develop. (5) A well - designed communicative syllabus incorporating the needs of the students can in a tension-free, interactive classroom create a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising.

Rajendran (1992) submitted M. Phil Thesis entitled “Activity Centered Teaching of English – An Experimental study”

Objective: To study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity - centred approach to teaching of English.

Methodology: The sample comprised 98 students (62 boys and 36 girls) through an achievement test. The tools used were psychological tests, and tests of attainment or achievement. The collected data were treated using descriptive statistics and test of significance.

Findings: (1) The activity - centred approach to teaching of English produced an improvement in reading and writing skills. (2) The conventional method of teaching English improved reading and writing skills. (3) There was no significant difference in the achievement of the reading and writing skills between the students taught under activity - centred approach and the conventional method.

Alavandar (1992) submitted his thesis entitled “A study of selected Variables relating to English Reading Competency of High school pupils.”

Objectives: (1) To construct and standardize the following tests in English for std. IX pupils. (a) Spelling test (b) Grammar test (c) Silent reading comprehension test. (2) To find out the level of the English reading competency of high school pupils. (3) To study the reading habits and interests of high school pupils. (4) To find out if there is any significant difference between the sex and reading habit and interests of the pupils as well as their parents education, occupation and income on the one hand and their reading English competency on the other. (5) To find out if there is any significant relationship between the pupils’ reading habits, spelling ability, passive vocabulary and grammatical knowledge on the one hand and their English reading competency on the other. (6) To develop a model of reading in a second language

learning situation and to suggest appropriate measures for the development of English reading competency of high school pupils.

Methodology: The sample of the study consisted 500 pupils of class IX selected by random sampling from six schools of South Arcot District and eight schools of Tanjore District of Tamil Nadu. The tools used - silent reading comprehension test in English. English spelling test, English grammar test. Questionnaire for Reading Habits of High school pupils and A Close Test.

Major Findings: (1) Scores on English Reading competency varied highly. (2) The mean scores on silent reading comprehension and word recognition were less than 50%. (3) The mean scores on grammar and reading habits were just below 50%. (4) The mean spelling scores was just about 50%. (5) Boys differed significantly from girls on English reading competency. (6) English - medium - pupils secured a higher mean ERC than Tamil medium pupils. (7) Less than 10% of Tamil Medium pupils had access to books in English other than their school texts. (8) Pupil whose parents were educated had a higher mean ERC than those whose parents were illiterate. (8) Pupils from different income groups didn't differ significantly in their ERG (9) The interest pattern of stdL DC pupils was the same regardless of their ERG (10) There was strong and significant correlation between ERC and regarding habits. ERC and spelling, ERC and vocabulary, and ERC and grammar. (11) The findings support the model of English reading in second language learning propounded by the investigator with minor modification.

Derolf (1996) in his study "English Communication through Practical Experience" examined the communicative competence in English with the intent of improving current student assessment practices both inside and outside the classroom and how they can be beneficial to the practical task of communicating in English. It has been summarized that more than methods or curriculum, a language must be experienced. This does not mean that grammar, reading, writing and speaking do not all need to be taught, but it means that along with these skills the language must be experienced before it can become a part of a person's being. In order for a person to be truly skilled in a language it must become a part of his or her being or in other words, a person must live the language. It is a great challenge, as a language teacher, to try to give students various kinds of opportunities to live the language, but it is

also very rewarding to be able to see a student make English become a part of his or her being.

Kitao and Kathleen (1996) published a paper entitled “Testing Communicative Competence” and found that Communicative language tests are intended to be a measure of how the testees are able to use language in real life situation. In testing productive skills, emphasis is placed on appropriateness rather than on ability to form grammatically correct sentences. In testing receptive skills, emphasis is placed on understanding the communicative intent of the speaker or writer rather than picking out specific details. And, in fact, the two are often combined in communicative testing. A communicative language test should be based on a description of the language that the testees need to use. The test should reflect the communicative situation in which the testees are likely to find themselves. In a role play, the testee is given a situation to play out with another person. Summarizing Testees might be given a long passage - for example, 400 words - and be asked to summarize the main points in less than 100 words. To make this task communicative, the testees should be given realistic reasons for doing such a task. The summary would be evaluated, based on the inclusion of the main points of the longer text. Listening and writing may also be tested in combination. In this case, testees are given a listening text and they are instructed to write down certain information from the text.

Walker (1996) in their study “Easy English Communication at the Secondary Level.” Summarized that, a thousand meetings, the best textbooks, creative teaching materials, even native speakers visiting the classroom aren’t going to “give” ESL students English Communicative ability. Only by using English Communicatively with their teacher and classmates will students develop the ability to speak English. Students won’t attempt to communicate in English if we are unwilling to do so. You aren’t just teaching spelling, vocabulary, and grammar in class, you are indirectly teaching your students the value of communicating English. If you don’t show your students by using English that you think it’s important, they won’t think it is. If students are taught primarily in their native language, they may learn how to read English, they may learn how to write English, they may learn how to translate English, but they are not very likely to learn how to speak English. It has been

concluded that there is no fixed pattern of standard English. Using language in day-to-day transaction and factors affecting communicability depend upon each county's environment and to meet its need. It is also noted that the teacher of English needs to be sensitive to the students' needs goals. In another study of this area an attempt was made to endeavour some teaching methods both inside and outside the classroom and how they can be beneficial to the practical task of communicating in English. Through the study it is observed that language is learned through experience not learning the language for the sake of knowledge. Language teachers should give students various kinds of opportunities to live the language. In third study it is noted that students must be taught foreign language through regional language. The major study was related to spoken English. Communication through written English was not observed.

Paliwal (1996) submitted Ph.D. Thesis worked on the topic "Developing Communicative Competence in Written English Among Secondary School Learners of Rajasthan - An Experimental study"

Objectives: (1) To develop student's Communicative Competence in written English. (2) To find out students' communicative needs in social context which motivate them to Communicate through written English. (3) To develop new strategies for developing students' Communicative competence in Written English. (4) To study the comparative efficiency of the two teaching approaches (The traditional and communicative Approaches) for developing Communicative competence in written English.

