A Study of Co-Relation between Teaching and Proficiency of Learners in Functional English at Higher Secondary Level

M. Phil Dissertation

Submitted to the Department of Linguistics for the Partial fulfilment of the M.phil Degree in Linguistics

By
Hafsa Riyaz

Supervisor

Dr. Aejaz Mohammed Sheikh

Co-Supervisor

Dr. Tasleem Ahmad War

Department of Linguistics
University of Kashmir
Srinagar-190006
2012

Department of Linguistics

University of Kashmir, Hazratbal

Srinagar - 190006

Certificate

*This is to certify the thesis entitled <u>A study of Co-Relation between Teaching and Proficiency of Learners in Functional English at Higher Secondary Level</u> is an original work carried out by **Hafsa Riyaz** under our supervision, for the award of master of philosophy degree in Linguistics. The work has not been submitted for any degree to this or any other University.*

Supervisor
Dr. Aejaz Mohammed Sheikh
Department of linguistics
University of Kashmir, Srinagar.

Co-Supervisor
Dr. Tasleem Ahmad War
Department of English
University of Kashmir, Srinagar.

HOD
Prof. Nazir Ahmad Dhar
Department of linguistics
University of Kashmir, Srinagar.

ACKNOWLEDGEMENT

In the name of Allah the most beneficent and merciful

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English as a link language occupies a very important place in our social activities. Especially in the academic domain, English has occupied a unique position and almost all the students want to learn this language to have a better future. However it has often been realized that many students in the developing countries remain deficient in their ability to communicate in the spoken and written mode although they have received several years of formal teaching of English (Widdowson, 1972: 15). This struggle continues right up to the university level and even students are seen to opt for private courses in the hope of improving their proficiency in English language. Given this scenario, communicative language teaching has occupied a central place in teaching English language in these parts of the world with an aim to develop communicative skills in a learner.

1.1 Communicative language Teaching

In recent years, English language teaching in a developing country, like India, has taken a new dimension. In the era of information technology communication skills, particularly in English, have assumed vital significance. In order to learn English as a second language and develop

proficiency in the language, the student must acquire all the four language skills, namely, speaking, reading, listening and writing.

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Although students know the rules of language but are not able to use them for communicative purposes. They must be able to use these rules for determining appropriate use of language in living situations (Larsen-Freeman 1986, Widdowson 1978). "If we look at the situation with reference to the use of English as a second language we can very confidently remark that communicative syllabi can cater for the needs of the learners and so it is strongly recommended that communicative approach should be introduced for teaching English" (Widdowson 1979: 118). It pays due attention to all the language skills and can prepare students to use the language in real life situations. Here the teacher and student are equally involved in the teaching-learning process by offering them interesting and motivating activities and teaching materials.

 It is believed that we learn language most effectively by using it in realistic situations, so communicative syllabi aims at developing students' ability to use the target language through activities which actually stimulate target performance (Nunan 1989:13). According to Richards and Rodgers communicative syllabi aims at developing procedures for the teaching of four language skills that acknowledge the interdependence of language and

communication. A communicative syllabi offers a classroom where learners do the activities using the target language which they will need outside the classroom. The activities are in the form of tasks given to the students which they perform by using the target language. Thus this approach is communicative and task oriented. The use of a variety of different tasks in language teaching is believed to make language teaching more communicative because it stimulates proficiency and confidence among students.

Though General English is taught to the Kashmiri students at the higher secondary level but the content of General English usually lacks in the communicative component necessary to acquire requisite skills in effective use of language for communication. Thus realizing the importance of communicative skills in English, Functional English has been introduced as one of the subjects in secondary school and college curriculum. It should not be mistaken that Functional English is a separate subject but it is basically a different approach to teaching and learning of English which focuses on realistic topics, relevant to life and work. It means that learners become functional in their use of English rather than acquiring a separate entity known as Functional English. Functional English actually requires a communicative approach to teaching and learning of English language. "The aim of the Functional English is to encourage learners to develop their speaking, listening, reading and writing skills in a range of contexts. Functional English course is essentially concerned with recognising the

ability of learners to apply and transfer skills in ways that are appropriate to their situation[1]".

The focus of Functional English is that the teacher has to involve each student in every activity so that the student becomes confident in the skills and can practise and apply them in meaningful ways. The teacher arranges group work and pair work which enables the students to use language in different contexts. The situation becomes student centred rather than teacher centred. It encourages student-student interaction and also cooperation because it can remove the inhibitions of those who feel intimidated by formal classroom activities. In developing functional skills learners can adapt and apply what they have learned to suit different situations that face them. "Functional English will help young learners to take a more active and responsible role in their communities, to be more alert and responsive to changes in technology, to communicate effectively and to be literate in broadest sense[2]." Therefore, Functional English course fosters success for students by developing further their language skills and use them to evaluate and describe the world around them. They participate confidently in their interactions with others and use language clearly and effectively to achieve various purposes and convey different meanings. The ultimate goal of the Functional English is to have mastery of all four skills.

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[1] Qualifications and Curriculum Development Agency, 2007.
http://www.education.gov.uk retrieved 2011/6/11
[2] (http:/curriculum.qcda.gov.uk/keystages3and4) retrieved 2011/8/25.

Functional English stresses the importance of the 'real-life situations' in which learners will ultimately have to use their skills.

1.2 Teaching Functional English

In Functional English, individuals need to develop skills in speaking, listening, reading and writing, to be able to communicate effectively in a wide range of situations. So teaching Functional English means to teach all the four language skills.

1.2.1 Teaching Speaking

Speaking is an act of creativity. The most important factor in the development of target language speaking is to design interactive activities, which considers all the skills conjointly as they interact with each other in natural behaviour (Nunan,1989). These activities should be based on authentic material, and should enable learners to practice all communicative skills they need in real world. Based on these criteria, Kang Shumin (1997) put forward the following activities which help in promoting spoken language production.

Aural: Oral Activities:

In practice, students are directed to listen to taped dialogues or monologues. After that they will negotiate the meaning and answer questions, which motivates students to speak.

Visual: Oral Activities:

Because of the lack of opportunity in foreign language setting to interact with native speakers, audio visual materials such as appropriate films,

video tapes and soap operas can be used. While watching students can pay attention how people use language in real life situations, they will be exposed to different registers, accents, intonations, rhythms and stresses.

Material-Aided: Oral Activities:

Appropriate reading material with comprehension questions can lead to creative production in speech like telling story from a sequence of pictures, leave a voicemail message or using menus for making purchases in the super market or for ordering in a restaurant. These kinds of tasks will help learners to deal with real situations in future.

Culture Awareness: Oral Activities:

Culture plays an important role in shaping communicative competence in speakers. Teachers can present situations in which there are cultural misunderstandings and students can be asked to analyse what went wrong and why, which will force them to think about how people in target culture perceive things, and which will definitely provide a deeper insight of their cultural understanding.

1.2.2   Teaching Listening

Listening is pre requisite to other skills of language. It is a process of making meaning out of spoken language. However it was generally neglected in the language courses. For many years listening skill did not receive priority but it was soon realised that listening comprehension is at the core of second language acquisition. In the 1960's, the emphasis on oral language skills gave it a boost. When the importance of listening skill

was recognised the language teaching practitioner John Field (1998) developed the standard format for listening task. It includes:

Pre-Listening:

In this phase**,** teacher has to present three or four critical words at the beginning of each listening lesson. It involves brainstorming vocabulary, reviewing areas of grammar, or discussing the topic of listening text.

Extensive Listening and Intensive Listening:

In extensive listening learners are made to hear the passage which is then followed by general questions establishing context while as in intensive listening learners listen to a passage which are followed by detailed comprehension questions. It has been realised that in both these methods learners listen in an unfocussed way. It is believed that by presetting questions before listening to a passage will help learners to listen with definite purpose. Moreover their answers will not be dependent on memory.

Strategic Listening:

In real life, listening to a foreign language is a strategic activity. Non-native listeners recognise only a part of what they hear and have to make guesses which link the context as a whole. Here the learners should be encouraged to take risks and make interpretations about what they have managed to identify.

Post-Listening:

Listening texts often provide excellent examples of functions such as apologising, inviting, refusing, and suggesting and so on. As a part of post-listening, learners can be asked to infer the meanings of new words from the context. The procedure is to write the target word on the board, replay the sentences, and ask them to work out their meanings. Thus post-listening helps in examining functional language and inferring vocabulary meaning.

1.2.3 Teaching Reading

Reading is an understanding of written symbols which consists of recognition and comprehension skills. While reading, a reader interacts with a text, decodes it, and constructs meaning in the process. Reading skill has received a special focus in second language teaching. This is because learners want to be able to read for information and pleasure, for their career and for study purposes. Thus reading skills is highly valued by both students and teachers. Reading process involves extensive reading and intensive reading.

Intensive reading:

Intensive reading is the detailed study of the text and is used for getting the central idea of the passage. According to Renandya and Jacobs (2002), intensive reading involves students to work with small texts with close supervision from teachers so as to get the meaning of the text. It helps in developing reading skills, such as identifying main ideas, meaning of

individual sentences, to enrich vocabulary and grammar knowledge and interpreting information.

Extensive reading:

"Extensive reading involves rapid reading of large quantities of material or longer readings for general understanding, with the focus generally on the meaning of what is being read than on a language" (Carell and Carson 1997: 49-50). Krashen (1993) says it helps in fostering language acquisition as learners induce the rules of grammar and other language elements, such as spelling, from the data they receive. It also improves reading and writing skills with increase in knowledge of the world.

The teaching of reading skills uses a number of strategies to enable learners to fully understand the writer's intention and the full meaning of a text. The teacher may discuss why words and phrases have been selected, and encourage the learners to identify possible effects. It builds confidence, avoids embarrassment and teaches more advanced skills. Teacher can also introduce the text and then demonstrate reading strategies such as re-reading, predicting, skimming and scanning. It will be particularly valuable for learners who gain access to texts of greater richness and complexity.

1.2.4 Teaching writing

Writing is the process of conveying one's thought through written symbols. The ability to put together a piece of writing that conveys meaning clearly and accurately is an essential functional skill. There is no doubt that writing is the most difficult skill for L2 learners to master. Anthony Seow

(1995) suggested the term "process writing" as a classroom activity which incorporates the four basic writing stages – planning, drafting(writing), revising(redrafting) and editing – and the other three stages externally imposed on students by the teacher namely, responding(sharing), evaluating and post-writing. Process writing is highly structured and needs teachers who can offer appropriate classroom activities that support the learning of writing skill at every stage. The planned writing activities are listed below:

Planning (pre-writing):

It is an activity that encourages the students to write. It involves following tasks:

Brainstorming: Students try to generate ideas for the topic. It helps students to share ideas and formulate oral text which acts as a useful rehearsal for writing.

Clustering: Students form words and words are circled and then linked by lines to show clusters.

Rapid free writing: Students freely and quickly write down single words or phrases about a topic within a limited time.

WH-Questions: students generate who, why, what, where, when and how questions about a topic.

In addition ideas for writing can be taken from multimedia sources (e.g., printed material, videos, and films) as well as interviews, talks, surveys, and questionnaires.

Drafting:

At this stage, the students should be encouraged to write for different audiences, as that sense of audience can be helpful in achieving a certain style of writing. They should also keep in mind a central idea in order to give direction to their writing. An introduction can be given to the writing task based on genres like narrative, expository or argumentative which would grab the reader's attention.

Responding:

After the first draft has been produced by students, it should be followed by responding. Response can be oral or in writing. The failure of many writing programmes in schools today may be related to the fact that responding is done in the final stage, giving students the impression that nothing more needs to be done.

Revising:

The students revise their texts on the basis of feedback given in responding stage. Revising does not only mean to check language errors but it greatly focuses on the improvisation of the content and ideas so that the writer's intention is made clear to the reader. To ensure that rewriting does not mean copying, Beck (1986) suggests the teacher should collect and keep the student's draft and ask them for rewriting.

Editing:

At this stage students are asked to prepare the final draft to carry forward the process of evaluation by the teacher. They are asked to edit their own

or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of textual material such as quotations, examples and the like. The students are, however, not always expected to know where and how to correct error, but editing to the best of their ability should be done prior to evaluation.

Evaluation:

Evaluating process should be analytical (i.e., based on specific aspects of writing ability) or holistic (i.e., based on a global interpretation of the effectiveness of that piece of writing). Evaluation should include overall interpretation of the task, sense of audience, relevance, development, and organisation of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication.

Post-Writing:

This stage is a classroom activity which includes sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on notice-boards. Students should be encouraged that they are writing for real purpose.

1.3 Theoretical Background

The present study utilizes the ideas and concepts mainly from the discipline of language teaching. It includes language teaching approaches, language learning approaches, methods and techniques of language teaching, different types of syllabi and language testing.

1.3.1 Language Teaching Approaches

An approach is a set of assumptions dealing with the nature of language learning and teaching (Edward Anthony 1963:67). The notion of approaches to language teaching has a long history, and has witnessed a great change in the recent history of approaches to teaching. Thus an approach to language teaching is not a static set of principles but a dynamic energy within a teacher that changes with continued experience in teaching and learning. According to Richards (2002) an approach can be theory based or value based.

Theory-Based Approach:

This approach suggests that the theory underlying the method is characterized by the use of reason or rational thought. Systematic and principled thinking supports this method. Examples of theory based or rationalist approach are communicative language teaching and the silent way. Each of these is based on a set of carefully elaborated assumptions.

Value Based Approach:

It is a different approach to a theory of teaching which develops a teaching model from the values one holds about teachers, learners, classrooms, and the role of education in society. Examples of value based approach in language teaching include "team teaching", "humanistic approach", the "learner-centred curriculum" and "reflective teaching".

1.3.2 Language Learning Approaches

Various theories and approaches have emerged over the years to study and analyze the process of language learning. Two important views of language

learning have been put forward viz., behaviourist view and cognitive view of learning.

Behaviourist View of Learning:

It views language learning as mere habit formation. Children learn through imitation, repetition and positive reinforcement. It doesn't account for creative use of language. Children learn to speak by imitating the utterances which they hear around them and strengthen their responses by the repetitions, corrections and other reactions that adults provide. Thus, language is learned in the same way one learns to do anything else. Here main focus is on mechanical drills and exercises.

Cognitive View of Learning:

As its name implies the cognitive approach deals with mental processes. By emphasizing mental processes, it places itself in opposition to behaviourism, which largely ignores mental processes. Cognitive view of learning suggests that humans have innate capability of producing language that helps them to produce sentences which are new and novel at times. Noam Chomsky believed that language development depends on an innate mechanism that he called a "language acquisition device" which processes grammatical rules. He later expanded this idea into that of Universal Grammar, a set of innate principles and adjustable parameters that are common to all human languages. The child exploits its LAD to make large number of utterances from a definite set of rules with remarkable speed.

1.3.3 Teaching Methods

A brief outline of different teaching methods is provided below:

Grammar Translation Method:

In this method focus is on grammatical rules and syntactic structures, along with memorization of vocabulary and translation of literary texts. Mother tongue is the medium of instruction. This method emphasizes translation, reading, writing, and the conscious learning of grammatical rules. It requires the memorization of paradigms, patterns, and vocabulary. More emphasis is on reading and writing while speaking and listening are seen as less important. In grammar translation method, the teaching material used in a language class is a book of grammar, which has been called traditional grammar by modern linguists.

Direct Method:

The limitations of Grammar Translation Method gave birth to the Direct Method. The basic tenet of the Direct method was that second language learning is similar to first language learning. In this light, there should be lot of oral interaction, spontaneous use of the language, no translation, and little, if any, analysis of grammatical rules and syntactic structures. Direct method conducts classroom instruction in the target language. Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas. Speaking and listening were the most important skills.

Audio-Lingual Method:

The outbreak of the World War II heightened the need for Americans to become orally proficient in the languages of their enemies. Intensive training was given to the American military personnel which resulted in achieving listening and speaking skills in a very short time. Audio-lingual method, also known as aural-oral method, developed on the behaviourist learning principles and structural views of language. The period between 1958 and 1964 was the golden age of audio-lingual method. In audio-lingualism, emphasis is given on everyday conversation, with particular attention being paid to natural pronunciation. Structural patterns in dialogues about everyday situations are imitated and drilled –first in choral speech, and then individually until learner's response becomes automatic (Crystal 1987). Audio-lingual method finds a great use of visual aids of vast variety. These include collection like cue cards, newspapers, magazines, posters, pictures, cards, cut-outs and many more. These were supplemented by a range of material using other media such as records, video-audio tapes, slides, transparencies, film-strips, toys, games and puppets.

Structural-Situational Method:

The situational language teaching was developed by British applied linguists during 1930 to 1960. Basically we may call it a UK version of audio-lingualism; the key difference from the audio-lingual approach was that the language presentation and practice was situationalised and so was

always given social meaning. Speaking and listening were the most important skills. This approach gave rise to the idea of PPP (presentation, practice, production). It relied on the structural view of language. Teaching uses a structural syllabus and focuses on structural activities including situational presentation of new sentence patterns and drills to practice the patterns. The theory of learning underlying this method was behaviourism.

Communicative Language Teaching:

The Grammar-Translation method, the Audio-Lingual approach and the Situational Language Teaching approach were the methods that were in use before communicative language teaching. These methods involved repetition and memorization of forms. However in communicative language teaching mere memorizing of grammatical rules and studying literary texts are considered irrelevant. Ability to use the language to meet practical ends became the major goal. In other words to be successful in learning a foreign language means ability to get the meaning across while communicating.

Different language learning theories and language teaching models were discussed and examined and it was agreed that 'Language Acquisition' is the model for learning a second language, i.e. to design syllabi on the principles based on the Mentalist Language Learning Theory (Aitchison 1983, Littlewood 1996, Wilkins 1985). Later on, it was felt that not only the knowledge of rules but also the ability to use language effectively and appropriately in social contexts and situations need to be considered. The

main goal of language teaching is thus to develop communicative competence as coined by Dell Hymes. It might be very difficult to provide similar situations for teaching a second language as we have in acquiring our first language, but certain ways can be adopted for mastering the target language (Wilkins 1985).

Learning a foreign language involves acquiring the linguistic means to express different functions and notions. In communicative language teaching, learner is an active participant in the classroom. The normal classroom activities include pair/group work, language games, role-plays, simulations, question-answer sessions, discussions, teacher-student interactions, student-student interactions based on student's personal experiences. Learning is not confined to text books only but the teaching materials include newspapers, magazines, graphics, film strips, visual strips, etc. The lessons are mostly task-based and problem solving.

1.3.4 Syllabus Design

"Syllabus design can be defined as selection and organization of instructional content including suggested strategy for presenting content and evaluation" (Brown, 1995). In other words syllabus designers should apply principles to the organisation of the content which they intend the syllabus to cover. According to Richards and Renandya (2002) the process of syllabus design usually involves assessing the needs of learners in a language program, developing goals and objectives, planning a syllabus, selecting teaching approaches and materials. Since a syllabus reflects a

view of language and language learning, so it is not surprising that the syllabus designing has received a great deal of attention in language teaching.

Syllabi should take into account broader communicative knowledge and focus upon all four skills (reading, writing, speaking and listening).

According to Breen (2001:155) there are four types of syllabi currently used in language teaching.viz formal, functional, task-based and process syllabus.