Methodology: 120 students of 10 class of a sub-urban secondary school were randomly selected and were put into three groups. Experimental group I., Experimental group II, and control group. The random sampling method was employed for the purpose. Questionnaires were used to find out students, communicative needs in written English in the social context. The experimental method and the normative survey method were used.

Findings: (1) The students who were taught by the CLT and TLT approaches did score significantly higher than the students who were not given any special experimental treatment. (2) The significant performance of the EG-I and EG-II might be owing to the CLT and TLT approaches used respectively for the experimentation. (3) Both the TLT and CLT approaches help in bringing about a significant change in

the achievement scores of the learners. (4) The learners who were not exposed to any kind of special experimental treatment did learn something either on their own or in their normal classroom, but this learning is not significant in comparison to the learner's achievement scores in the experimental treatment group.

Tambini (1999) in published Journal worked on "Aligning Learning Activities and Assessment Strategies in the ESL classroom".

The Objectives: The objective of this lesson plan is to actively engage students in the process of speaking out and making inquiries regarding the availability and suitability of living space in as authentic a manner as possible.

Findings: (1) Clearly, the alignment of performance standards, instructional objectives, and assessment strategies is necessary if students learning and progress are to be evaluated accurately. (2) Through the presentation and discussion of the lesson plan presented above have been able to demonstrate at least some of the manifold forms that this alignment might take. (3) This alignment - in so far as is possible within the context of a single lesson plan - has been successfully achieved. (4) Students are given the opportunity to learn, the teacher is provided effective means to gauge that learning, and communication between student and teacher is encouraged and supported.

Krish (2001) studied "A Role Play Activity with Distance Learners in an English Language Classroom." in order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. Extended activities in the form of role play, simulations and problem solving are vital in developing communicative ability of the learners.

Background of the study: Role play was chosen as one of the tasks in this course to create a situation for the learners to actively interact in the language, thereby making the language learning more meaningful. At the same time, the learners are introduced to the different learning styles - listening, remembering, discussion, writing and presenting.

Sample: For the purpose of this study, the distance learners from the Kuching, Sarawak centre were used as the sample. The class comprised 15 working adults.

Except two learners, the rest were all primary school teachers. Each meeting is made up of six contact hours.

Findings: (1) At the beginning the learners had doubts and lacked confidence, the activity was successful in achieving its aims. (2) We want our learners to gain fluency and accuracy in the oral presentation. Being accurate does not mean using structures and vocabulary correctly, but saying the right things in the right place, at the right time. (3) Language teaching can be an interesting challenge when teachers make the effort to explore a variety of approaches. Role play is just one of the many methods available for exploitation. (4) With same attention given to the needs of the learners, both the teacher and the learners can play active roles in the classroom, making language classes livelier, challenging and above all rewarding.

Ramchandra, et al. (1988) studied on the topic “The Need for programmes to Improve Communication skills of Diploma Students-Independent Study.”

Problem: It attempts to study and analyse different aspects of competency in English attained by polytechnic students.

Objectives: (1) To find out the general level of proficiency attained by students in the chosen aspects of (a) language ability (b) Written Communication. (2) Oral Communication (a) listening comprehension and, (b) Manipulative skills. (3) To priorities the aspects in terms of their easiness/ difficulty and, (4) To suggest suitable measures to improve learners language skills.

Methodology: A five part test was prepared with a weight of 30% for language ability, 20% each of for listening comprehension, oral communication and listening communication, and 10% for manipulative skills. The test was administered to 95 students of polytechnic in Karnataka.

Findings: Some of the major findings were: (1) Only 23 /(30%) of students obtained more than 55% in the test. (2) 45 students (59%) could not get to the minimum expected standard in the first part language ability for which maximum weightage was given in the test. (3) The students found listening comprehension to be the most difficult part in the test. (4) The oral communicative ability of students was found to be fairly good. (5) Students proficiency in English was no up to the expected level. The ratio of failure accounted for 52 persons (68%) : 18 (24%), 63 (90%) and 35 (45%) in the second third, fourth and fifth parts of the test respectively.

2.3. CONCLUSION

Communicative competence is an integral aspect of English Language classroom. To attain success in academic career, a good grasp of both oral and written communication cannot be neglected by students. The study has been able to point out the hindrances and strategies for its attainment. The study thus proposes the following:

1. That the student should be encouraged to read wide because extensive reading empowers vocabulary development which is a necessary tool for written communication.
2. Learners of English as a second language should be earlier exposed to consonant and vowel sounds that are absent from their mother tongues (MT) to avoid interference phenomenon.
3. J and K government should stimulate reading by providing numerous well equipped public libraries for students and English users generally.
4. Communicative approach which emphasis not just grammatical knowledge but also oral and written skills should be adopted by English teachers in L2 classroom.
5. Major studies were conducted on listening, speaking and reading skills in English.
6. Functions of language items were not focused and practised in social context.
7. To identify learner's strengths and weaknesses for developing competence in written English.

CHAPTER-3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

Research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedure by which researchers go about their work of describing, explaining and predicting phenomena is called research methodology. It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work plan of research a logical direction. It is necessary for a researcher to design a research methodology for the chosen problem. It is important for the researcher to know not only the research tools necessary for the research under taken but also the methodology. Research methods are of utmost importance in a research process. They indicate the various steps to be adopted for solving a research problem. It is, therefore, very important that researchers have a thorough understanding of diverse research methods, their strengths, limitations, applications and appropriateness.

The decision about the method or methods to be employed always depends upon the nature of the problem selected and the kind of data necessary for its solution. Whatever the method to be employed, it is essential that it should be describable otherwise, it will lose its significance and effectiveness. Thus if the research methodology cannot be clearly described, chances are that the results of the study will be too vague and general (Mouly 1970).

The present chapter throws light on the research methodology being adopted for the present research study. Here research objectives and design of the study i.e. sample for the study and collection of the data and statistics for analyzing the data are also discussed.

3.2. DESIGN OF THE STUDY

The design of the research is the actual blue print of the procedure for the completion of various research steps and reaching valid conclusions

3.2.1. METHOD

Descriptive survey method has been adopted for the present study. Method means a systematic approach towards a particular phenomenon.