Table 1: Characteristics of the four main syllabus types

	Formal	Functional	Task-based	Process
Knowledge Focus	Forms,systems,and rules of phonology, morphology, grammar, vocabulary, discourse as text.	Purpose of language use in terms of social functions:e.g, requests, descriptions,explanations, etc.	Meaning derived and created through unified system of linguistic forms and interpersonal conventions	Overall same as task-based but focus may also narrow at times to formal functional knowledge depending upon identified immediate and long terms needs of learners
Capabilities focus	Accurate production. 4 skills from receptive to productive.	Social appropriateness based on repertoire of functions. 4 skills related to purposes/needs.	Comprehensible, accurate and appropriate interpretation, expression and negotiation of meanings in tasks. Skills use integrated within tasks.	Same as task-based plus negotiated decision-making within classroom group on aspects of the class curriculum.
Selection and subdivision	Larger units down to smaller units: e.g. sentence types or intonation patterns to modality, inflections, particular vocabulary, single sounds, etc.	Linguistic realisations of superordinate and subordinate functions of language in common use or derived from Needs Analysis for particular special purposes; academic or occupational	*Communicative/target-like tasks:* Everyday tasks (e.g. planning a trip) or special purpose tasks (e.g. solving technical problem). *Metacommunicative/learning* tasks: English,g. Deducing pattern in verb forms or comparing learning strategies.	*Negotiation cycle:* 1.Decisions made on purposes, content, and ways of working in classroom group; 2.Agreed action-such as tasks/activities; 3.Evaluation of both outcomes and chosen procedures. Cycle applied to all elements in the curriculum so that actual syllabus of the class evolves.
Sequencing	Assumes learner and accumulates and synthesises. Simple to complex,or frequent to in frequent, or most useful to less useful.	Assumes learner builds repertiore. Most common linguistic realisations to more subtle or most needed to less needed.	Assumes learner refines knowledge and abilities in cyclic way. Familiar to less familiar or generalisable to less generalisable tasks. Task sequence also shaped by problems in earlier tasks.	Assumes learner refines knowledge and abilities in cyclic way. Sequence of activities and tasks emerges in ongoing way through evaluation stage (3) revealing needs and achievements which inform next decisions (1)

1.3.5 Language Testing

A test is a method of measuring a person's ability or knowledge in a given area. "In language testing we are concerned with the extent to which a test can be shown to produce scores that are an accurate reflection of a candidate's ability in a particular area, e.g., careful reading to extract main ideas from a text, writing an argumentative essay, breadth of vocabulary knowledge, or spoken interaction with peers" (Cyril J.Weir,2005). The characteristics of a good test are:

Validity - It should measure what it is intended to measure and nothing else.

Reliability - (unless valid it cannot be reliable): If administered a 2nd time a reliable test would result in the same order of merit when neither learning nor teaching has intervened.

Types of Tests*:*

A brief description of various types of tests[3] is as under:

Achievement/Attainment Tests:

It is usually more formal, designed to show mastery of a particular syllabus. It is designed primarily to measure individual's progress rather than as a means of motivating or reinforcing language. An achievement test involves more detailed preparation and covers a wider range of material of which only a sample can be assessed. The specification includes

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[3] http://www.teachingenglish.org-uk/articles/test-question-types/retrieved 2010/02/27
http://www.imoed-forum.blogspot.com/2009/11/kind-of-test-and-testing.html retrieved 2010/ 03/11

assessment of each of four skills, but courses in language for specific purposes (professional or technical) may concentrate on one or other of these skills and the tests relating to them should obviously do the same.

Progress Tests:

Most classroom tests take this form. It assesses the progress student's make in mastering material taught in the classroom. It is used for example at the end of the unit in the course book or after a lesson designed to teach one particular point. Progress tests can also be diagnostic to some degree.

Diagnostic Tests:

They are primarily designed to assess student's knowledge and skills in particular areas. They also enable students to assess the degree of success of teaching and learning and to identify areas of weakness and difficulty.

*Placement Tests***:** It is designed to sort new students into teaching groups so that they are approximately at the same level as others when they start. Thus it measures general ability rather than specific points of learning. It places the student on a scale in relation to other students so that he can be given appropriate teaching. Placement Tests are generally given before students enter an educational institution for a particular course. For example TOEFL (Testing of English as Foreign Language) is given to students who want to join any university in USA.

Proficiency Tests:

These tests measure the student's achievements in relation to a specific task which they are later required to perform (e.g. follow a university

course in the English medium; do a particular job). Proficiency test is most suitable vehicle for assessing "English for specific purposes" (ESP). The aim of proficiency test is to assess the student's ability to apply in actual situations what he has learnt. They rarely take into account the syllabus that students have followed.

Aptitude Tests:

Aptitude test measures the student's probable performance. It measures student's performance in learning a 2nd language, showing whether student has a special aptitude for learning a new language. The main objective of Aptitude test is that it has no past and concerns the future. For example Modern Language Aptitude Test, University of York

1.4 Objectives of the Study

The present study focuses on teaching of Functional English at higher secondary level which has been introduced only a few years back in senior secondary school curriculum and that too only in a few institutions. The specific objectives of the present study are as:

1. To compare and contrast the proficiency levels of 11th Functional English and 11th General English respondents at beginning and at the end of session.

2. To compare and contrast the proficiency levels of 12th Functional English respondents and 12th General English respondents at beginning and at the end of session.

3. To compare and contrast the proficiency levels of 11th Functional English respondents and 12th Functional English respondents at beginning and at the end of session.

4. To compare and contrast the proficiency levels male and female respondents.

5. To find out whether the teaching of Functional English enhances the communicative skill in a respondent or not.

1.5 Significance of the Study

Although a good deal of work has been carried out on different aspects of English language teaching in Kashmir, but the present field of study has not been researched before. The present work may help in bringing to fore the deficiencies of the students while learning different English skills. The results of the study will also help the syllabus designers to formulate syllabi for General English and Functional English courses keeping in view the shortcomings of the learners. It is duly hoped that the proposed work will serve as a source of reference in teaching of Functional English and General English at higher secondary level in future.

M ethodology plays a very important role in any kind of research. In the present study, the linguistic data was collected by survey method.

2.1 Sample

The sample for this study was taken from various higher secondary institutes of Srinagar city. The sample comprised of a total number of 160 respondents from which 80 belonged to General English course and 80 belonged to Functional English course. It also included equal number of male and female respondents. The sample was divided into 4 groups i.e

- $\triangleright$ 11th Functional English
- $\triangleright$ 11th General English
- $\triangleright$ 12th Functional English
- $\triangleright$ 12th General English

From each group 40 respondents were taken

Table 2: Sampling

	male	female	total
11th Functional English	20	20	40
11th General English	20	20	40
12th Functional English	20	20	40
12th General English	20	20	40

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2.2 Tools

Questionnaire is one of the important tools for data elicitation. A questionnaire was prepared which consisted of two parts. Part one was designed to elicit personal information about the student which included items such as student's background , their schooling at high school level (govt. Private, missionary), economic background, educational qualifications of their parents and so on. The other part was prepared for the elicitation of linguistic data which was designed to test the student's knowledge of all the four language skills, namely reading, writing, speaking and listening.

For the present work, four separate schedules (each one for each skill) were prepared and the students were tried out in the field through a pilot study. Based on the results drawn through the pilot study, the questionnaires were

modified and finalized. The finalized questionnaire were used for data collection (questionnaire given in the appendix).

A brief description of the four sections covering these skills is provided below

Speaking Section:

The speaking section measured the ability to speak in English. The speaking test took around 15-20 minutes in the form of an interview. The interview was more like friendly conversation which typically covered some aspects of past, present and future situations. The speaking test contained three sections. The first section comprised of an interview during which respondents were asked about their hobbies, interests, and other general topics like sports and family. In the second section candidates were asked to read the given passage. The third section involved a picture story which a learner had to describe in his/her own words. The responses of the students were recorded using a tape recorder.

Listening section:

The Listening section aims to measure the learner's ability to understand English. Conversational features of the language were stressed, and the skills tested included vocabulary and grammatical constructions that are frequently used in spoken English. This section included two subsequent monologues. In first case the monologue was immediately followed by questions to check their Extensive/Intensive listening. In case of the

second monologue, the students were asked to read the questions first and then listen to the recording to ensure that students listen with some definite purpose. This test takes approximately thirty minutes. The listening material was recorded on a cassette tape which the student heard only once.

Reading Section:

The Reading section was devised to measure the ability of the learner to read and understand short passages. Students were asked to read two short passages on different subjects and answer several questions about each passage. The questions in this section assessed the comprehension of main ideas, factual information stated in a passage, and vocabulary. It also included a cloze type of question so that respondent pays close attention to the meaning of each sentence. This he/she does by choosing a word that fits semanto-grammatically to measure the learner's comprehension at a deeper level. It was of one hour duration.

Writing Section:

The writing section was designed to measure the ability to write in English, including the ability to generate, organize, and develop ideas, and to support those ideas with examples or evidence. The writing test included writing summary of a given passage, essay based questions and report based questions. The responses of these were elicited on separate sheets. Time allotted for this test was 1 hour and 30 minutes.

2.3 Data Elicitation

The respondents were contacted in their respective classrooms and information about the purpose of study was provided to them. After obtaining their consent, the research questionnaire was administered to them. Furthermore clear instructions were given to respondents before filling the questionnaire. In this way the data collection was carried out in all secondary schools under study. A similar test was conducted after a gap of six months involving the same informants.

After collecting the data from a survey instrument, it was converted into numbers before transferring to an Excel spreadsheet. So the data was codified and then quantified. The quantitative data was captured in a software program called Statistical Package for the Social Sciences (SPSS) version 14.0 for its final analysis and tabulation purposes.

2.4 Variables used in the study

Table 3: List of variables

S.no	Variable	value
1.	Class	11th -1 12th -2
2.	Stream	With Functional English -1 With General English – 2
3.	Permanent Address	Urban-1 Rural -2
4.	Gender	Male-1 Female-2
5.	Schooling upto 10th	Govt . -1 Private-2 Missionary-3
6.	Educational Qualification of Father	Below 10th -1 Upto Matric -2 Upto 12th -3 Graduation -4 Post graduation- 5 Professional (B.E, MBBS) – 6
7.	Educational Qualification of Mother	Below 10th -1 Upto 10th -2 Upto 12th -3 Graduation -4 Post graduation- 5 Professional (B.E, MBBS) – 6
8.	Occupation of Father/Guardian	Unskilled labourer -1 Skilled labourer-2 Agriculturist -3 Businessman- 4 Employee -5 Professional- 6
9.	Occupation of Mother	Unskilled labourer -1 Skilled labourer-2 Agriculturist -3 Businesswoman- 4 Employee -5 Professional- 6 House-wife -7

10.	Have ever studied English outside School	Yes -1 N0 -2
11.	Language used by teacher for teaching English	English -1 Urdu-2 Translation method-3
12.	Use of English with Teachers	Not at all -1 A little -2 About half of the time -3 Most of the time -4 All the time -5
13.	Use of English with Friends	Not at all -1 A little -2 About half of the time -3 Most of the time -4 All the time -5
14.	Use of English with Family members	Not at all -1 A little -2 About half of the time -3 Most of the time -4 All the time -5
15.	Use of English with Others	Not at all -1 A little -2 About half of the time -3 Most of the time -4 All the time -5
16.	Watch English Movies	Often -1 Sometimes -2 Rarely -3 Never -4
17.	Watch English News	Often -1 Sometimes -2 Rarely -3 Never -4
18.	Read English Books	Often -1 Sometimes -2 Rarely -3 Never -4
19.	Read English Magazines	Often -1 Sometimes -2 Rarely -3 Never -4
20.	Read English Newspapers	Often -1 Sometimes -2 Rarely -3

		Never -4
21.	Listen to English News	Often -1 Sometimes -2 Rarely -3 Never -4
22.	Listen to English Songs	Often -1 Sometimes -2 Rarely -3 Never -4
23.	Present Place of Study	Govt. -1 Private -2 Missionary-3
24.	Initial Level of Writing Skill	No response -0 Weak -1 Average -2 Fair -3 Good -4 Excellent -5
25.	Initial Level of Reading Skill	No response -0 Weak -1 Average -2 Fair -3 Good -4 Excellent -5
26.	Initial Level of Listening Skill	No response -0 Weak -1 Average -2 Fair -3 Good -4 Excellent -5
27.	Initial Level of Speaking Skill	No response -0 Weak -1 Average -2 Fair -3 Good -4
28	Final Level of Writing Skill	No response -0 Weak -1 Average -2 Fair -3 Good -4 Excellent -5
29.	Final Level of Reading Skill	No response -0 Weak -1 Average -2 Fair -3

		Good -4 Excellent -5
30.	Final Level of Listening Skill	No response -0 Weak -1 Average -2 Fair -3 Good -4 Excellent -5
31.	Final Level of Speaking Skill	No response -0 Weak -1 Average -2 Fair -3 Good -4 Excellent -5

2.5 Scoring

All four skills were graded on a scale of 0 to 5. A score of 0 means no response, likewise a score of 1 means that the student is very weak in English. A score of 5 shows that the student possesses excellent English language skills. An average student shows score of 2 to 3 in the test.

The response of the student was independently rated by two qualified evaluators. This test was a measure of English language proficiency in general. It also helped in determining whether a student has attained proficiency in English to some extent by taking up Functional English course to achieve their goals in future life. Although, their levels of English language proficiency will also depend on other factors, such as their present schooling, the schools they have attended, educational background of family, use of English and so on.

Table 4: Scoring Scale

Skill	Range score		
		Level	Scale
Writing	(0-40)	Excellent (33-40)	5
		Good (25-32)	4
		Fair (17-24)	3
		Average (9-16)	2
		Weak (1-8)	1
		no response (0)	0
Reading	(0-40)	Excellent (33-40)	5
		Good (25-32)	4
		Fair (17-24)	3
		Average (9-16)	2
		Weak (1-8)	1
		no response (0)	0
Listening	(0-36)	Excellent (29-36)	5
		Good (22-28)	4
		Fair (15-21)	3
		Average (8-14)	2
		Weak (1-7)	1
		no response (0)	0
Speaking	(0-30)	Excellent (25-30)	5
		Good (19-24)	4
		Fair (13-18)	3
		Average (7-12)	2
		Weak (1-6)	1
		no response (0)	0

Writing:

Scale 5

- Well organized and well developed.

- Uses details clearly and properly.

- Demonstrates variety in sentence structure and proper word choice.

- Language errors may occur but that do not result in an inaccurate presentation of content.

- Displays coherence.

Scale 4

- Is adequately organised and developed.

- Addresses writing topic adequately but does not meet all the goals of a task.

- Shows adequate but possibly inconsistent ability with sentence structures.

- May contain some errors that make meaning unclear.

- Minor omissions, vagueness of some content.

Scale 3

- Inadequate organisation or development.

- Poor choice of details or does not provide enough details to support or illustrate generalizations.

- A noticeably improper choice of words or word forms.

- Numerous errors in sentence structure and/ or usage.

- Vague or obscure meaning in conveying ideas and connections.

Scale 2

- Serious disorganisation or underdevelopment.

- Little or no detail or irrelevant specifics.

- Serious and frequent errors in sentence structure or usage.

Scale 1

- Incoherent, little or no meaning.

- Undeveloped.

- Contains severe and persistent writing errors.

- Language level is low to derive meaning.

Scale 0

- Contains no response.

Speaking :

Scale 5

- Speech is clear, fluid and sustained.

- Overall intelligibility remains high.

- Good control over complex grammatical structures that allows coherence.

- Effective word choice.

- Does not require listener effort.

Scale 4

- Speech is clear and fluid.

- May include minor difficulties with pronunciation or intonations.

- Overall intelligibility remains good.

- May require listener's effort at times.

Scale 3

- Speech is clear with some fluidity of expression.

- Minor difficulties with pronunciation and intonation.

- May require listener's effort.

- Overall intelligibility remains average.

- May exhibit some inaccurate use of vocabulary or grammatical structures.

Scale 2

- Speech is clear at times but problems with pronunciation and intonation.

- Requires significant listener's effort.

- Problems with intelligibility may obscure meaning in places (but not throughout).

- Response is limited in the range and control of vocabulary and grammar.

- Vague expressions.

- Typically ideas expressed may not be well connected or cohesive.

Scale 1

- Speech is largely unintelligible.

- Consistent pronunciation and intonation problems cause considerable listener's effort and frequently obscure meaning.

- Delivery is fragmented, speech contains frequent pauses and hesitations.

- Range and control of grammar and vocabulary is severely limited.

- Ideas that are expressed are often inaccurate, limited to vague utterances and repetitions.

Scale 0

- Speaker makes no attempt to respond.

Reading :

Scale 5

- Response at this level successfully selects the important information from the passage and coherently and accurately presents this information in relation to the relevant information presented in the reading.

- Errors may occur that do not result in inaccurate or imprecise presentations of content or connections.

- It presents a response to the text elaborating that response with well chosen examples and persuasive meaning.

Scale 4

- Response at this level is generally good in selecting the important information from the passage and the respondent coherently and accurately present this information in relation to the relevant information presented in the reading.

- It may have minor omissions, inaccuracies, vagueness or imprecise presentations of content from the passage or connections of points made in reading.

Scale 3

- A response at this level contains some important information from the passage and conveys some relevant connections to the reading.

- The overall response is definitely oriented to the task.

- It conveys only vague, unclear or somewhat imprecise connections of the points made in the passage to the points made in reading.

Scale 2

- It is marked by significant language difficulties or by significant omissions or inaccuracy of important ideas from the passage or in the connections between the passage and the reading.

- It may analyse and respond to the text illogically.

- It may reflect an incomplete understanding of text or the topic.

Scale 1

- It is marked by serious weaknesses and errors.

- It frequently presents a simplistic, inappropriate, or incoherent analysis of the text or such response that may suggest the significant misunderstanding of the topic.

Scale 0

- No response.

Listening:

Scale 5

- Response at this level is to successfully understand vocabulary, syntactic structures and discourse pattern of the spoken language.

- The respondent recognizes irony, metaphorical language and rhetorical devices the speaker uses to convey message.

- The listener is able to summarize the speaker's purpose, and is also able to draw correct conclusions and valid inferences.

- Understands vocabulary and being able to guess the meaning of unfamiliar words from the content.

- Successfully understands the flow of stressed and unstressed sounds as well as intonation and oral pronunciation.

Scale 4

- Response at this level is generally good in selecting the important message from the content and the respondent accurately draws conclusions and makes inferences.

- It may have minor omissions but the listener grasps the main ideas and overall gist of the content.

Scale 3

- Response at this level contains some important message from the content and understands phonological features to some extent.

- Minor difficulties in understanding phonological features, syntactic patterns and discourse markers.

Scale 2

- It is marked by significant difficulties in grasping important ideas from the content and inability to recognise the subject of discussion.

- Inability to infer meaning from stressed and unstressed words

- It may reflect an incomplete understanding of content.

Scale 1

- It is marked by serious weaknesses in understanding the overall gist .

- It frequently presents an inappropriate, or incoherent analysis of or response to the content one that may suggest the significant misunderstanding of content wholly.

Scale 0

- No response.

In this chapter, the findings and the results of the research work is presented in three sections within the framework of the research questions, supported by tables and figures to illustrate the results clearly. Since the main objective of the present study was to see whether the teaching of Functional English enhances the communicative skill in a student or not. So only the pertinent items of questionnaire were used for data Analysis.   Section 1st deals with the non linguistic part of questionnaire which includes respondent's background, schooling, use of English language, exposure to English language, etc. Section 2nd deals with linguistic variables of the questionnaire which were tested and then analysed by using paired t-test. Section 3rd shows the relationship of different variables with proficiency of respondents.