3.2.2. POPULATION AND SAMPLE

Population refers to any collection of specified group of human being or non human entities such as objects, educational institutions, time units and geographical areas. All secondary students studying in private and government schools of Jammu District constituted the population of the present investigation.

In the present study, Random Sampling technique has been employed for collecting data of 120 students enrolled in high schools out of which 60 are male and 60 females. Further, out of 60 male 30 are from rural school and 30 from urban and same for 60 females 30 are from rural school and 30 from urban school. The details of the sample selected from 4 high schools affiliated to Jammu district have been given in the tables 3.1 and 3.2 respectively.

Table 3.1

Distribution of Sample from Private Rural High Schools.

S. No.	Name of the schools	No. of boys	No. of girls
1.	Shastri Memorial High School	15	15
2.	Prince Doll Day Boarding Public High School	15	15
Total		30	30

Table 3.2

Distribution of Sample from Govt. Urban High Schools.

S. No.	Name of the schools	No. of boys	No. of girls
1.	Govt. Boys High school (Satwari)	15	15
2.	Govt. Girls High school (Satwari)	15	15
Total		30	30

3.2.3. VARIABLES

The following variables were involved for studies in the present research:

- (a) Independent variable.
 - (i) Gender: Boys and Girls.

- (ii) Type of schools: Govt. and private.
- (b) Dependent variable:
 - (i) English language proficiency test.

3.3. TOOL EMPLOYED AND ITS DESCRIPTION

For the present study, the teacher designed achievement test for English language, communication and grammar test was constructed and standardized English language proficiency scale by K.S. Mishra and Ruchi Dubey. English Language Proficiency Test (ELPT) was administered in group setting. Scoring was done by awarding '1' mark for each correct response and '0' for wrong response. Numbers of correct responses to each item in high and low group were calculated. Difficulty value (D.V) and Discrimination Index (D.I) for each item were calculated.

Items with difficulty value in the range 20% - 80% and discrimination index ranging from 3 to 8 were selected for inclusion in the final form of the ELPT.

Table 3.3

Distribution of the Item.

CONTENT	Knowledge + Understanding 50%			Applicant 50%		Total No. of Questions
	Underline 10%	Fill in the Blanks 20%	Multiple Choice 20%	Fill in the Blanks 25%	Multiple Choice 25%	
Noun 7%		2		1	1	4
Pronoun 7%	2			2		4
Adjective 7%		2		1	1	4
Verb 7%	1	1		2		4
Adverb 7%	1		1	1	1	4
Preposition 7%		1	1	1	1	4
Spelling 7%	2			1	1	4
Tenses 7%		1	1	1	1	4
Sentence 7%			2		2	4
Article 7%		2		2		4
Translation 7%			2	1	1	4
Word formation 7%			2	1	1	4
Active/Passive 7%		1	1		2	4
Direct/Indirect 7%		1	1		2	4
Total 7%	6	11	11	14	14	56

3.3.1. SCORING OF ELPT:

A Scoring of 1 is given for every correct response and 0 for wrong response. ELPT can be evaluated through manual scoring.

Table 3.4

Scoring procedure: Scoring of communication competence

Sr. No.	Range of z-Scores	Grade	Level of Proficiency
1.	+2.01 and above	A	Extremely Proficiency
2.	+1.26 to +2.00	B	Highly Proficiency
3.	+0.51 to 1.25	C	Above Average Proficiency
4.	-0.50 to +0.50	D	Average Proficiency
5.	-0.51 to 0.50	E	Below Average Proficiency
6.	-1.26 to 2.00	F	Low Proficiency
7.	-2.01 and below	G	Extremely Low Proficiency

3.3.2. RELIABILITY

Split half reliability and Kuder-Richardson reliability coefficient of the test have been found to be .85 and .84 respectively (N=100), which are significant at .01 level of significance.

3.3.3. VALIDITY

Face validity has been found by asking experts belonging to the field of Education and English. Concurrent validity has been found by correlating English Language Proficiency Test scores and English marks in U.P. Board High School Examination of the students. It was found to be .50.

3.4. DATA COLLECTION:

The Data Collected for the study has been quantitative in nature. The quantitative data on the Communication Competence of rural high school students is measured by ELPT developed and standardized by KS Mishra and Ruchi Dubey.

3.5. ADMINISTRATION OF THE TOOL

The researcher surveyed the different high schools of Jammu District and selected 4 high schools i.e. 2 government schools and 2 private high schools. She visited the selected schools personally for the collection of data. First of all, the researcher approached the head of the institutions and the purpose of conducting the test was explained to them.

The questionnaire was administered in the classrooms. An attempt was made to explain the purpose of the study of competence of English. The teachers were informed that their responses will be kept confident and therefore, they should be frank, honest, bold and sincere while responding to the items of the Questionnaire. After giving the necessary instructions, the researcher distributed copies of the tool. Every attempt was made by the researcher to remove doubts and difficulties of the sample group.

The teachers were directed to read the statement of questions one by one and tick mark the suitable responses for the respective statements. After filling up the responses by the students, the copies were collected back. In this way the test was administered in all the schools included in the sample and thus data was collected.

3.6. PROCEDURE

Phase 1: In the first phases, the researcher selected the high schools of Jammu District and prepared a preliminary draft of the tool for collecting the data for the study. The researcher undertook the review of related literature. The researchers conducted in the given research were scanned vis-à-vis the problem at hand so as to get a holistic view of the field and topics of the study.

Phase 2: This phase was concerned with the drafting, finalization and fine tuning of the tool to be utilized for the present study. At this stage, the sample details were finalized and the selected schools were identified. Further schedule of the data collection was finalized.

Phase 3: The data regarding communication skills was collected from the high schools of Jammu District.

Phase 4: In this phase, scoring and tabulation of data was taken up.

Phase 5: In this phase, data processing and analysis using appropriate statistical techniques was carried out to find the results. A concise neatly typed report was developed for submission.

Phase 6: Finalization of research report and compilation of report for final submission has been carried out.

3.7. STATISTICAL TECHNIQUES EMPLOYED

In order to analyze the data, the investigator used the following statistical techniques:

1. Mean
2. Standard Deviation.
3. t value

CHAPTER-4

ANALYSIS AND INTERPRETATION OF DATA

4.1. INTRODUCTION

Analysis of data means categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that meaningful results can be arrived at. “analysis of the data can be done in the light of the objectives of the study”. (Kerleinger, 2014).