3.1 Section 1st

In this section, the data were tabulated in frequencies and simple percentages were used to describe it. The results are presented in the form of charts.

3.1 .1 Respondents

The respondents were taken from various higher secondary institutions of Srinagar city. The respondents consisted of 160 students. Ratio of gender was: 80 male participants (50%), and 80 female participants (50%).

3.1 .2 Sampling
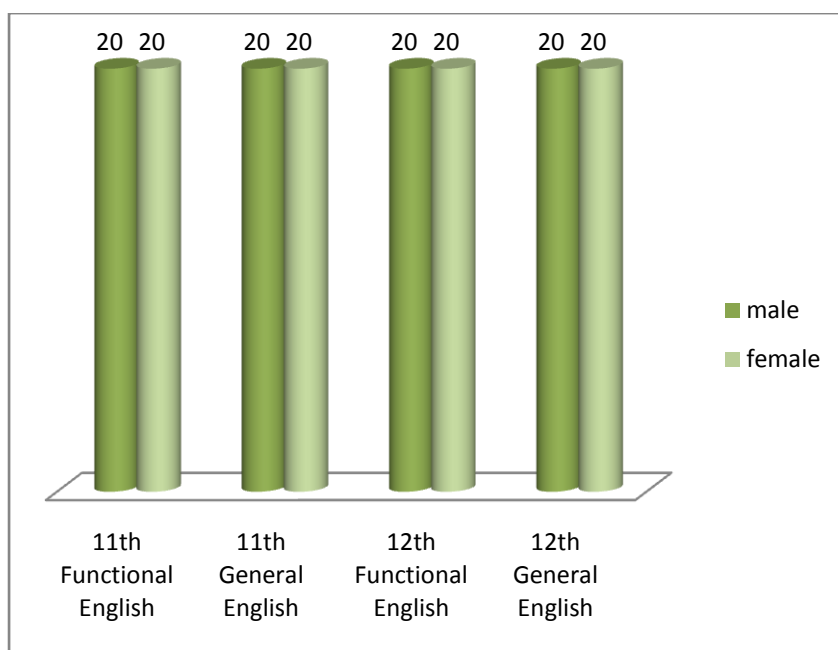
Fig 1: Sampling

The sample was divided into four groups; 11th Functional English, 11th General English, 12th Functional English and 12th General English. Equal numbers of respondents were taken from each group as shown in fig 1.

3.1 .3 Present Schooling
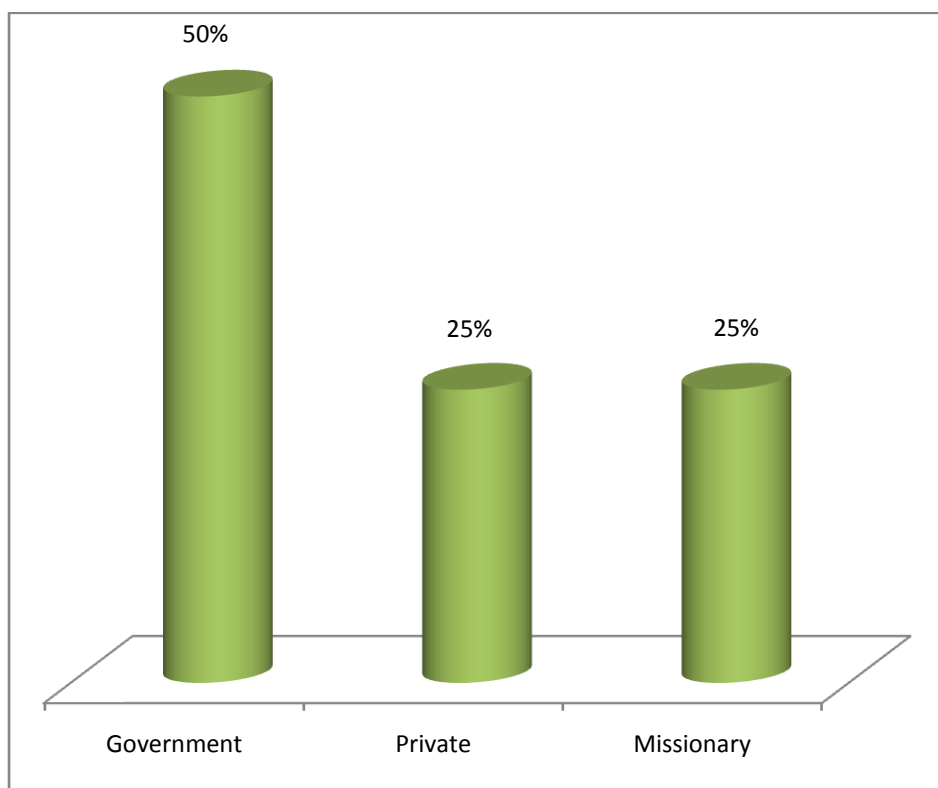
Fig 2: Present Schooling

Fig 2 shows us the present place of study of the respondents in which half of the respondents are from government schools, while 25% each are from private and missionary schools.

3.1 .4 Previous Schooling (Schooling up to 10th)
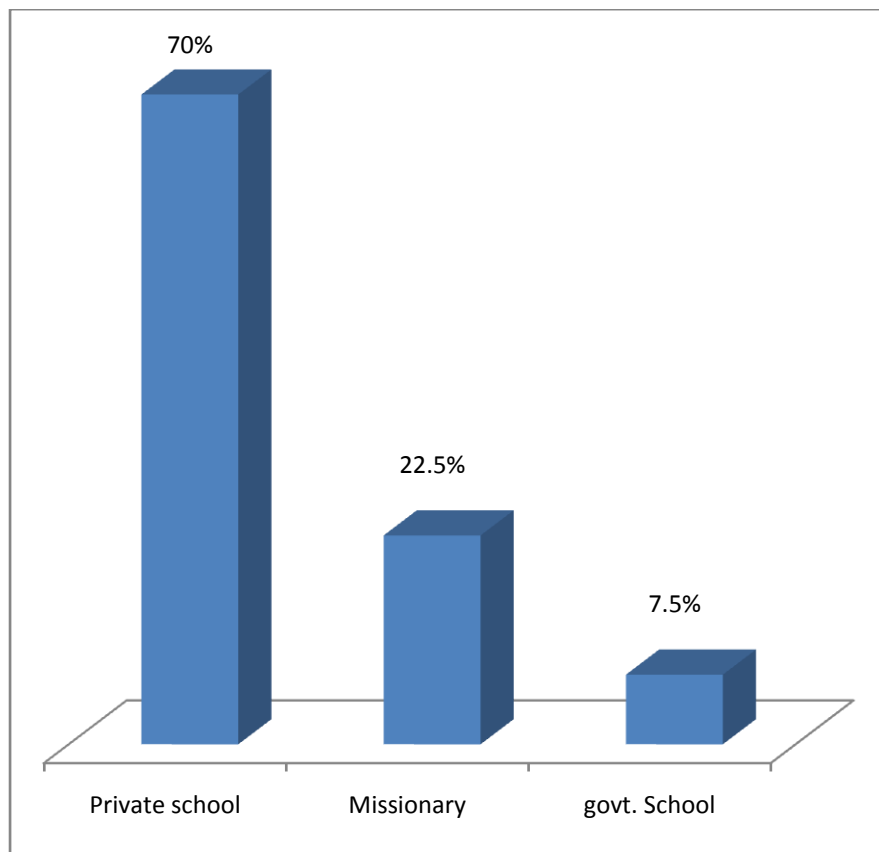
Fig 3: Previous Schooling

As far as their previous schooling is concerned 70% students have studied in private schools, 22.5% in missionary and only 7.5% in government schools.

3.1 .5 Studied English outside their School
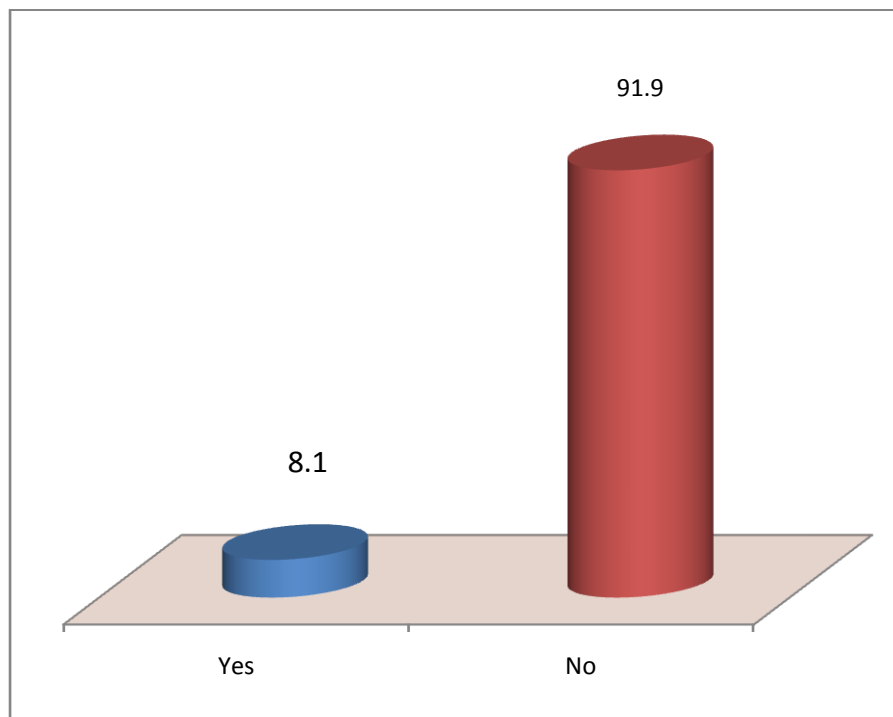
Fig 4 (a): Studied English outside their School

In Kashmir, a number of private English language training institutes and academies are prevailing today. These institutions claim to increase the proficiency of learners in English. So the respondents were asked whether they have learned English outside their school or not. It was observed that majority of respondents 92% never studied English outside their school while as 8% respondents went to English training institutes [see Fig 4(a)].
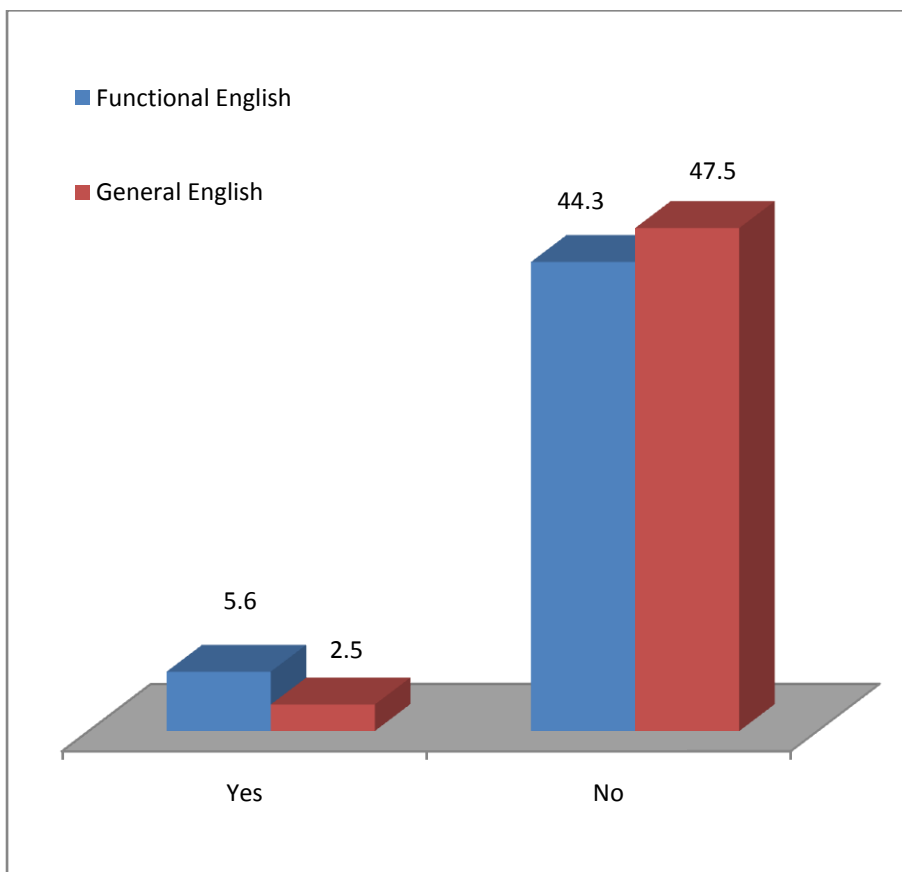
Fig 4(b)

Fig 4(b) shows the percentage breakup with respect to Functional English and General English students. It shows that 5.6% of respondents belonged to Functional English stream out of 8.1% who claimed to have studied English outside their school. This does not make any significant difference in between the two streams.

3.1.6 Language used by Teacher for Teaching English
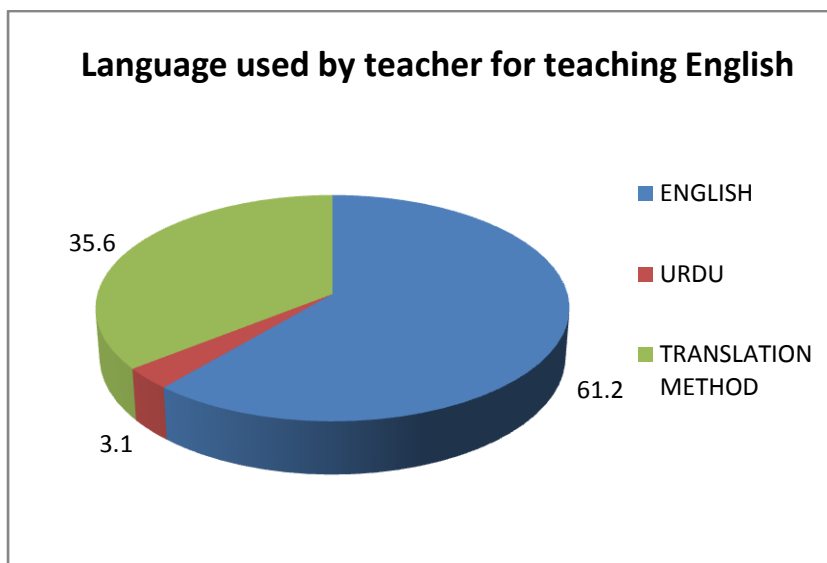
Fig 5(a): Language used by Teacher

Respondents were asked about the language teacher uses for teaching English. It was observed from above chart that most of the teachers (61%) use English language, 35.6% use translation method while as only 3.1% uses Urdu language.
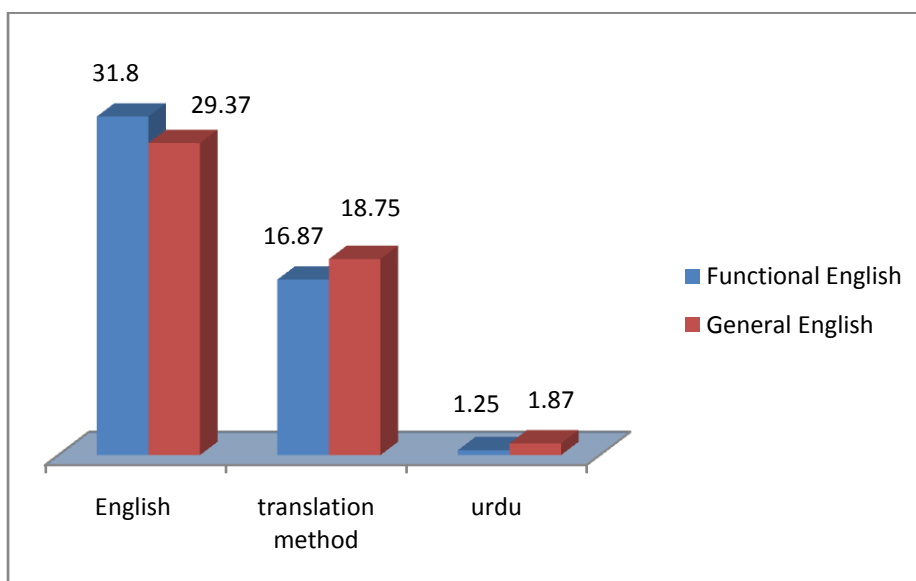
Fig 5(b)

From above fig it can be inferred that both Functional English and General English students claim that their teachers use English more frequently as a medium of instruction.

3.1 .7 Use of English Language

The respondents were asked questions about the use of English language in different domains.

3.1.7.1 Use of English with Teachers
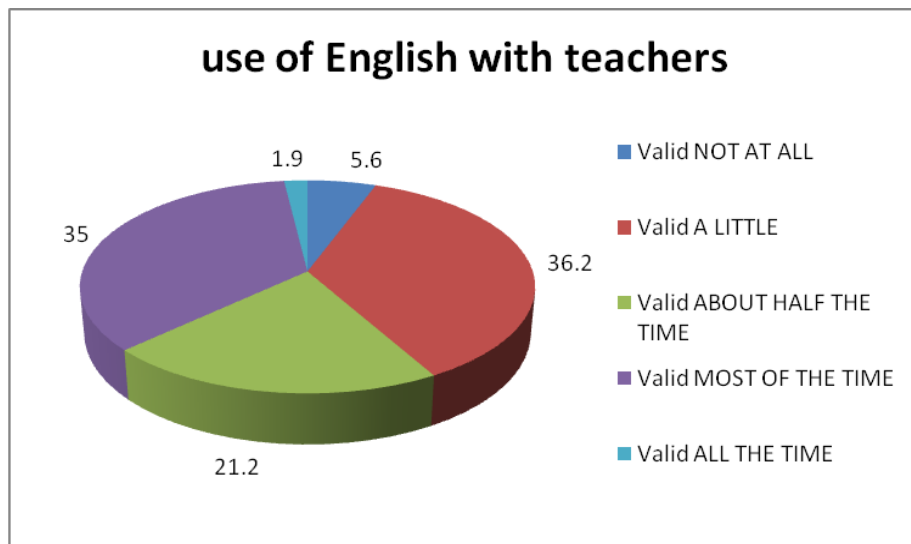
Fig 6(a): Use of English with Teachers

On asking about use of English with their teachers, the finding of the research work shows that only 1.9% of respondents use English all the time with the teachers, 35% of respondents use it most of the time, 21.2% of respondents use it half of the time and 5.6% of respondents never used English with their teachers. So the overall percentage of usage of English with teachers is fairly good.
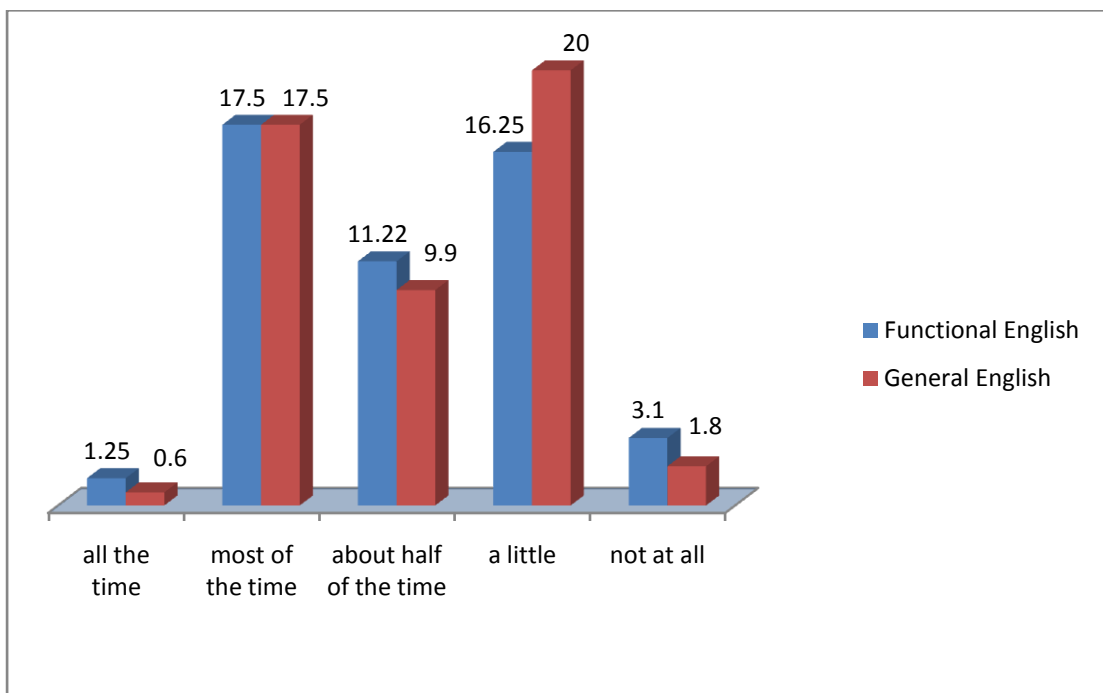
Fig 6(b)

Fig 6(b) shows the percentage break-up with respect to Functional English respondents and General English respondents. It was observed that Functional English students claimed that they use English with their teachers more often than General English students.

3.1.7.2 Use of English with Friends
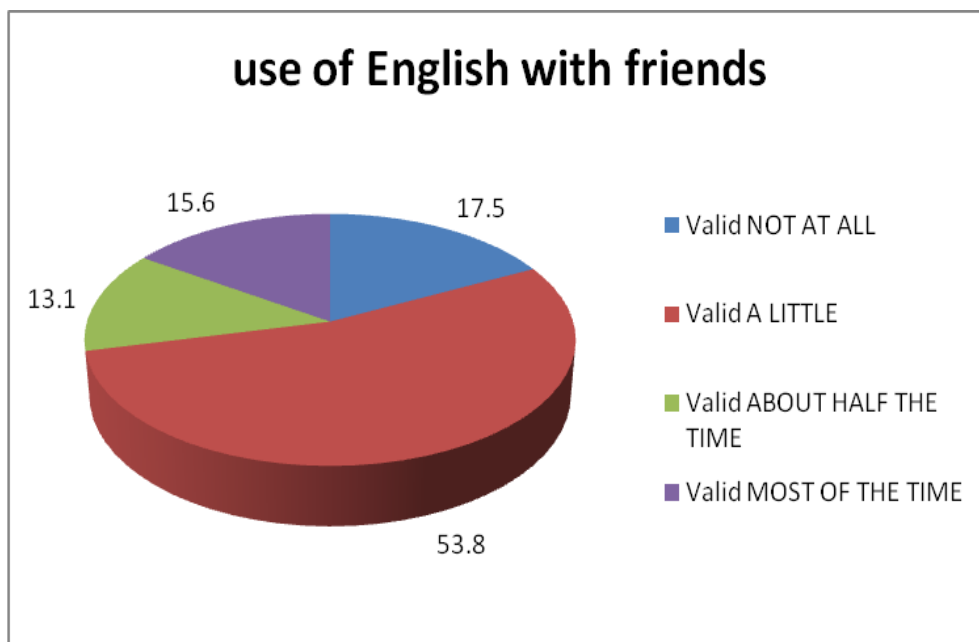
Fig 7(a): Use of English with Friends

Similarly, when the respondents were asked about the use of English with their friends, 15.6% of respondents claimed that they use English most of the time with their friends, 13.1% claimed to use it about half of the time and 53.8% use little English with their friends. 17.5% of respondents are those who have never used English with their friends.
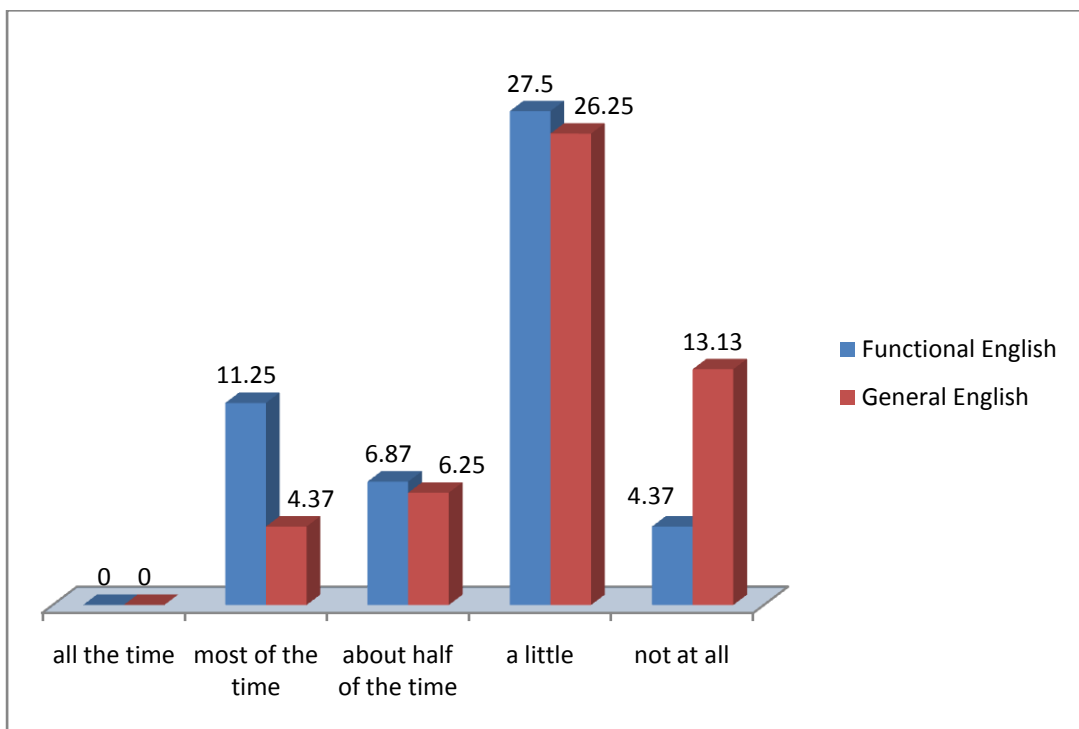
Fig 7(b)

Fig 7(b) shows us that Functional English students use English more often with their friends. As is clear they have the higher percentage of usage of English than General English respondents.

3.1.7.3 Use of English with Family Members
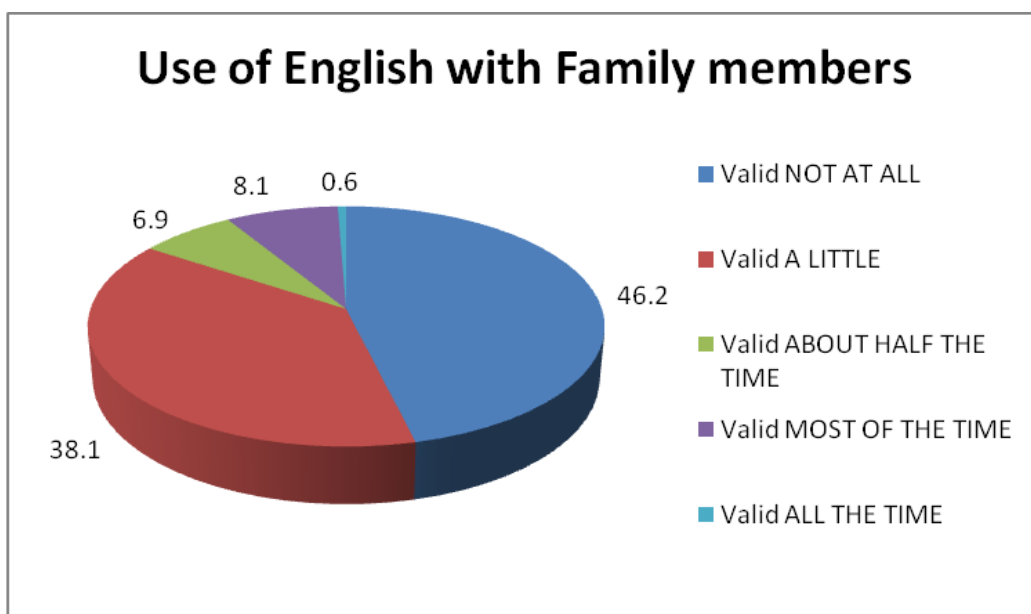
Fig 8(a): Use of English with Family Members

The respondents were asked about the use of English with their family members. As is evident from the figure, 46.2% of respondents never used English with their family members, 38.1% use little English with them and mere 0.6% use English all the time with their family members. Only 8.1% respondents have claimed to use English most of the time with their family members.
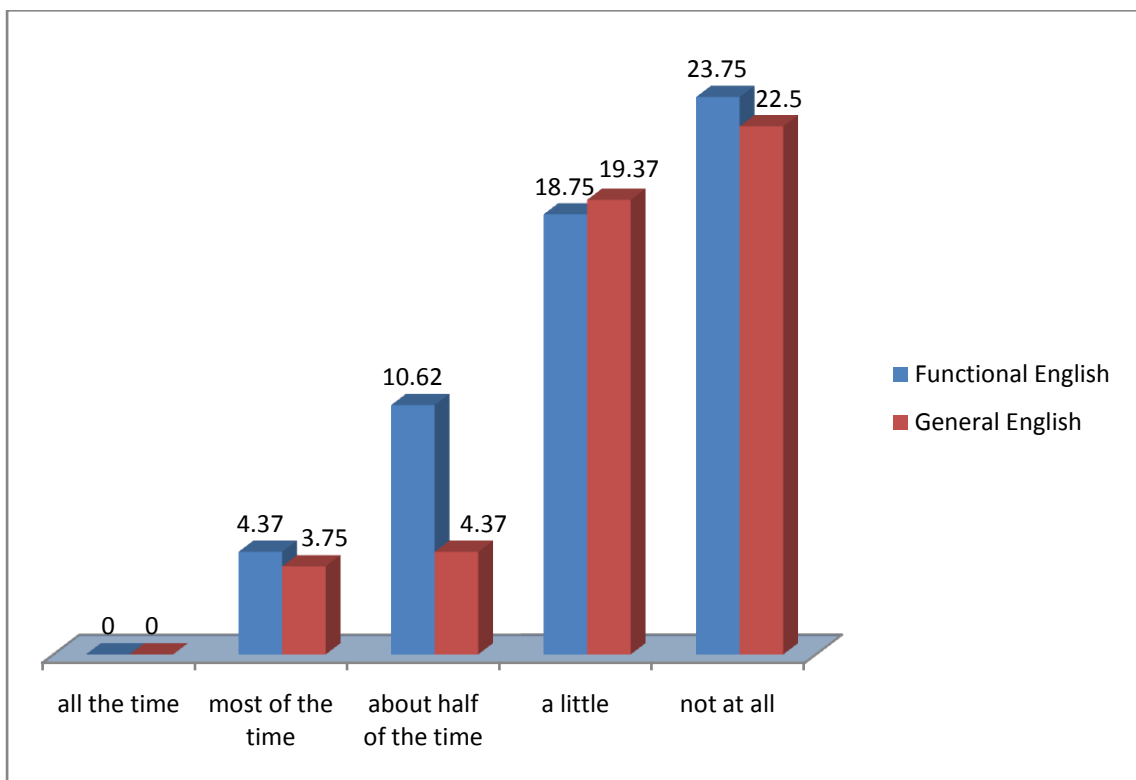
Fig 8(b)

This percentage graph also indicates that Functional English respondents have greater percentages than General English respondents.

3.1.7.4 Use of English with Others
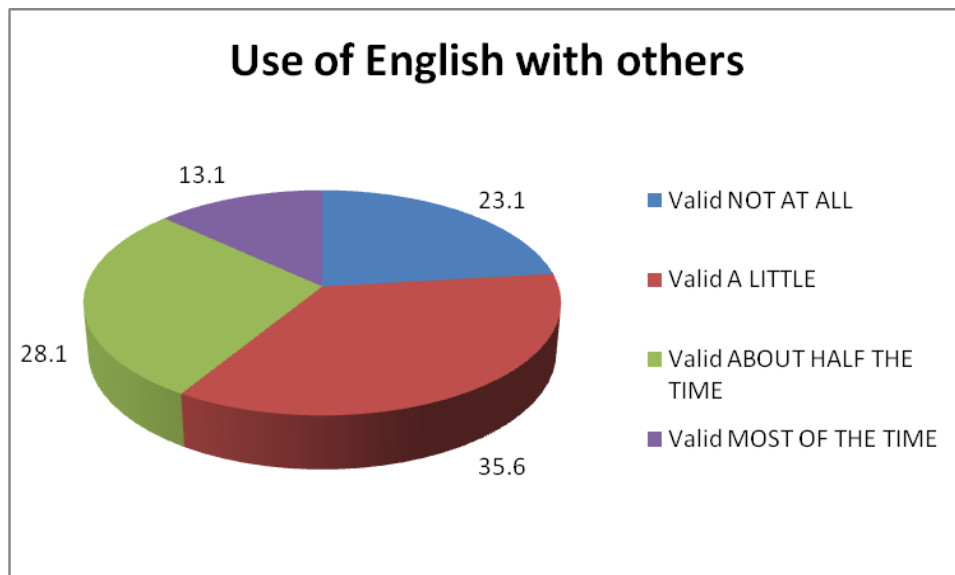
Fig 9(a): Use of English with Others

The respondents were asked about use of English with others (neighbours, in the market). 13.1% of respondents claim that they use English most of the time with others, 28.1% use it about half of the time. 23.1% have never used English with others and 35.6% used little English with others.
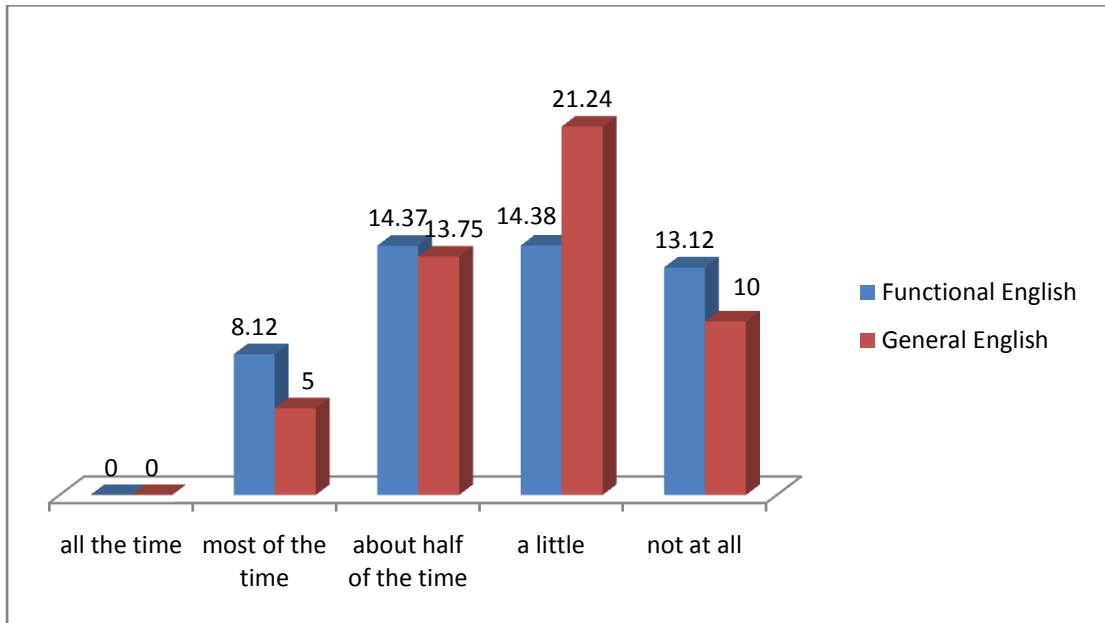
Fig 9(b)

The above charts indicate that Functional English respondents use English more frequently with others than General English respondents.

It is believed that if a learner uses English language in their communication, his /her chances of increase in proficiency of English language will be greater. It can be inferred from the figure 6(b) that a good percentage of students use English with their teachers and there is not much considerable difference of usage of English in Functional English and General English respondents. This indicates that most of the students whether Functional English or only General English prefer to use English in their school domain. A very little percentage of students use English with their friends and few use English with their family members while as a fair amount of students use English in their communication with others.

3.1.8 Exposure to English language

English occupies a prominent place in our society and has the position of a Lingua Franca in the world. It is the language of trade, media, market, and internet and so on. So respondents were asked about exposure to English language.