Analysis of data means studying the tabulated material in order to determine facts and meanings. It involves breaking down of existing complex factors into simple parts and putting the parts into arrangements for purposes of interpretation.

The most important step in any research project is the analysis and interpretation of the data collected. After the data has been collected and tabulated, it must be processed and analyzed properly, so as to draw proper inference. Analysis of data means the study of the tabulated material in order to determine inherent facts and meanings. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. It involves breaking up of complex factors into simpler parts and putting them in new arrangements for the purpose of interpretations.

Collection of the data has no meaning unless it is tackled properly, analyzed and interpreted by sophisticated technique. Barr says, analysis is an important phase of the classification and summarization of data. So the interpretation is considered as one of the most important steps in the total procedure of research.

The present chapter describes the results from the quantitative analysis of data obtained through the administration of the testing aptitude scale. Data was collected and tabulated manually. Data was further processed and analyzed using SPSS as per the research design.

In this study, data have been collected from 2 government Schools and 2 Private Schools of Jammu City. Data were collected by English Language Proficiency Test (ELPT-MKDR). The analysis of results and their interpretations have been given in the following sections of the chapter-4.

4.2. RESULTS AND FINDINGS

The resulting data were analyzed using statistical techniques namely Mean and 't' value.

Objective 1: To find Significant Differences in Communication Competence in English among Government and Private High School Students in Rural Area.

Table 4.1

Values of Mean, Standard Deviation and t test for the Significant Differences in Communication Competence in English among Government and Private High School Students in Rural Area.

SCALE	Type of School	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Govt	30	36.90	6.95	1.27	58	1.31	Not Significant
	Private	30	34.57	6.89	1.26			

Table 4.1 indicates that the t-value of the scale English Language Proficiency Test (ELPT) is 1.31, which is lower on the table value at 0.01 and 0.05 levels of significance. Thus it is inferred that our hypotheses 1 stands accepted. Wherein we have stated that there is no significant difference between the Communication Competence among Government and Private High School Students in rural area. Hence, we can conclude that Government and Private High School Students in rural area do not differ significantly in the Communication Competence.

Objective 2: To find Significant Differences in Communication Competence in English among Government and Private High School Students in Urban Area.

Table 4.2

Values of Mean, Standard Deviation and t test for the Significant Differences in Communication Competence in English among Government and Private High School Students in Urban Area.

SCALE	Type of School	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Govt	30	37.63	4.76	0.87	58	0.63	Not Significant
	Private	30	36.97	3.28	0.60			

Table 4.2 indicates that the t-value of the scale English Language Proficiency Test (ELPT) is 0.63, which is lower on the table value at 0.01 and 0.05 levels of significance. Thus it is inferred that our hypotheses 1 stands accepted. Wherein we had stated that there is no significant difference between the Communication Competence among Government and Private High School Students in urban area. Hence, we can conclude that Government and Private High School Students in urban area do not differ significantly in the Communication Competence.

Objective 3: To find Gender Differences in Communication Competence in English among High School Students in Rural Area.

Table 4.3

Values of Mean, Standard Deviation and t test for the Gender Differences in Communication Competence in English among High School Students in Rural Area.

SCALE	Gender	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Boys	30	35.83	7.38	1.35	58	0.11	Not Significant
	Girls	30	35.63	6.64	1.21			

Table 4.3 indicates that the t-value of the scale English Language Proficiency Test (ELPT) is 0.11, which is lower on the table value at 0.01 and 0.05 levels of significance. Thus it is inferred that our hypotheses 3 stands accepted. Wherein we had stated that there is no significant difference between the Communication

Competence among Boys and Girls of High School Students in rural area. Hence, we can conclude that Boys and Girls of High School Students in rural area do not differ significantly in the Communication Competence.

Objective 4: To find Gender Differences in Communication Competence in English among High School Students in Urban Area.

Table 4.4

Values of Mean, Standard Deviation and t test for the Gender Differences in Communication Competence in English among High School Students in Urban Area.

SCALE	Gender	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Boys	30	37.70	4.38	0.80	58	1.05	Not Significant
	Girls	30	36.90	3.75	0.69			

Table 4.4 indicates that the t-value of the scale English Language Proficiency Test (ELPT) is 1.05, which is lower on the table value at 0.01 and 0.05 levels of significance. Thus it is inferred that our hypotheses 4 stands accepted. Wherein we had stated that there is no significant difference between the Communication Competence among Boys and Girls of High School Students in urban area. Hence, we can conclude that Boys and Girls of High School Students in urban area do not differ significantly in the Communication Competence.

Objective 5: To find Significant Differences in Communication Competence in English among Government and Private High School Boys.

Table 4.5

Values of Mean, Standard Deviation and t test for the Significant Differences in Communication Competence in English among Government and Private High School Boys.

SCALE	Type of School	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Govt	30	37.73	6.50	1.19	58	1.24	Not Significant
	Private	30	35.80	5.59	1.02			

Table 4.5 indicates that the t-value of the scale English Language Proficiency Test (ELPT) is 1.24, which is lower on the table value at 0.01 and 0.05 levels of significance. Thus it is inferred that our hypotheses 5 stands accepted. Wherein we had stated that there is no significant difference between the Communication Competence among Government and Private School High School Boys. Hence, we can conclude that Government and Private High School Boys do not differ significantly in the Communication Competence.

Objective 6: To find Significant Differences in Communication Competence in English among Government and Private High School Girls.

Table 4.6

Values of Mean, Standard Deviation and t test for the Significant Differences in Communication Competence in English among Government and Private High School Girls.

SCALE	Type of School	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Govt	30	36.80	5.34	0.98	58	0.76	Not Significant
	Private	30	35.73	5.47	1.00			

Table 4.6 indicates that the t-value of the scale English Language Proficiency Test (ELPT) is .76, which is lower on the table value at 0.01 and 0.05 levels of significance. Thus it is inferred that our hypotheses 6 stands accepted. Wherein we had stated that there is no significant difference between the Communication Competence among Government and Private School High School Girls. Hence, we can conclude that Government and Private High School Girls do not differ significantly in the Communication Competence.