3.1.8.1 Watch English News
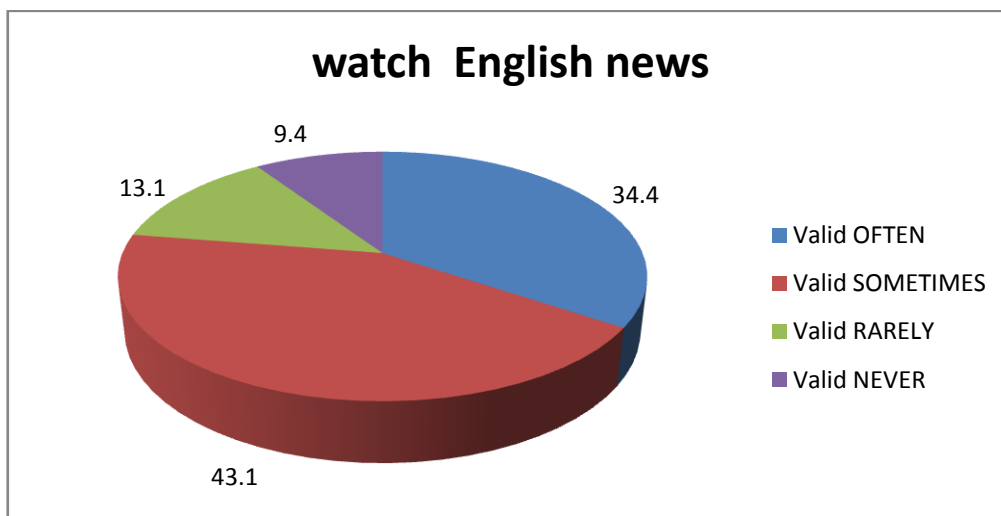
Fig 10(a): Watch English News

The respondents were asked do they watch English news, it was observed that 34.4% of respondents often watch English news and 43.1% of respondents watch it sometimes. While as 9.4% never watch English news and 13.1% of respondents are those who rarely watch it.
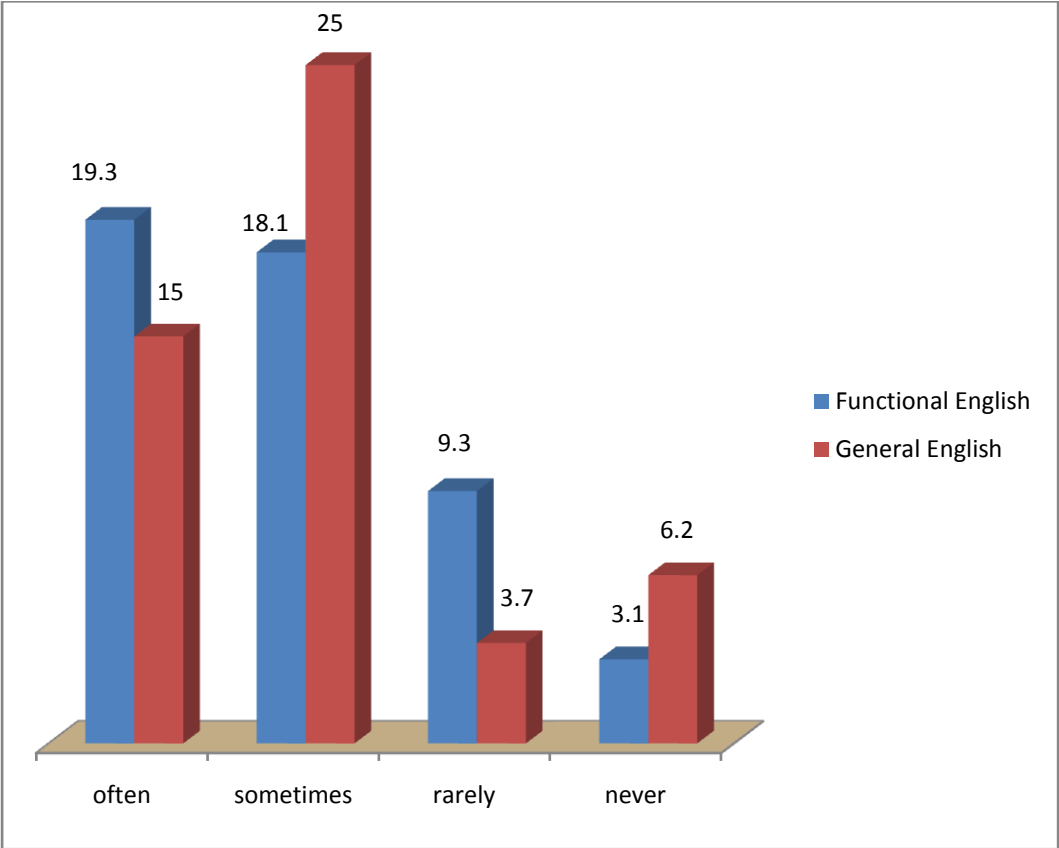
Fig 10(b)

It is clear from above column chart that Functional English respondents watch English news more often than General English respondents.

3.1.8.2 Watch English Movies
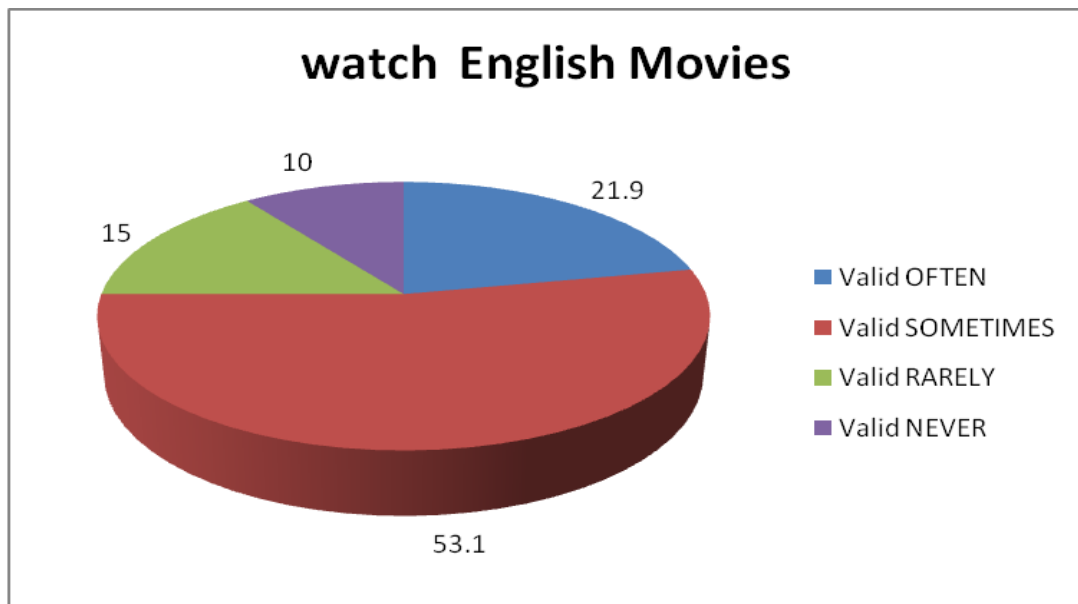
Fig 11(a): Watch English Movies

In response to the question regarding students watching English movies, it can be elicited from the above pie chart that 53.1% of respondents watch English movies sometimes and 21.9% watch English movies often. However there are only 10% of respondents who never watch English movies, and 15% of respondents are those who rarely show interest in watching English movies.
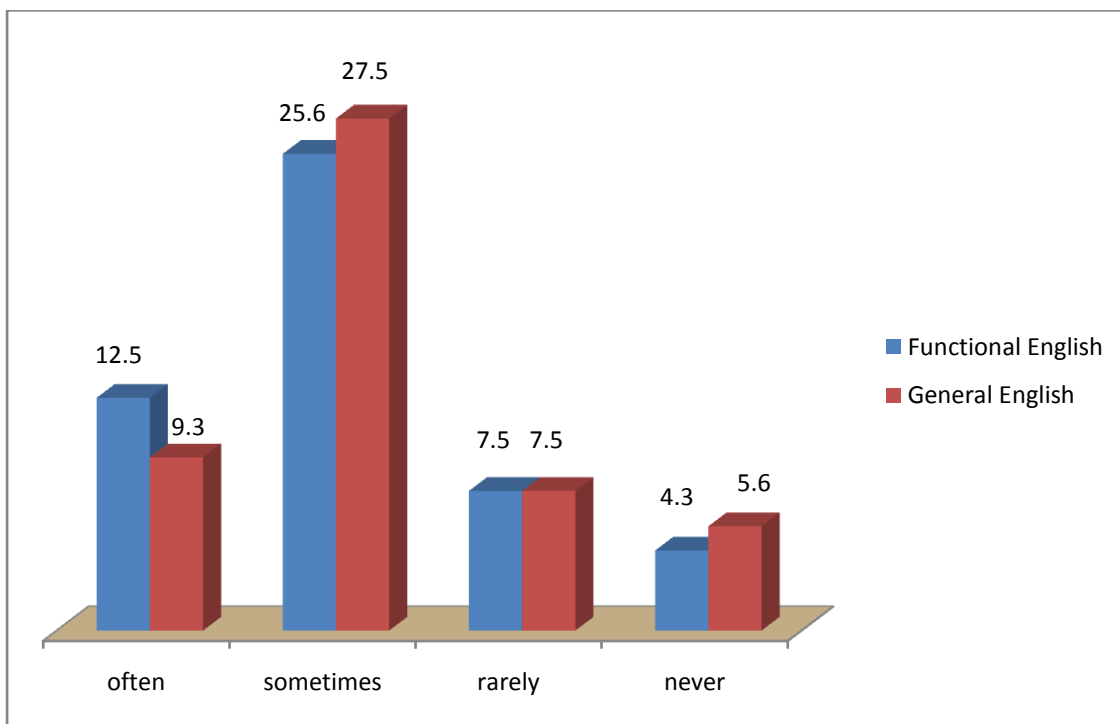
Fig 11(b)

From the above fig 11(b) it is clear that respondent with Functional English show a higher percentage than General English respondents in terms of watching English movies.

3.1.8.3 Read English Books
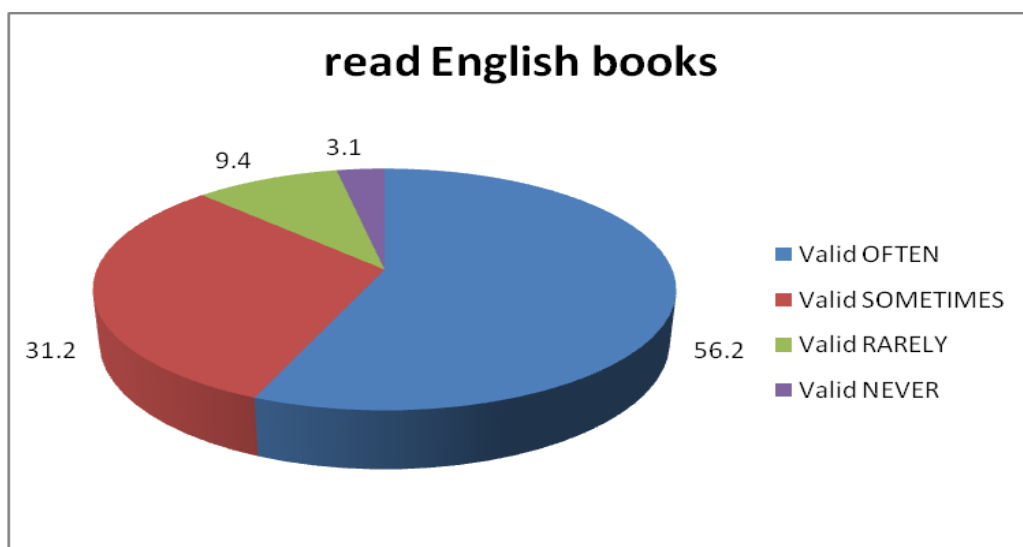
Fig 12(a) Read English Books

Regarding students interest in reading English books, 56.2% of respondents reported to read English books often, while as 31.2% of the students claimed to read English books sometimes, 9.4% of respondents have reported reading English books rarely. While as only 3.1% of the respondents did not show any kind of interest in reading books.
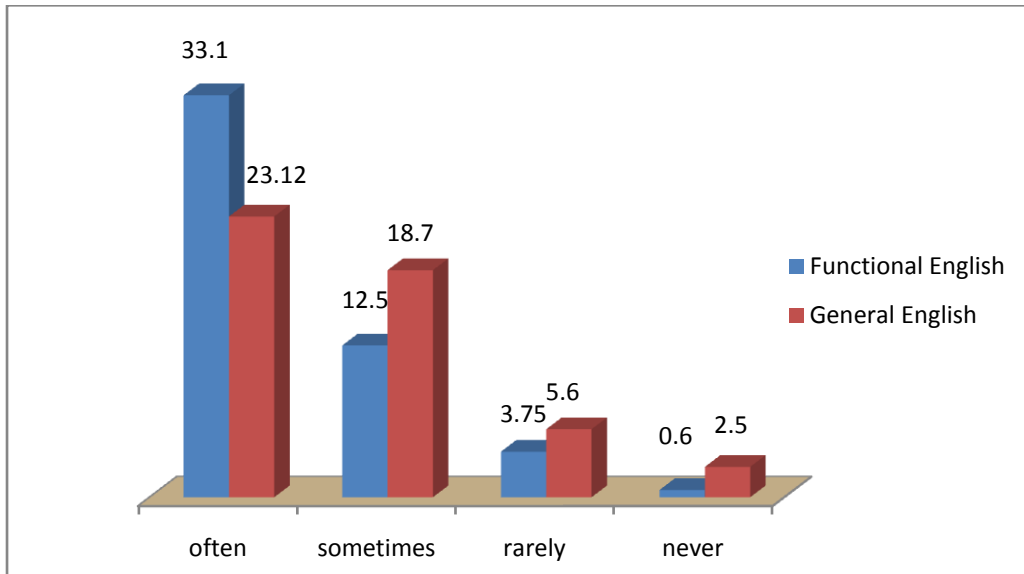
Fig 12(b)

The above chart shows us that Functional English students are more inclined to reading books in English language.

3.1.8.4 Read English Magazines
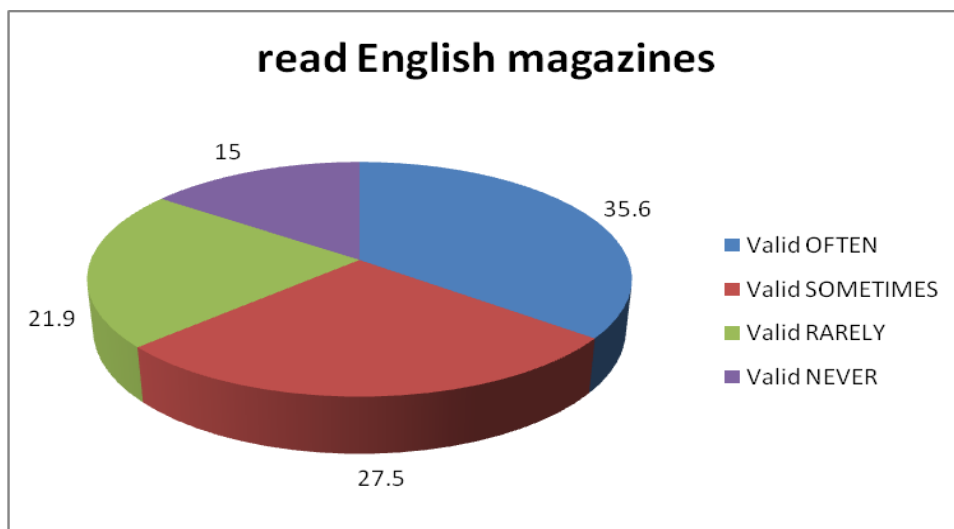
Fig 13(a): Read English Magazines

The respondents were asked do they read English magazines, it was observed that almost 36% of respondents often read English magazines, and 27.5% read them sometimes, while as 15% of respondents never read English magazines and 21.9% of respondents are those who rarely read English magazines.
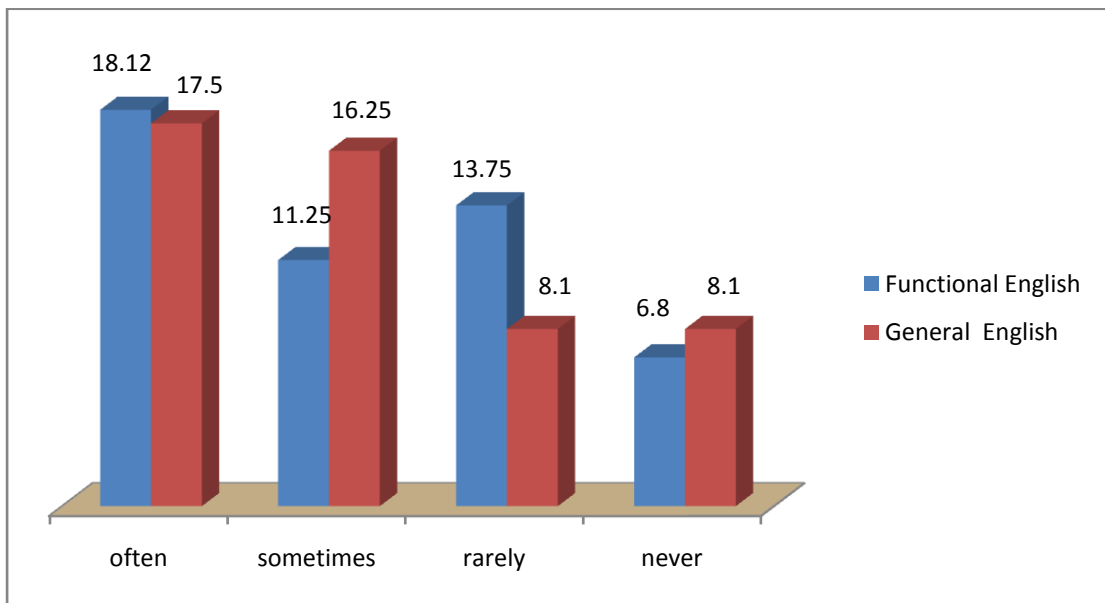
Fig 13(b)

The above chart also indicates that Functional English students show good percentage in reading English magazines than General English students.

3.1.8.5 Read English Newspapers
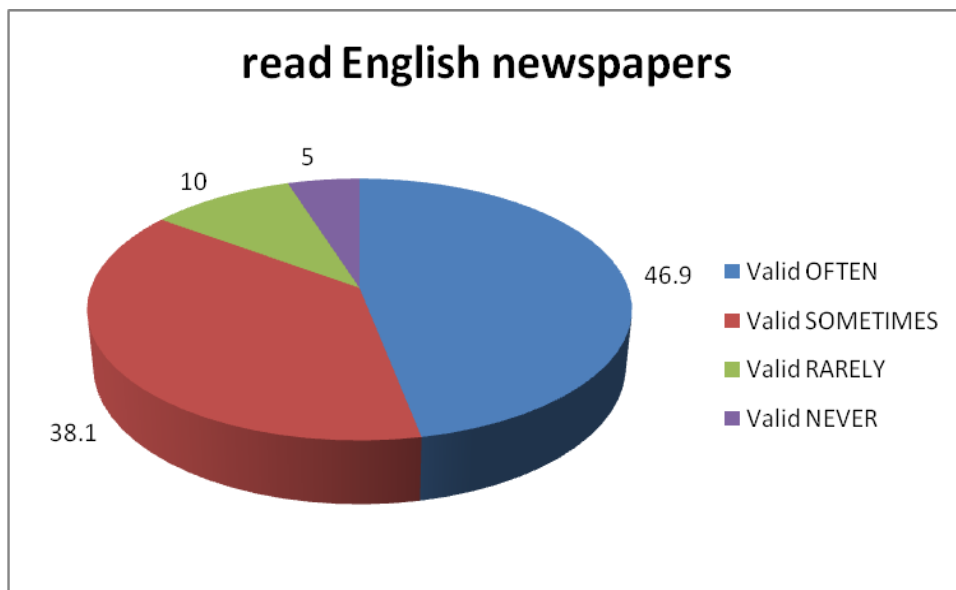
Fig 14(a): Read English Newspapers

In terms of reading newspapers, almost 47% of respondents read newspapers very often, 38% read sometimes, 10% read newspapers rarely while as only 5% respondents claim that they never read English newspapers.
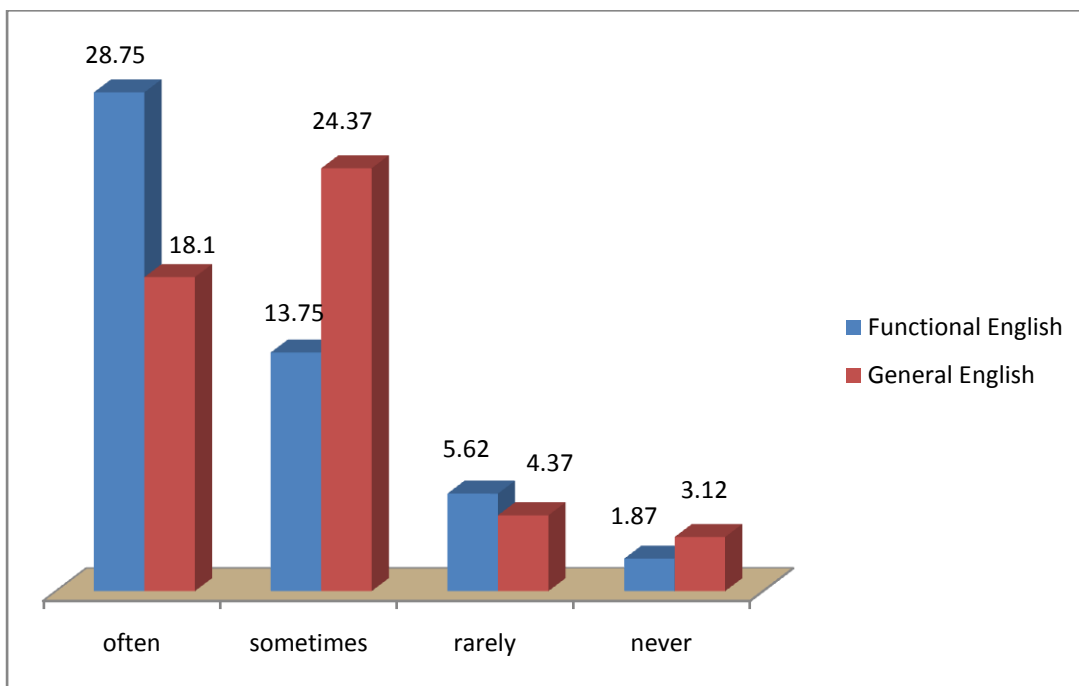
Fig 14(b)

As is clear from the Fig 14(b), the respondents with Functional English score better percentage than General English respondents in terms of reading English newspapers.

3.1.8.6 Listen to English News
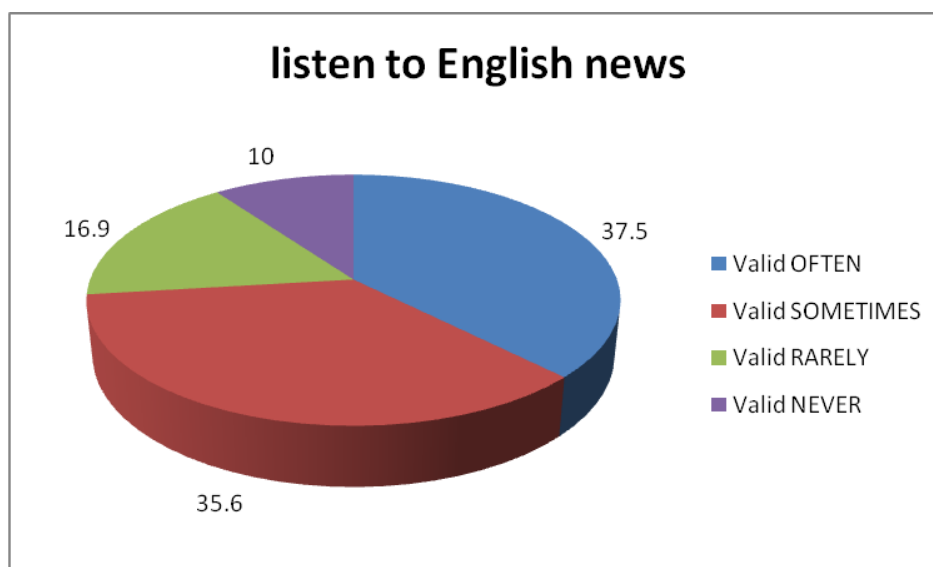
Fig 15(a): Listen to English News

In response to the question regarding students listening English news, it can be elicited from the above pie chart that 37.5% of respondents often listen to English news and 35.6% listen English news sometimes. However there are only 10% of respondents who never listened to English news, and 17% of respondents are those who rarely listen to English news.
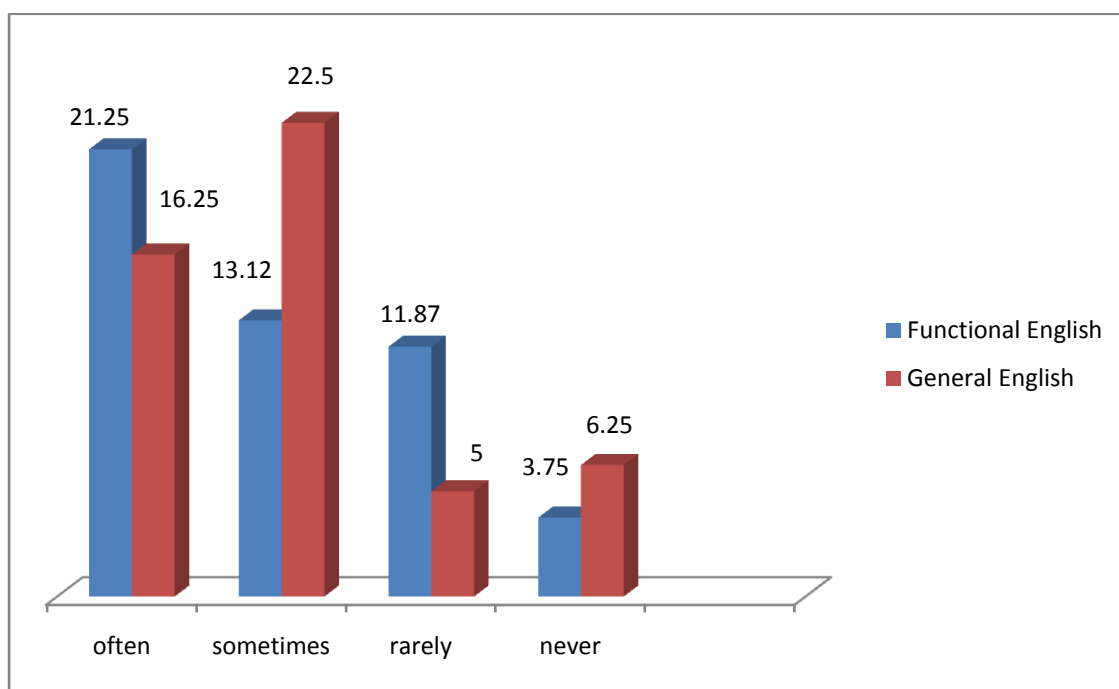
Fig 15(b)

The above figure reveals that respondents with Functional English listen to English news more frequently than General English respondents.

3.1.8.7 Listen to English Songs
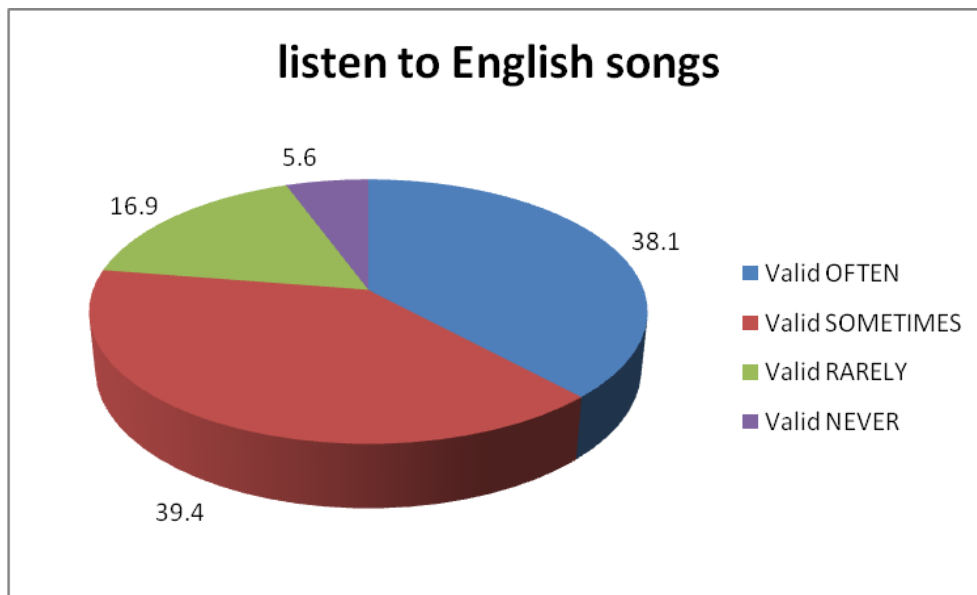
Fig 16(a): Listen to English Songs

When respondents were asked about listening to English songs, the results showed that 38% often listen English songs and 39.4% listen them sometimes. There were only 5.6% of respondents who claimed that they never listen English songs while as almost 17% of respondents claimed to listen English songs rarely.
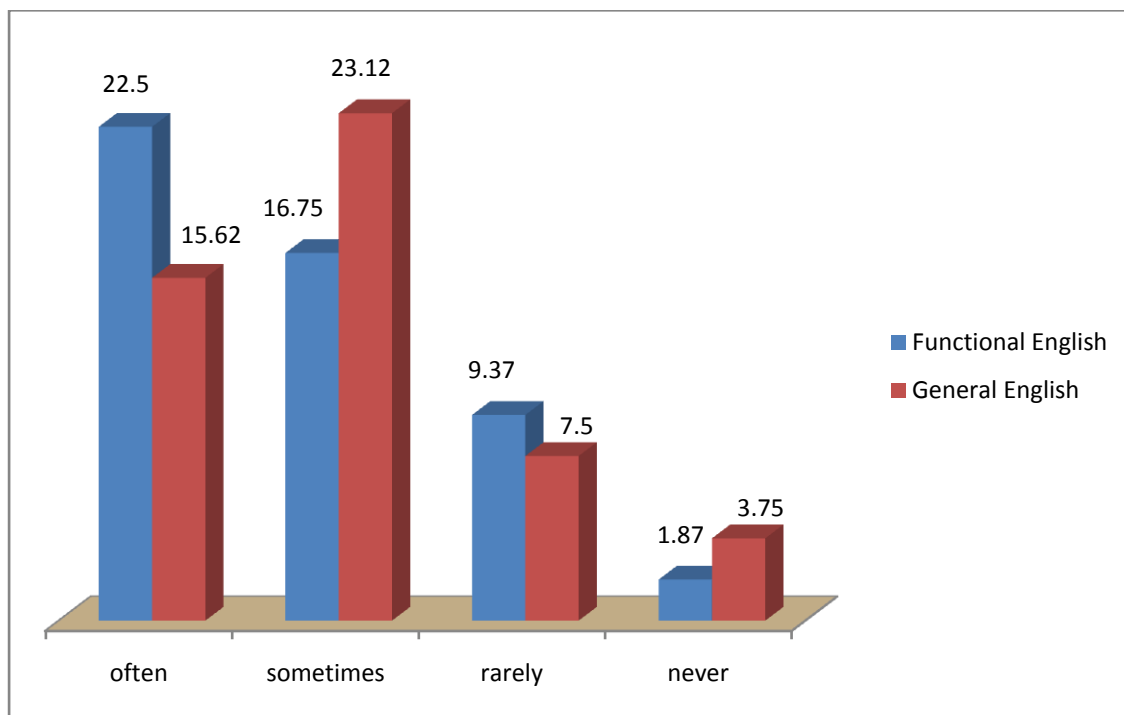
Fig 16 (b)

It is observed from the above chart that Functional English respondents show good interest in listening English songs than General English respondents.

As is clear from above figures that Functional English respondents have more exposure to English movies, news, songs, both in terms of listening and viewing. Similarly they also show good interest in reading books, magazines and newspapers. It is because of the fact that Functional English syllabus stresses these kinds of activities.

3.2 Section 2nd

In this section, the proficiency of respondents in writing, reading, listening, and speaking skills were explored. The difference between initial and final levels of respondents in these skills were determined by using T- Test. T-Test is generally applied, For example, in the context of the present study, to find out the proficiency of respondents at initial level and final level after giving a certain kind of input.

3.2.1 Interpretation of Result

In this particular analysis, the statistical significance level was 1accepted to be $p < .05$ for all the paired sample findings.   If the p-value (2-tailed significance value) is greater than .05, then there is no significant difference, and if the value comes out less than .05 or equal to .05 than there is significant difference.

 The detailed interpretation and discussion of the descriptive analysis of the data is given below. The results are explained and presented in tables, and are illustrated in figures.

3.2.2 Mean Scores Scored by the Respondents at their Initial and Final levels in all Four Skills.
T-Test

Table 5: Mean Scored by the Respondents at their Initial and Final levels
Paired Samples Statistics

		Mean	Total respondents
Pair 1	INTIAL LEVEL OF WRITING SKILL	3.1188	160
	FINAL LEVEL OF WRITING SKILL	3.4563	160
Pair 2	INTIAL LEVEL OF READING SKIL	3.4063	160
	FINAL LEVEL OF READING SKILL	3.7125	160
Pair 3	INTIAL LEVEL OF LISTENING SKILL	2.3250	160
	FINAL LEVEL OF LISTENING SKILL	2.5750	160
Pair 4	INTIAL LEVEL OF SPEAKING SKILL	2.5188	160
	FINAL LEVEL OF SPEAKING SKILL	2.5500	160

In case of writing, after analyzing the data it was observed that the mean score has increased from 3.1 to 3.4 from initial to final levels. Similarly, in reading it has increased from 3.4 to 3.7. In listening it has increased from 2.3 to 2.5 while as in case of speaking it remains almost same, i.e., from 2.51 to 2.55.

The result is presented diagrammatically below:
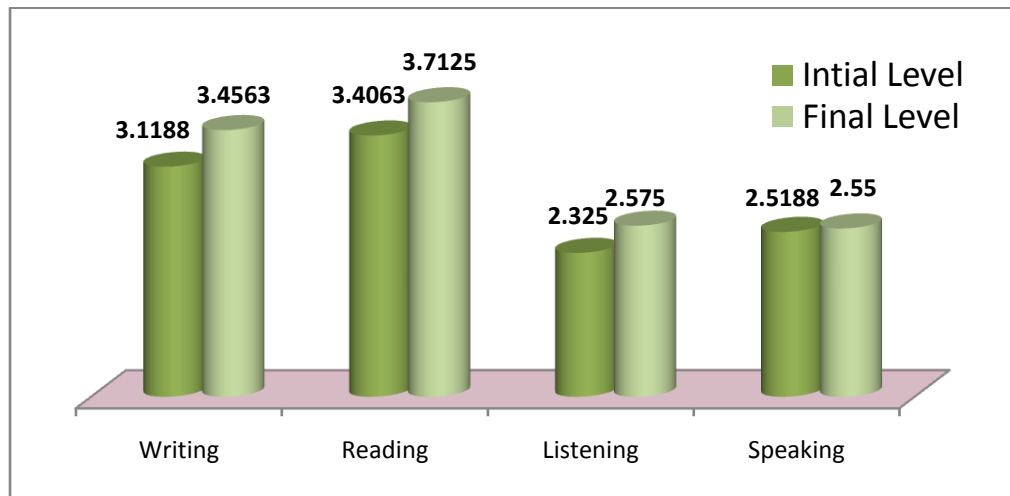
Fig 17: Mean Scored by the Respondents at their Initial and Final levels

Table 6: Significant difference between initial and final level in general.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	INTIAL LEVEL OF WRITING SKILL - FINAL LEVEL OF WRITING SKILL	-.33750	.50016	.03954	-.41559	-.25941	-8.535	159	.000
Pair 2	INTIAL LEVEL OF READING SKIL - FINAL LEVEL OF READING SKILL	-.30625	.61426	.04856	-.40216	-.21034	-6.306	159	.000
Pair 3	INTIAL LEVEL OF LISTENI	-.25000	.68221	.05393	-.35652	-.14348	-4.635	159	.000

	NG SKILL - FINAL LEVEL OF LISTENING SKILL								
Pair 4	INTIAL LEVEL OF SPEAKING SKILL - FINAL LEVEL OF SPEAKING SKILL	-.03125	.56548	.04471	-.11954	.05704	-.699	159	.486

After applying t-test, it was observed that there is significant difference between initial and final levels of writing, reading and listening. While as there is no significant difference in speaking from initial to final level. This may be because of the fact that less focus is given to speaking activities and students gets less exposure to speaking skills.

3.2.3 Mean Scores of Writing, Reading, Listening and Speaking Skill in case of Functional English Respondents from Initial to Final Level paired T-Test

Table 7: Mean Scored by the Respondents at their Initial and Final levels in Functional English

Paired Samples Statistics(a)

		Mean	Total respondents
Pair 1	INTIAL LEVEL OF WRITING SKILL	3.1700	80
	FINAL LEVEL OF WRITING SKILL	3.7250	80
Pair 2	INTIAL LEVEL OF READING SKIL	3.4550	80
	FINAL LEVEL OF READING SKILL	3.9125	80
Pair 3	INTIAL LEVEL OF LISTENING SKILL	2.5500	80
	FINAL LEVEL OF LISTENING SKILL	2.7625	80
Pair 4	INTIAL LEVEL OF SPEAKING SKILL	2.6375	80
	FINAL LEVEL OF SPEAKING SKILL	2.8125	80

In this case, the mean score of all four skills has increased from their initial to final levels. In writing it has increased from 3.1 to 3.7, in reading from 3.4 to 3.9, in listening 2.5 to 2.7 and in speaking 2.6 to 2.8.

The result is also presented diagrammatically below :

Fig 18: Mean Scored by the Respondents at their Initial and Final levels with Functional English

Table 8 :Significant difference between initial and final level in Functional English Respondents

Paired Samples Test(a)

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	INTIAL LEVEL OF WRITING SKILL - FINAL LEVEL OF WRITING SKILL	-.47500	.52711	.05893	-.59230	-.35770	-8.060	79	.000
Pair 2	INTIAL LEVEL OF READING SKIL - FINAL LEVEL OF READING SKILL	-.43750	.63333	.07081	-.57844	-.29656	-6.179	79	.000
Pair 3	INTIAL LEVEL OF LISTENING SKILL - FINAL LEVEL OF LISTENING SKILL	-.46250	.76214	.08521	-.63211	-.29289	-5.428	79	.000
Pair 4	INTIAL LEVEL OF SPEAKING SKILL - FINAL LEVEL OF SPEAKING SKILL	-.17500	.56870	.06358	-.30156	-.04844	-2.752	79	.005

The above table clearly shows that there is a significant difference in all four language skills from their initial to final levels. This is because of the fact that the four skills are adequately covered in the teaching of Functional English.

3.2.4 Mean Scores of Writing, Reading, Listening and Speaking skill in case of General English Respondents from Initial to Final level

Table 9: Mean Scored by the Respondents at their Initial and Final levels with General English

Paired Samples Statistics(a)

		Mean	Total respondents
Pair 1	INTIAL LEVEL OF WRITING SKILL	2.9875	80
	FINAL LEVEL OF WRITING SKILL	3.1875	80
Pair 2	INTIAL LEVEL OF READING SKIL	3.3375	80
	FINAL LEVEL OF READING SKILL	3.5125	80
Pair 3	INTIAL LEVEL OF LISTENING SKILL	2.4000	80
	FINAL LEVEL OF LISTENING SKILL	2.4675	80
Pair 4	INTIAL LEVEL OF SPEAKING SKILL	2.3000	80
	FINAL LEVEL OF SPEAKING SKILL	2.3875	80

While talking about General English respondents the mean scores of writing and reading has increased from their initial to final levels i.e. (in writing from 2.98 to 3.18 and in reading from 3.3 to 3.5), but in case of listening and speaking it remains almost constant.