CHAPTER-V

FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1. INTRODUCTION

After the data has been collected tabulated, it must be processed and analysed properly, so as to draw proper inference. Analysis of data means, the study of the tabulated material in order to determine inherent facts or meaning. A systematic and scientific treatment of the tabulated data is essential for drawing valid conclusions. The analysis of the data involves breaking up of complex factors into simpler parts and putting them in new arrangements for the purpose of interpretation.

In this study, data have been collected from 2 government Schools and 2 Private Schools of Jammu City. Data were collected by English Language Proficiency Test (ELPT-MKDR). Data was further processed and analysed using SPSS as per the research design as explained in chapter-4. The present chapter contains findings, conclusions, educational implications and suggestions for further research work.

5.2. MAJOR FINDINGS OF THE STUDY

The main findings arrived at after investigating the data with regard to elementary school teachers summarized below:

5.2.1. RESEARCH OBJECTIVE 1:

To find Significant Differences in Communication Competence in English among Government and Private High School Students in Rural Area.

Finding indicates that there is no Significant Differences in Communication Competence in writing English among Government and Private High School Students in Rural Area.

5.2.2. RESEARCH OBJECTIVE 2:

To find Significant Differences in Communication Competence in English among Government and Private High School Students in Urban Area.

Finding indicates that there is no Significant Differences in Communication Competence in writing English among Government and Private High School Students in Urban Area.

5.2.3. RESEARCH OBJECTIVE 3:

To find Gender Differences in Communication Competence in English among High School Students in Rural Area.

Finding indicates that there is no Gender Differences in Communication Competence in writing English among High School Students in Rural Area.

5.2.4. RESEARCH OBJECTIVE 4:

To find Gender Differences in Communication Competence in English among High School Students in Urban Area.

Finding indicates that there is no Gender Differences in Communication Competence in writing English among High School Students in Urban Area.

5.2.5. RESEARCH OBJECTIVE 5:

To find Significant Differences in Communication Competence in English among Government and Private High School Boys.

Finding indicates that there is no Significant Differences in Communication Competence in writing English among Government and Private High School Boys.

5.2.6. RESEARCH OBJECTIVE 6:

To find Significant Differences in Communication Competence in English among Government and Private High School Girls.

Finding indicates that there is no Significant Differences in Communication Competence in writing English among Government and Private High School Girls.

5.3. CONCLUSION AND DISCUSSIONS

On the basis of the interpretation of the result drawn in the present study the investigators concluded that the students at High School level does not differ significantly in their Communicative Competence in English with respect to their gender (Boys and Girls), different Colleges (Govt. and Private) and background (rural and urban).

5.4. EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Students should have sufficient knowledge of English grammar and basic structure to converse with their students.
2. The student should be given training in different aspects of grammar so that they improve their writing skills.
3. The students should be encouraged to listen English news so that they improve their pronunciation and minimize their mother tongue influence.
4. The student should be motivated to write small English paragraphs so that they can improve their writing skills.
5. The student should be encouraged to improve their writing skills by improving their gestures, eye contact and posture.
6. The findings of this study in terms of communication competence in writing will provide valuable feedback to the teachers and students so that they can modify their writing skills at senior secondary level.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

After conducting the study, the investigator is in position to put forth a few suggestions for further studies which are as under:

1. The present study cannot be called comprehensive and final. More work can be done at Tehsil/District/State level.
2. The study can also be conducted in Post Graduate students and college Students.
3. A sample of 120 students was taken in the present study. Some study can be done on a large sample also.

4. Since the present investigation was confined to Jammu District, similar study can be conducted in other districts of J&K state.
5. A similar study may be conducted in other languages also like Sanskrit, Urdu, etc.

SUMMARY

TITLE: AN APPRAISAL OF COMMUNICATION COMPETENCE IN ENGLISH AMONG RURAL HIGH SCHOOL IN JAMMU DISTRICT.

SUPERVISOR

Dr. Bindu Dua

INVESTIGATOR

Neha Sharma

A. THE PROBLEM

Language is an indispensable tool for all human existence. It plays a very important role in all kinds of societies whether primitive or modern. Language must be seen as an expression of people's way of life and it forms an integral part of their collective personality. This language is used more often than anything else to delimit cultural boundaries. The task and challenges of English teaching and learning is often associated with classroom dynamics which involve various dimensions of classroom learning environment. Hence there is great need of knowledge of Teaching of English for present and coming generation of India. English language learners often produce errors of syntax, vocabulary and pronunciation thought to result from the influence of their mother tongue such as mapping its grammatical patterns appropriately into language, pronouncing certain sounds incorrectly or with different and confusing item vocabulary. It is an important language and the ability to use this language has become a necessity to an educated person. These regional language differ with each other so much that it is not possible to communicate with people of other regions without a common language.

India is a vast country with different languages being spoken in different parts of the country. These regional languages differ with each other so much that it is not possible to communicate with people of other regions without a common language. Our country is growing on all fronts whether it is social or economic one. It is on the road to become a strong and prosperous nation in the world. It is also trying also to maintain a good foreign policy. For all these, there is need of a common language the English. It is a language which is understood almost all over the world. All schools and colleges teach English and mostly have it as a medium of instruction. English is a store house of social, political and technological knowledge. Hence, study of English Language is of great importance for a developing country like India. Without knowledge of this language, our technicians, mechanics and

engineers can neither progress nor keep pace with the rest of the world (Manmohan Singh – Prime minister of India, 2008).

English in India has become the medium of all relevant social interaction and the ability to use English effectively is considered an absolute essential for honorable existence” (Piller & Skilling, 2005). Language, as we know, is a means of communication. When we use language for communication, we must have knowledge of the linguistic forms of the Language. The user of a language, to make communication effective, requires knowledge of the social meaning of the linguistic forms and their functions. If the user of a language has only the knowledge of language rules and forms, then he is said to have ‘linguistic competence’, and if he also has the knowledge that enables him to communicate functionally and interactively then he is said to have ‘communicative competence’. The term ‘communicative competence’ has now become a household word in second language teaching.

Communicative language teaching looks at language as a system for the expressions of meaning using functions and notions. The primary function of language is interaction and communication, the structures of a language is not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse (Richards 1986). Communicative language teaching is an approach that focuses on all the components of the communicative competence of the learners and is not restricted to grammatical or linguistic competence. In this approach, ‘form’ is not primary, but ‘functions’ are primary. It holds the views that ‘functions’ is the frame work through which ‘forms’ are taught. The basic idea that communicative ability is the goal of foreign language learning is not a new one. The communicative approach to language teaching is based on the belief that acquiring a language means to communicate confidently and fluently in the language.

It is that aspect of our competence that enables us to convey and interpret messages and to negotiate meaning interpersonally within specific contexts ‘communicative’ competence is relative, not absolute and depends on the co-operation of all the participants involved (Savignon 1993). It is an interpersonal construct that can only be examined by means of the overt performance of two or more individuals in the process of negotiating meaning. It is an ability not only to

apply the grammatically correct sentence but also know when and where to use these sentences and to whom. It includes:

1. Knowledge of the grammar and vocabulary of the knowledge the language.
2. Knowledge of rules of speaking and writing.
3. Knowing how to use and respond to different types of speech acts such as requests, apologies, thanks etc.
4. Knowing how to use the language appropriately.

So we can conclude and say that communicative competence includes:

- (a) Grammatical competence
- (b) Discourse competence
- (c) Strategic competence and
- (d) Socio- linguistic competence.

B. NEED AND SIGNIFICANCE OF THE STUDY

As far as English language in Indian context is concerned, English language learning has reached a crucial point. Though English is being used and taught and learnt in India for more than one and half century, it has not been acquired and will hardly get the status of first language for the vast majority of the Indians. In Indian schools and colleges, English is taught and learnt not as a language but as a subject to be passed out to obtain a certificate or a degree.

English involves the applications of what they learned and means to develop the abilities to use it day-to-day activities. They design special courses in English and the students are provided with ample exposure to English language. A great emphasis is given to design text-books with sections especially devoted to English language skills. Even that is proven as futile. Therefore, English as a global language is important not only in the commercial sector but also in the academic field for especially college students who are at the tertiary level where they face the language problem.

The subjects for this study consist only of the high School students of Govt. and Private Schools of Rural and Urban Areas of Jammu District. The nature of the programme gives students exposure to other acquired skills besides examination-based evaluation such as those related to communication Competence. Therefore, students at some point are required to attain other skills which benefit them for the hands-on tasks. Classes under the Arts courses such as Public Speaking, English, History, and

Theatre Studies require the ability to present. The findings of this research will be able to predict the basic communication competence in writing needed in order to achieve a high performance academically.

C. OBJECTIVES OF THE STUDY

1. To find Significant Differences in Communication Competence in English among Government and Private High School Students in Rural Area.
2. To find Significant Differences in Communication Competence in English among Government and Private High School Students in Urban Area.
- 3: To find Gender Differences in Communication Competence in English among High School Students in Rural Area.
4. To find Gender Differences in Communication Competence in English among High School Students in Urban Area.
5. To find Significant Differences in Communication Competence in English among Government and Private High School Boys.
6. To find Significant Differences in Communication Competence in English among Government and Private High School Girls.

D. HYPOTHESES OF THE STUDY

1. There is no Significant Differences in Communication Competence in English among Government and Private High School Students in Rural Area.
2. There is no Significant Differences in Communication Competence in English among Government and Private High School Students in Urban Area.
- 3: There is no Gender Differences in Communication Competence in English among High School Students in Rural Area.
4. There is no Gender Differences in Communication Competence in English among High School Students in Urban Area.
5. There is no Significant Differences in Communication Competence in English among Government and Private High School Boys.
6. There is no Significant Differences in Communication Competence in English among Government and Private High School Girls.

E. POPULATION AND SAMPLE

In the present study, Random Sampling technique has been employed for collecting data of 120 students enrolled in high schools out of which 60 are male and 60 female. Further, out of 60 male 30 are from rural school and 30 from urban and same for 60 females 30 are from rural school and 30 from urban school. The details of the sample selected from 4 high schools affiliated to Jammu district have been given in the tables 3.1 and 3.2 respectively.

Keeping in view the limitations of the time, the researcher has to be contented with the limited sample. The sample was taken from 120 students studying in Govt. and Private Schools in Rural and Urban Areas of Jammu District. The investigator therefore, selected randomly by using Random Sampling Technique from which sample were drawn randomly. The details of the schools and number of students selected for the sample has been given in the table:

Table 1

Distribution of Sample from Private Rural High Schools.

S. No.	Name of the schools	No. of boys	No. of girls
1.	Shastri Memorial High School	15	15
2.	Prince Doll Day Boarding Public High School	15	15
Total		30	30

Table 2

Distribution of Sample from Govt. Urban High Schools.

S. No.	Name of the schools	No. of boys	No. of girls
1.	Govt. Boys High school (Satwari)	15	15
2.	Govt. Girls High school (Satwari)	15	15
Total		30	30

F. VARIABLES FOR THE STUDY

The following variables were involved for studies in the present research:

- (a) Independent variable.
 - (i) Gender: Boys and Girls.
 - (ii) Type of schools: Govt. and private.
- (b) Dependent variable:
 - (i) English language proficiency test.

G. TOOL USED

For the present study, the teacher designed achievement test for English language, communication and grammar test was constructed and standardized English language proficiency scale by K.S. Mishra and Ruchi Dubey. English Language Proficiency Test (ELPT) was administered in group setting. Scoring was done by awarding '1' mark for each correct response and 'O' for wrong response. Numbers of correct responses to each item in high and low group were calculated. Difficulty value (D.V) and Discrimination Index (D.I) for each item were calculated.

Items with difficulty value in the range 20% - 80% and discrimination index ranging from 3 to 8 were selected for inclusion in the final form of the ELPT.

H. STATISTICAL TECHNIQUES EMPLOYED

In order to analyze the data, the investigator used the following statistical techniques:

1. Mean
2. Standard Deviation.
3. t test

I. RESULTS

The resulting data were analyzed using statistical techniques namely Mean and 't' value.

Objective 1: To find Significant Differences in Communication Competence in English among Government and Private High School Students in Rural Area.