The result is presented diagrammatically below:

Fig 19: Mean Scored by the Respondents at their Initial and Final levels with General English

Table 10: Significant difference between initial and final level in General English respondents

Paired Samples Test(a)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	INTIAL LEVEL OF WRITING SKILL - FINAL LEVEL OF WRITING SKILL	-.20000	.43283	.04839	-.29632	-.10368	-4.133	79	.000
Pair 2	INTIAL LEVEL OF READING SKIL - FINAL LEVEL OF READING SKILL	-.17500	.56870	.06358	-.30156	-.04844	-2.752	79	.007
Pair 3	INTIAL LEVEL OF LISTENING SKILL - FINAL LEVEL OF LISTENING SKILL	-.03750	.51420	.05749	-.15193	.07693	-.652	79	.516
Pair 4	INTIAL LEVEL OF SPEAKING SKILL - FINAL LEVEL OF SPEAKING SKILL	.11250	.52756	.05898	-.00490	.22990	1.907	79	.460

Comparing Functional English respondents with General English respondents at initial and final levels, it has been observed that Functional English respondents perform better at both levels and there is significant difference from their initial to final level of writing, reading, listening and speaking (see table 8). It indicates that Functional English course focuses on all language skills. Furthermore Functional English course stresses on interactive activities which takes all four skills conjointly as they interact with each other in natural behaviour. In case of General English student, the significant difference can be seen only in reading and writing from their initial to final levels. While there is no significant difference in listening and speaking skills. It means that listening and speaking skills do not get much focus in General English class and the syllabi of General English at various levels lay least emphasis on listening and speaking skills.

3.2.5 Mean scores of Writing, Reading, Listening and Speaking skill in case of 11th class Respondents from Initial to Final level.

T-Test

Table 11: Mean Scored by the Respondents at their Initial and Final levels in 11th Class

		Mean	Total respondents
Pair 1	INTIAL LEVEL OF WRITING SKILL	3.0650	80
	FINAL LEVEL OF WRITING SKILL	3.6250	80
Pair 2	INTIAL LEVEL OF READING SKIL	3.1000	80
	FINAL LEVEL OF READING SKILL	3.5250	80
Pair 3	INTIAL LEVEL OF LISTENING SKILL	2.4350	80
	FINAL LEVEL OF LISTENING SKILL	2.6050	80
Pair 4	INTIAL LEVEL OF SPEAKING SKILL	2.3500	80
	FINAL LEVEL OF SPEAKING SKILL	2.3900	80

After analyzing the data of only 11th class respondents, it was observed that the mean score of writing has increased from 3.0 to 3.6 from their initial to final levels. Similarly in case of reading skill, it has increased from 3.1 to 3.5. In case of listening it has increased from 2.4 to 2.6 while as in case of speaking it remains almost same, i.e., from 2.35 to 2.39.
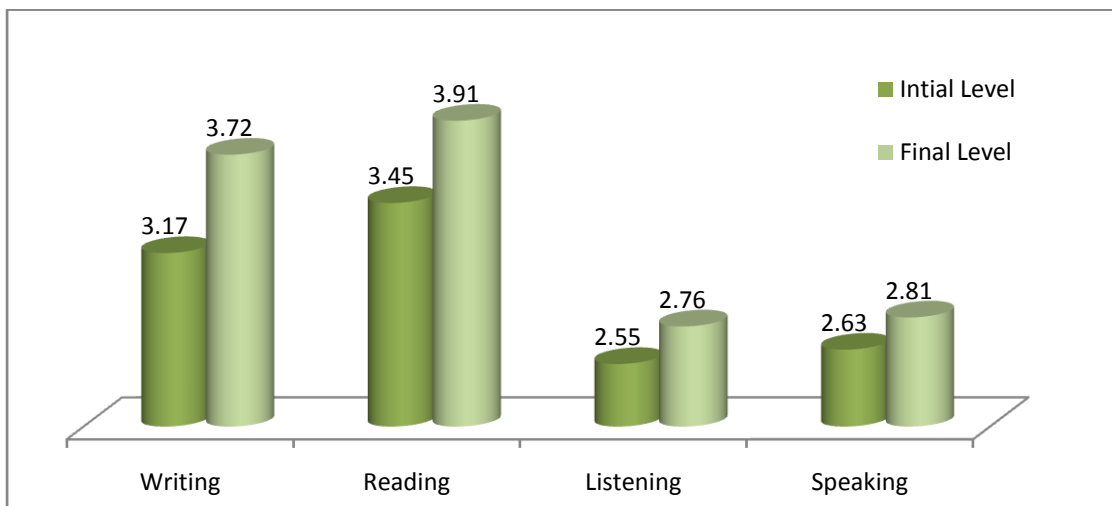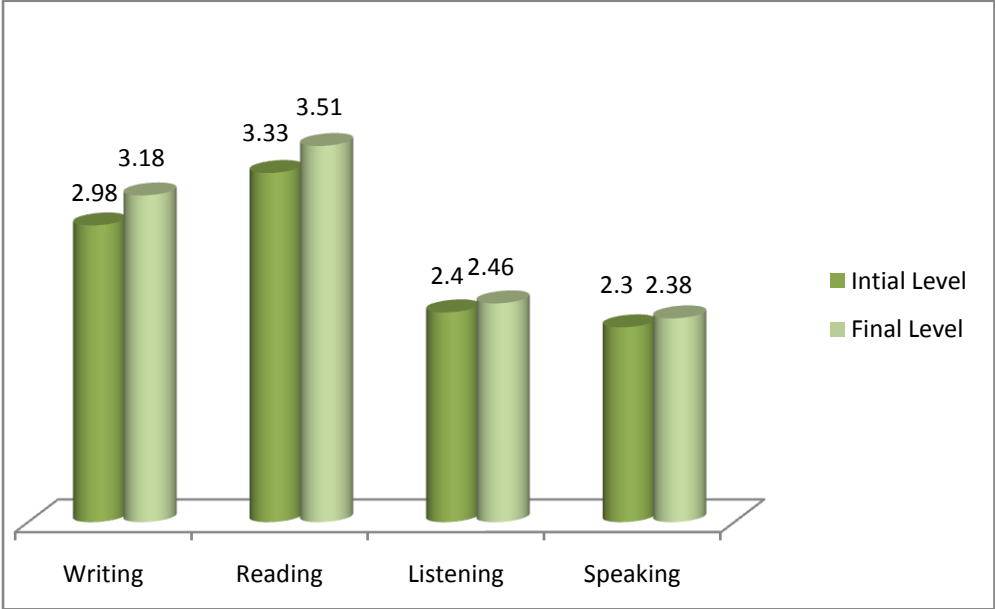
The result is presented diagrammatically below:

Fig 20: Mean Scored by the Respondents at their Initial and Final levels in 11th Class

Table 12: Significant difference between initial and final level in 11th class respondents

Paired Samples tests(a)

	Paired Differences						df	Sig. (2-tailed)
				95% Confidence Interval of the Difference		t		
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
INTIAL LEVEL OF WRITING SKILL - FINAL LEVEL OF WRITING SKILL	-.45000	.55238	.08734	-.62666	-.27334	-5.152	39	.000
INTIAL LEVEL OF READING SKIL - FINAL LEVEL OF READING SKILL	-.52500	.71567	.11316	-.75388	-.29612	-4.640	39	.000
INTIAL LEVEL OF LISTENING SKILL - FINAL LEVEL OF LISTENING SKILL	-.55000	.87560	.13844	-.83003	-.26997	-3.973	39	.000
INTIAL LEVEL OF SPEAKING SKILL - FINAL LEVEL OF SPEAKING SKILL	-.17500	.71208	.11259	-.40273	.05273	-1.554	39	.128

Here we can depict from the above table that there is significant difference in writing, reading and listening skills from initial to final levels while in case of speaking skill there is no significant difference. In other words the student does not show any progress in speaking skill. The obvious reason for the present finding could be that in 11th class, student's speaking skill is less focussed.

3.2.6 Mean Scores of Writing, Reading, Listening and Speaking Skill in case of 12th class Respondents from Initial to Final level.

CLASS = 12TH

Table 13: Mean Scored by the Respondents at their Initial and Final levels in 12th Class

		Mean	Total respondents
Pair 1	INTIAL LEVEL OF WRITING SKILL	3.1950	80
	FINAL LEVEL OF WRITING SKILL	3.5050	80
Pair 2	INTIAL LEVEL OF READING SKIL	3.6500	80
	FINAL LEVEL OF READING SKILL	3.9000	80
Pair 3	INTIAL LEVEL OF LISTENING SKILL	2.5750	80
	FINAL LEVEL OF LISTENING SKILL	2.6800	80
Pair 4	INTIAL LEVEL OF SPEAKING SKILL	2.6050	80
	FINAL LEVEL OF SPEAKING SKILL	2,7800	80

In this case, the mean score of all four skills has increased from initial to final levels. In writing it has increased from 3.1 to 3.5, in reading from 3.6 to 3.9, in listening 2.5 to 2.6 and in speaking from 2.6 to 2.78.

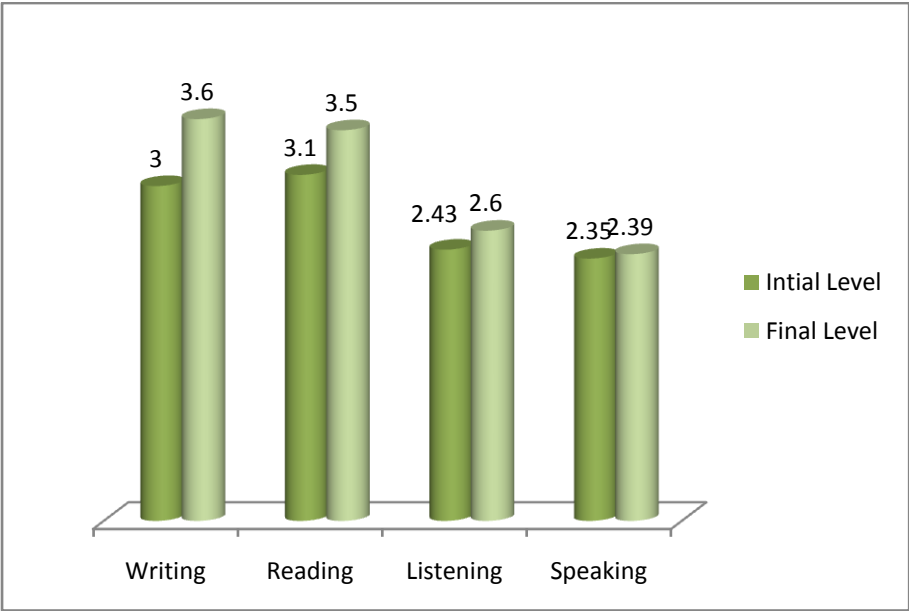The result is presented diagrammatically below:
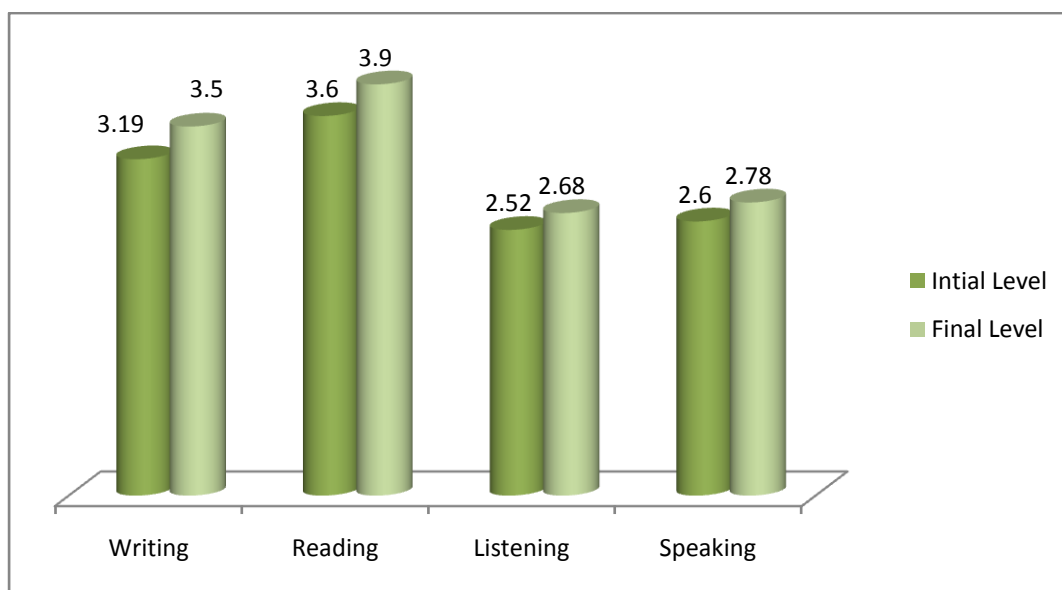
Fig 21: Mean Scored by the Respondents at their Initial and Final levels in 12th Class

Table 14:Significant difference between initial and final level in 12th class respondents

Paired samples test(a)

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	INTIAL LEVEL OF WRITING SKILL - FINAL LEVEL OF WRITING SKILL	-.50000	.50637	.08006	-.66194	-.33806	-6.245	39	.000
Pair 2	INTIAL LEVEL OF READING SKIL - FINAL LEVEL OF READING SKILL	-.35000	.53349	.08435	-.52062	-.17938	-4.149	39	.000
Pair 3	INTIAL LEVEL OF LISTENING SKILL - FINAL LEVEL OF LISTENING SKILL	-.37500	.62788	.09928	-.57581	-.17419	-3.777	39	.001
Pair 4	INTIAL LEVEL OF SPEAKING SKILL - FINAL LEVEL OF SPEAKING SKILL	-.17500	.38481	.06084	-.29807	-.05193	-2.876	39	.005

If we make a comparison between 11th and 12th class scores, we observe that 11th class students show significant difference in reading, writing and listening from initial to final level while as speaking skill does not show any significant difference (see table 12). In case of 12th class students there is significant difference in all four skills from initial to final level. It means that students from 12th class have more or less achieved greater proficiency in speaking from initial & final levels than 11th class. This may be due to

the fact that 12th class respondents get more exposure of English learning than 11th class respondents.

3.2.7 Mean Scores of Writing, Reading, Listening and Speaking Skill in case of 11th class Functional English Respondents and 11th class General English respondents from initial to final level.

The table given below depicts the comparison between the Functional English group and General English group belonging to 11th class in all four skills at initial and final levels.

T-Test

Table 15: Mean Scored by the Respondents of 11th Class with Functional English and General English at their Initial and Final levels

	STREAM	Total respondents	Mean
INTIAL LEVEL OF WRITING SKILL	WITH FUNCTIONAL ENGLISH	40	3.1750
	ONLY GENERAL ENGLISH	40	2.9000
INTIAL LEVEL OF READING SKIL	WITH FUNCTIONAL ENGLISH	40	3.3000
	ONLY GENERAL ENGLISH	40	3.2750
INTIAL LEVEL OF LISTENING SKILL	WITH FUNCTIONAL ENGLISH	40	2.4450
	ONLY GENERAL ENGLISH	40	2.4250
INTIAL LEVEL OF SPEAKING SKILL	WITH FUNCTIONAL ENGLISH	40	2.3500
	ONLY GENERAL ENGLISH	40	2.3250
FINAL LEVEL OF WRITING SKILL	WITH FUNCTIONAL ENGLISH	40	3.6250
	ONLY GENERAL ENGLISH	40	3.1250
FINAL LEVEL OF READING SKILL	WITH FUNCTIONAL ENGLISH	40	3.7750
	ONLY GENERAL ENGLISH	40	3.4250
FINAL LEVEL OF LISTENING SKILL	WITH FUNCTIONAL ENGLISH	40	2.6250
	ONLY GENERAL ENGLISH	40	2.4450
FINAL LEVEL OF SPEAKING SKILL	WITH FUNCTIONAL ENGLISH	40	2.5250
	ONLY GENERAL ENGLISH	40	2.3500
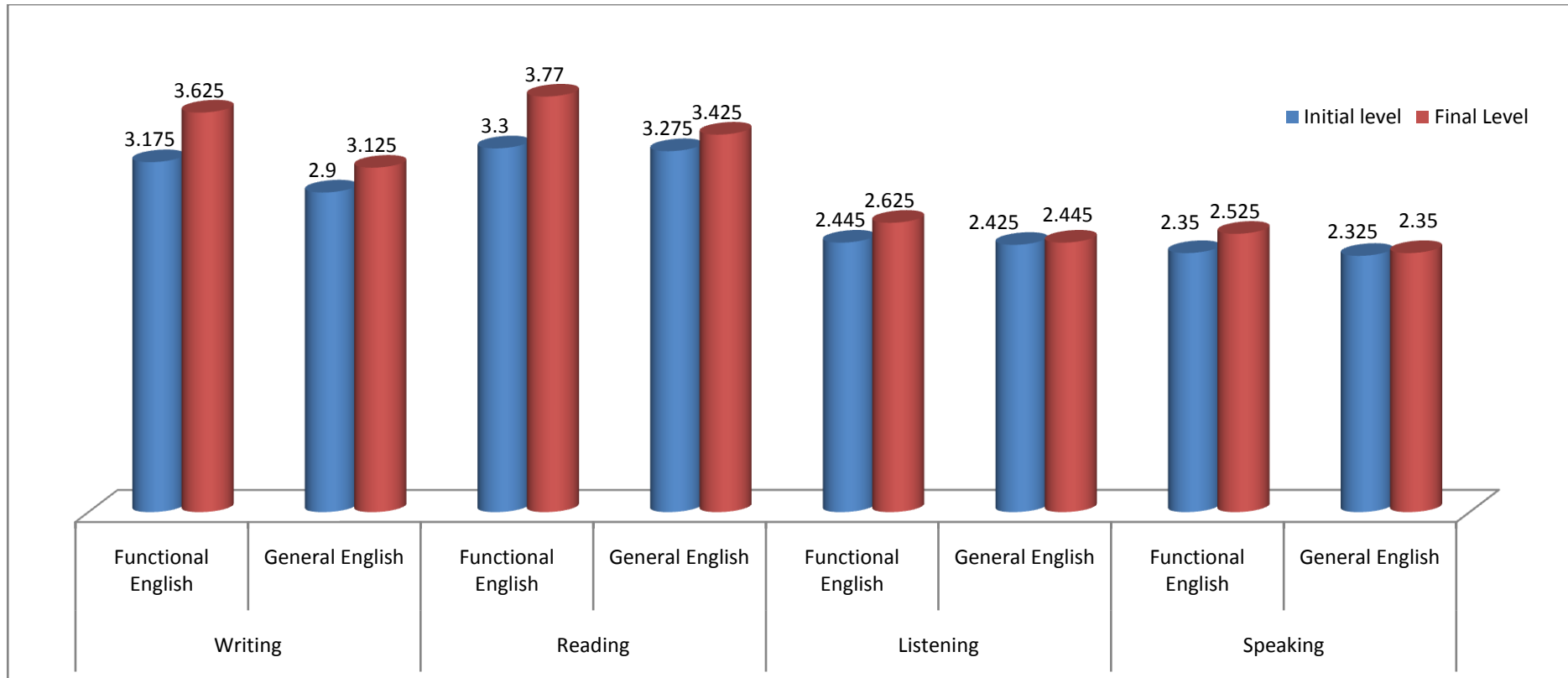
Fig 22: Mean Scored by the Respondents of 11th Class with Functional English and General English at their Initial and Final levels

The above column chart shows the mean scores of Functional English respondents and General English respondents at initial and final levels. The respondents who are in 11th class having Functional English are showing a greater progress in all language skills from initial to final level. However the respondents with only General English show good progress in only writing and reading skill from initial to final level. But their listening and speaking skills remain almost same.