Table A

Values of Mean, Standard Deviation and t test for the Significant Differences in Communication Competence in English among Government and Private High School Students in Rural Area.

SCALE	Type of School	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Govt	30	36.90	6.95	1.27	58	1.31	Not Significant
	Private	30	34.57	6.89	1.26			

Objective 2: To find Significant Differences in Communication Competence in English among Government and Private High School Students in Urban Area.

Table B

Values of Mean, Standard Deviation and t test for the Significant Differences in Communication Competence in English among Government and Private High School Students in Urban Area.

SCALE	Type of School	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Govt	30	37.63	4.76	0.87	58	0.63	Not Significant
	Private	30	36.97	3.28	0.60			

Objective 3: To find Gender Differences in Communication Competence in English among High School Students in Rural Area.

Table C

Values of Mean, Standard Deviation and t test for the Gender Differences in Communication Competence in English among High School Students in Rural Area.

SCALE	Gender	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Boys	30	35.83	7.38	1.35	58	0.11	Not Significant
	Girls	30	35.63	6.64	1.21			

Objective 4: To find Gender Differences in Communication Competence in English among High School Students in Urban Area.

Table D

Values of Mean, Standard Deviation and t test for the Gender Differences in Communication Competence in English among High School Students in Urban Area.

SCALE	Gender	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Boys	30	37.70	4.38	0.80	58	1.05	Not Significant
	Girls	30	36.90	3.75	0.69			

Objective 5: To find Significant Differences in Communication Competence in English among Government and Private High School Boys.

Table E

Values of Mean, Standard Deviation and t test for the Significant Differences in Communication Competence in English among Government and Private High School Boys.

SCALE	Type of School	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Govt	30	37.73	6.50	1.19	58	1.24	Not Significant
	Private	30	35.80	5.59	1.02			

Objective 6: To find Significant Differences in Communication Competence in English among Government and Private High School Girls.

Table F

Values of Mean, Standard Deviation and t test for the Significant Differences in Communication Competence in English among Government and Private High School Girls.

SCALE	Type of School	N	M	S _D	S _{DM}	df	't'	Significance
English Language Proficiency Test	Govt	30	36.80	5.34	0.98	58	0.76	Not Significant
	Private	30	35.73	5.47	1.00			

J. FINDINGS OF THE STUDY

The main findings arrived at after investigating the data with regard to elementary school teachers summarized below:

1. There is no Significant Differences in Communication Competence in writing English among Government and Private High School Students in Rural Area.
2. There is no Significant Differences in Communication Competence in writing English among Government and Private High School Students in Urban Area.
- 3: There is no Gender Differences in Communication Competence in writing English among High School Students in Rural Area.

4. There is no Gender Differences in Communication Competence in writing English among High School Students in Urban Area.
5. There is no Significant Differences in Communication Competence in writing English among Government and Private High School Boys.
6. There is no Significant Differences in Communication Competence in writing English among Government and Private High School Girls.

From the above findings it can be concluded that the students at High School level does not differ significantly in their Communicative Competence in English with respect to their gender (Boys and Girls), different Colleges (Govt. and Private) and area (rural and urban).

K. EDUCATIONAL IMPLICATIONS

1. Students should have sufficient knowledge of English grammar and basic structure to converse with their students.
2. The student should be given training in different aspects of grammar so that they improve their writing skills.
3. The students should be encouraged to listen English news so that they improve their pronunciation and minimize their mother tongue influence.
4. The student should be motivated to write small English paragraphs so that they can improve their writing skills.
5. The student should be encouraged to improve their writing skills by improving their gestures, eye contact and posture.
6. The findings of this study in terms of communication competence in writing will provide valuable feedback to the teachers and students so that they can modify their writing skills at senior secondary level.

L. SUGGESTIONS FOR FURTHER RESEARCH

After conducting the study, the investigator is in position to put forth a few suggestions for further studies which are as under:

1. The present study cannot be called comprehensive and final. More work can be done at Tehsil/District/State level.
2. The study can also be conducted in Post Graduate students and college

Students.

3. A sample of 120 students was taken in the present study. Some study can be done on a large sample also.
4. Since the present investigation was confined to Jammu District, similar study can be conducted in other districts of J&K state.
5. A similar study may be conducted in other languages also like Sanskrit, Urdu, etc.

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APPENDICES

Appendix 'A'

Consumable Booklet of ELPT-MKDR (English Version)

By Dr. K.S. Misra (Allahabad)

Dr. Ruchi Dubey (Allahabad)

Please fill in the following informations:

Date:

Name.....

Father's Name..... Gender: Male ☐ Female ☐

Date of Birth..... Class with Section

Area : Urban ☐ Rural ☐

School/ College.....

Type of School : Govt. ☐ Private ☐ Aided ☐

INSTRUCTIONS

On the following pages 56 questions regarding English Language have been given. The test is divided into 3 sections A, B, C. Instructions have been given at the beginning of each section.

It is not an examination and your performance in it will not affect your examination result.

Your responses will be kept confidential.

There is no time limit, but you should try to complete the test in 30 minutes.

Do answer to all the 56 questions

Scoring Table

								z- Score	Grade	Level of Proficiency
Page	2	3	4	5	6	7	8			
Score										
Total										

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Sr. No.	Questions	Response
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SECTION (A)

Put a tick mark (✓) for the right answer.

- Interrogative sentences ends with a mark
 - ?
 - .
 - !
 - None of these
- Choose the correct adverb to complete the sentences: During the examination he works.....
 - in
 - never
 - hard
 - very
- Exclamatory sentences ends with an mark.
 - ?
 - !
 - .
 - None of these
- Which is the correct translation of the Hindi sentences:
ये पुस्तके किसकी हैं ?
 - Whose books are these?
 - Whose books are those?
 - Whose books are this?
 - Whose books in this?
- Which of these is the correct order of words to form a meaningful sentence?

went	the	market	Rita	to
1	2	3	4	5

 - 41253
 - 41523
 - 45231
 - 45123
- Which of these sentences in the passive voice is the correct one for the one in the active voice: Ram helps Hari.
 - Hari is helped by Ram.
 - Ram is helping Hari
 - Hari is being helped by Ram.

Sr. No.	Questions	Response
	(d) Ram has help Hari.	☐
7.	Choose the correct prefix to form a meaningful word: + visible	
	(a) non	☐
	(b) im	☐
	(c) in	☐
	(d) un	☐
8.	'Mohan is a student'. Which kind of sentence is it?	
	(a) Interrogative	☐
	(b) Imperative	☐
	(c) Assertive-affirmative	☐
	(d) Exclamatory	☐
9.	'Shall' used with pronouns of first person (I and We) depicts	
	(a) Past	☐
	(b) Present	☐
	(c) Future	☐
	(d) Both (a) & (b)	☐
10.	Which is the correct translation of the Hindi Sentence: एक रानी थी	
	(a) There is a queen	☐
	(b) There was a queen	☐
	(c) Here is a queen	☐
	(d) Here was a queen	☐
11.	Which of the spelling is incorrect?	
	(a) Piktur	☐
	(b) Cunning	☐
	(c) Instability	☐
	(d) Purchased	☐
12.	Choose the correct suffix to form a meaningful word. Earth+.....	
	(a) quake	☐
	(b) room	☐
	(c) break	☐
	(d) light	☐
13.	Which is the correct translation of the Hindi sentence: चमेली की सुगंध मधुर होती है	

Sr. No.	Questions	Response
	(a) Jasmine smelled sweet	☐
	(b) Jasmine smells sweet	☐
	(c) Jasmine is smelling sweet	☐
	(d) Jasmine will smell sweet	☐
14.	Choose the correct preposition to complete the sentence given below. Ritik has been suffering with fever..... last Sunday	
	(a) from	☐
	(b) since	☐
	(c) for	☐
	(d) none of these	☐
15.	In which part of the following sentences there is an error?	
	(a) There are	☐
	(b) no cups	☐
	(c) in	☐
	(d) this table	☐
16.	Which of these is not a singular word?	
	(a) Lady	☐
	(b) Men	☐
	(c) Wolf	☐
	(d) Cliff	☐
17.	Which of these sentences in the passive voice is the correct one for the one in the active voice: She rang the bell.	
	(a) The bell was rung by her.	☐
	(b) The bell is rung by her.	☐
	(c) It was she who rang the bell.	☐
	(d) It was she who rung the bell.	☐
18.	Which of these sentences in the passive voice is the correct one for the one in the active voice: They do not play hockey.	
	(a) Hockey was not played by them.	☐
	(b) Hockey, they do not play.	☐
	(c) Hockey is do not played by them.	☐
	(d) Hockey is not played by them.	☐
19.	In which part of the following sentences there is an error?	
	(a) Does	☐
	(b) I tell	☐

Sr. No.	Questions	Response
	(c) you a	☐
	(d) story	☐
20.	Which of these is the correct indirect speech of the given direct speech? He said, "I wrote a letter".	
	(a) He said he wrote a letter.	☐
	(b) He said that he wrote a letter.	☐
	(c) He said that he write a letter.	☐
	(d) He said that he has written a letter.	☐
21.	Which of these is the correct direct speech of the given indirect speech ? He said that sun rises in the east.	
	(a) He said the sun rises in the east.	☐
	(b) He said "The sun rises in the east."	☐
	(c) He said, "The sun rises in the east."	☐
	(d) He said, that, "The sun rises in the east."	☐
22.	Which of these words does not belong to the same part of speech?	
	(a) Rang	☐
	(b) Play	☐
	(c) Good	☐
	(d) Write	☐
23.	She went..... and returned with some food for the beggar.	
	(a) in	☐
	(b) yet	☐
	(c) out	☐
	(d) much	☐
24.	Which of these is the correct direct speech of the given indirect speech? She says that Hari is a good boy.	
	(a) She says, "Hari is a good boy."	☐
	(b) She said, "Hari is a good boy."	☐
	(c) She says that Hari is a good boy.	☐
	(d) She said that Hari is a good boy.	☐
25.	Choose the correct suffix to form a meaningful word. Fare+.....	
	(a) back	☐
	(b) lovely	☐
	(c) well	☐
	(d) hand	☐

Sr. No.	Questions
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Section (B)

26. Fill in the blank with article:
..... sun rises in the east.
27. Fill in the blank with verb:
She..... not tell a lie. (has, is does)
28. Fill in the blank with either much/ very:
The patient is better today.
29. Fill in the blank with article:
Walking is useful exercise.
30. Fill in the blank with correct article:
He gave me..... apple.
31. Write the masculine gender of: Princess.....
32. Fill in the blank with preposition:
Neha is fond..... music.
33. While changing the active voice into passive voice the subject becomes the
.....
34. Fill the appropriate preposition which is followed with:
According.....
35. Choose the letters from the bracket to complete the word:
Rec..... ve (ie/ei)
36. उसके दांत में दर्द था He a tooth ache.
37. Use a prefix to form the opposite of : able.....
38. In indirect speech inverted commas are..... used.
39. Fill in the blank with verb:
Radhey..... (sleep). (Simple Present Tense)
40. Fill in the blank with verb:
Tomorrow.....sunday. (Simple Present Tense)
41. Fill in the blank with verb: Sohan work hard (Future Tense)
42. 'Could' is used for tense.
43. Fill in the blank with pronoun:
I do my work and he does.....
44. Fill in the blank with pronoun:

Sr. No.	Questions
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Rita has completed work.

45. Fill in the blank with adjective:
Mount Everest is the peak in the world.
46. Write the plural of : Shelf.....
47. Fill in the blank with adjective:
Aeroplanes travel..... than trains.
48. Write the masculine gender of : Hen
49. Fill in the blank with article:
..... Britishers left India in 1947.
50. Fill in the blank with adjective:
There are months in a year.

SECTION (C)

51. Identify and underline the pronoun in the sentence:
I myself wrote a letter.
52. Identify and underline the verb in the sentence:
Sudhir bought a radio.
53. Identify and underline the pronoun in the sentence:
You are a good boy.
54. Identify and underline the correct spelling:
(a) Believ (b) Bilieve (c) Belive (d) Believe
55. Identify and underline the correct spelling:
(a) Gramer (b) Grammer (c) Grammer (d) Gramar
56. Identify and underline the adverb in the sentence:
Ram plays cricket daily.