3.2.8 Mean Scores of Writing, Reading, Listening and Speaking skill in case of 12th class Functional English respondents and 12th class General English respondents from initial to final level.

Table 16: Mean Scored by the Respondents of 12th Class with Functional English and General English at their Initial and Final levels

|	STREAM	Total respondents	Mean
INTIAL LEVEL OF WRITING SKILL	WITH FUNCTIONAL ENGLISH	40	3.3250
	ONLY GENERAL ENGLISH	40	3.0750
INTIAL LEVEL OF READING SKIL	WITH FUNCTIONAL ENGLISH	40	3.8500
	ONLY GENERAL ENGLISH	40	3.4000
INTIAL LEVEL OF LISTENING SKILL	WITH FUNCTIONAL ENGLISH	40	2.6250
	ONLY GENERAL ENGLISH	40	2.4750
INTIAL LEVEL OF SPEAKING SKILL	WITH FUNCTIONAL ENGLISH	40	2.9250
	ONLY GENERAL ENGLISH	40	2.3750
FINAL LEVEL OF WRITING SKILL	WITH FUNCTIONAL ENGLISH	40	3.8250
	ONLY GENERAL ENGLISH	40	3.2500
FINAL LEVEL OF READING SKILL	WITH FUNCTIONAL ENGLISH	40	4.2000
	ONLY GENERAL ENGLISH	40	3.6000
FINAL LEVEL OF LISTENING SKILL	WITH FUNCTIONAL ENGLISH	40	2.9000
	ONLY GENERAL ENGLISH	40	2.4900
FINAL LEVEL OF SPEAKING SKILL	WITH FUNCTIONAL ENGLISH	40	3.1000
	ONLY GENERAL ENGLISH	40	2.3850
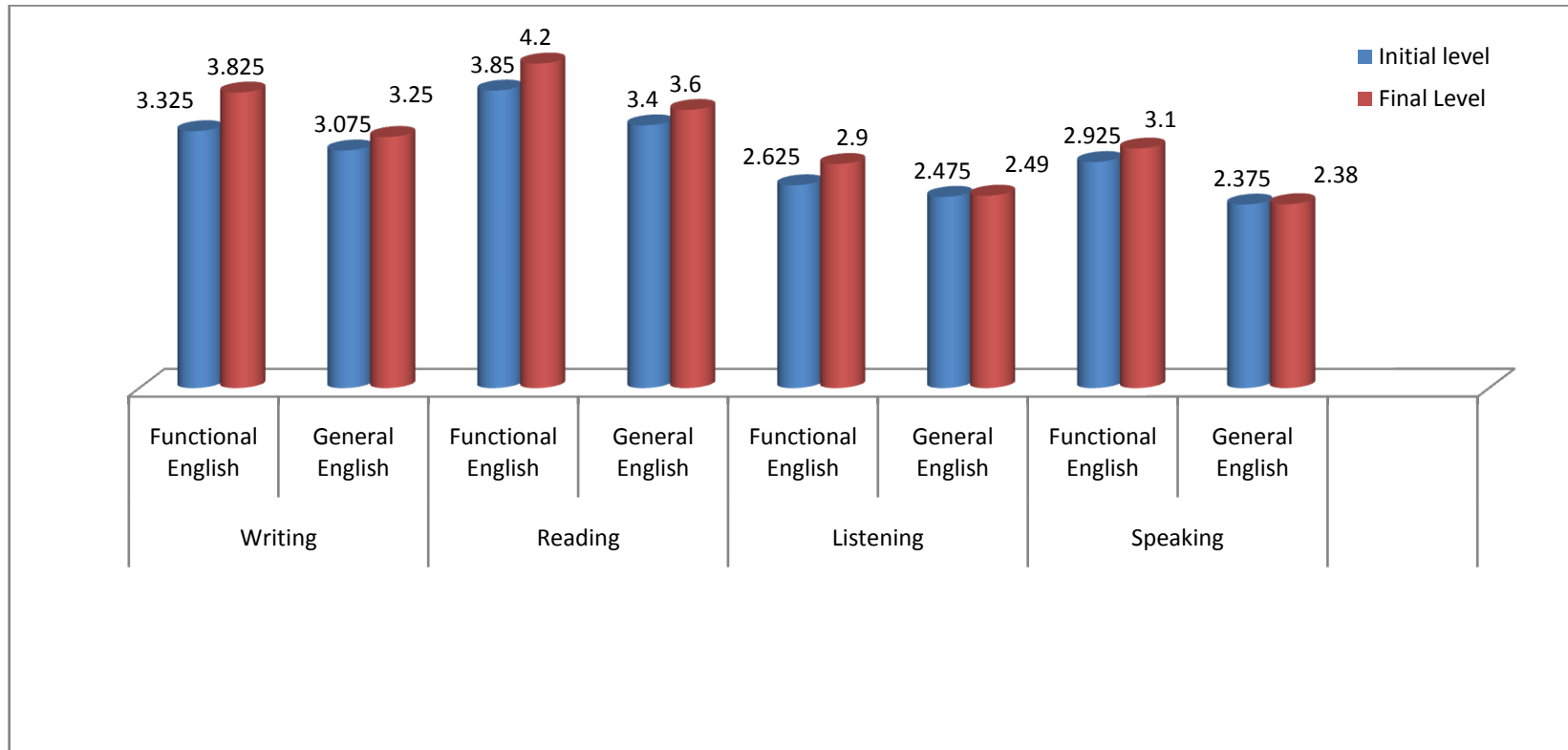
Fig 23: Mean Scored by the Respondents of 12th Class with Functional English and General English at their Initial and Final levels

In case of Functional English students, it is observed that reading, writing and listening skills show remarkable difference from initial to final level, while as in case of speaking skill there is little difference from initial to final level in both 11th and 12th class students. This may be due the fact that students get less exposure to speaking skill. Yet another reason may be that respondents become conscious while speaking and make mistakes which in turn effect their scoring in this skill. A further reason for these findings could be the large classes that teachers have to cope with. Because the classes are large in terms of student strength, the teachers cannot give individual attention to all the students. Another reason for the present findings could be the defective educational system in Kashmir, especially the lack of adequate number of trained teachers. It is a fact that majority of the teachers are not well equipped and pedagogically well trained as far as the teaching of English language is concerned. Due to this reason as well, teachers are unable to effectively mould their teaching according to the prescribed curriculum objectives.

3.2.9 Comparison of Functional English and General English Respondents in general.

The below figure is formulated on the basis of the mean scores presented in the above tables calculated manually to show difference between Functional English and General English respondents belonging to 11th class in general irrespective of their initial and final levels.
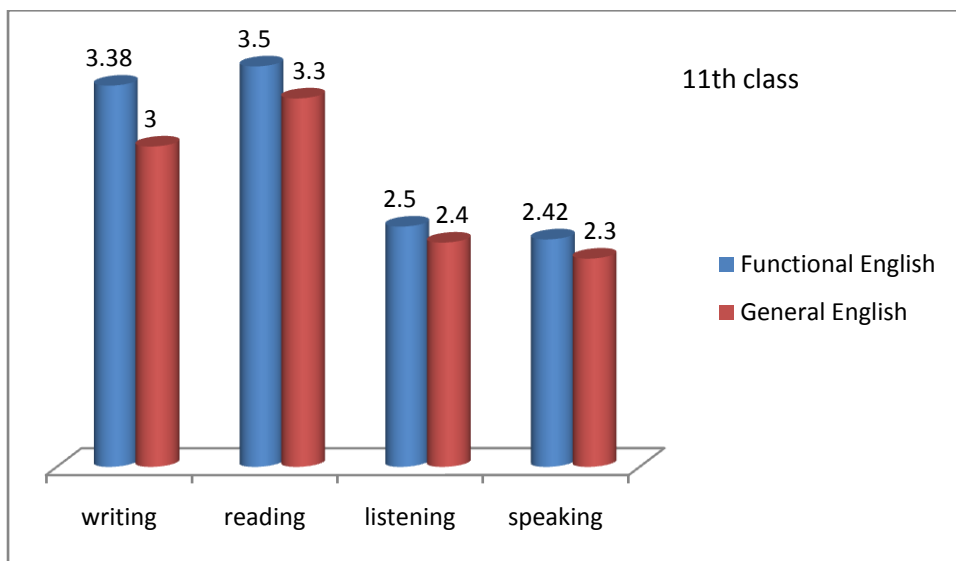
Fig 24(a): Mean scores showing difference between Functional English and General English respondents of 11th class

Looking at the above chart, we observe that Functional English respondents perform better than General English respondents in all four skills.
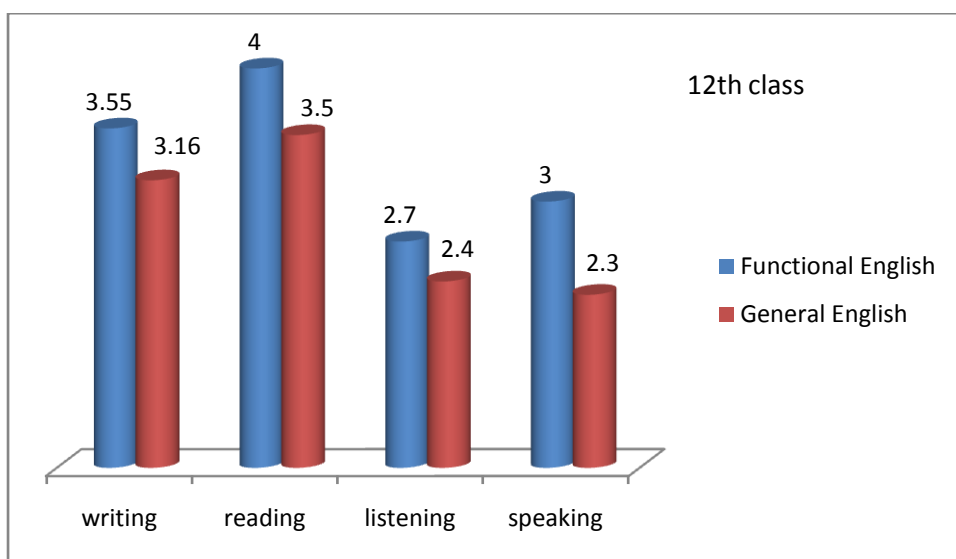
Fig 24(b): Mean scores showing difference between Functional English and General English respondents of 12th class

Similarly in case of 12th class, respondents with Functional English occupy higher positions in the chart than General English respondents.

From above two charts, we can make out an important point that Functional English respondents are more proficient than General English respondents both in 11th and 12th class. It is because of the fact that in Functional English course the communicative method of teaching is utilized which hones the skills of the learners. Besides English is exclusively used as medium of instruction and no recourse to mother tongue is found in Functional English classes.

3.2.10 Comparison of 11th class Respondents with 12th class Respondents in Functional English
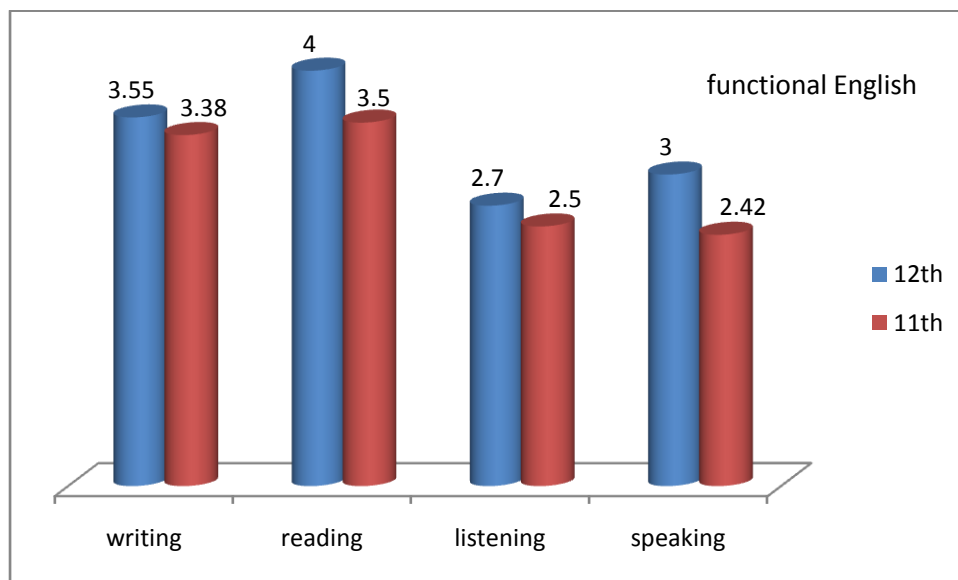
Fig 25: Mean scores showing difference between 11th class and12th class respondents in Functional English

This figure clearly indicates that 12th class respondents have highest mean scores than 11th class respondents in all four skills.

Moreover following pattern is observed in terms of proficiency in English language in the four groups.12th Functional English respondents are at highest position than 11th Functional English which is followed by12th General English respondents. The 11th General English respondents are at lowest position among the four groups.

3.3 Section 3rd

In this section, the relationship of proficiency with different variables was explored.

3.3.1 Gender

English is the language studied most as a foreign language around the world. In all parts of the world it has been intensively taught and even at this very moment millions of people are trying to learn English. Many studies showed that there are many learner-related factors that influence language learning; even if the same instruction was given to a group of learners the outcome turned out to be quite different and varied. Several scholars in the fields of language education, SLA, and bilingualism have addressed the influence of gender on language learning outcomes. Ehrman & Oxford, 1990; Ellis, 1994; Oxford, 1993 concluded their research studies with the claim that females have an advantage over males in language acquisition both in L1 and L2.

In present study the difference between males and females in terms of writing, reading, listening and speaking were calculated manually from percentage tables into average mean scores, results of which are presented below in Fig 26(a) and 26(b). The tables clearly show that females have higher mean scores than males in all four skills. It also shows comparison between Functional English respondents and General English respondents.

Functional English
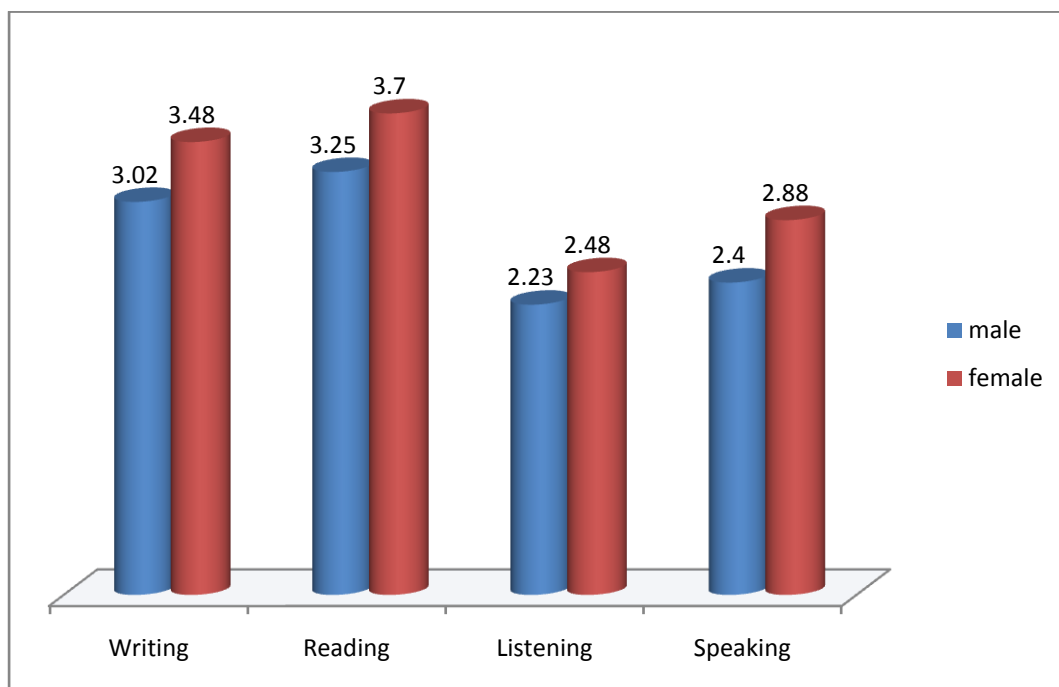
Fig 26(a): Mean scores showing difference between Male and Female respondents in Functional English
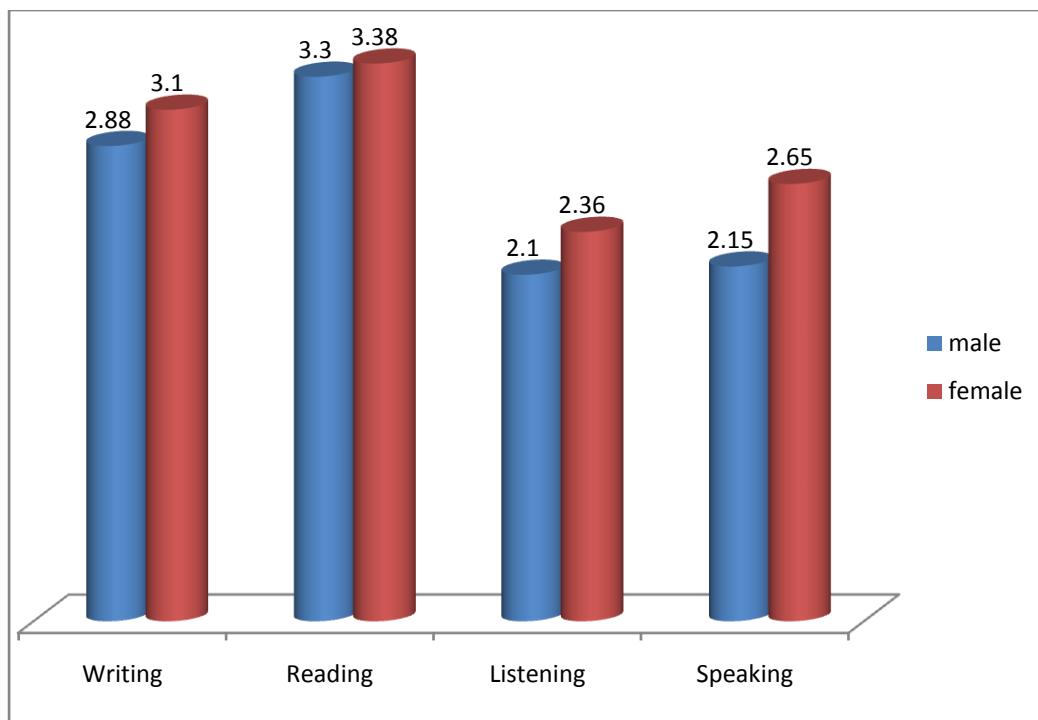
General English

Fig 26(b): Mean scores showing difference between Male and Female

respondents in General English

As is evident gender seems to be a significant factor and here females appear to be more proficient in English language than males. It is because of the fact that females are more prestige conscious and have tendency towards the symbols of higher status. The above figures indicate that female respondents both from Functional English and General English have good English language skills than males. However the highest mean scores are in Functional English respondents.

3.3.2 Schooling

Education in previous schooling matters a lot in terms of English language proficiency. It is also believed that if English skills are developed from primary stage, it will ultimately effect them at later stage in life.

Functional English
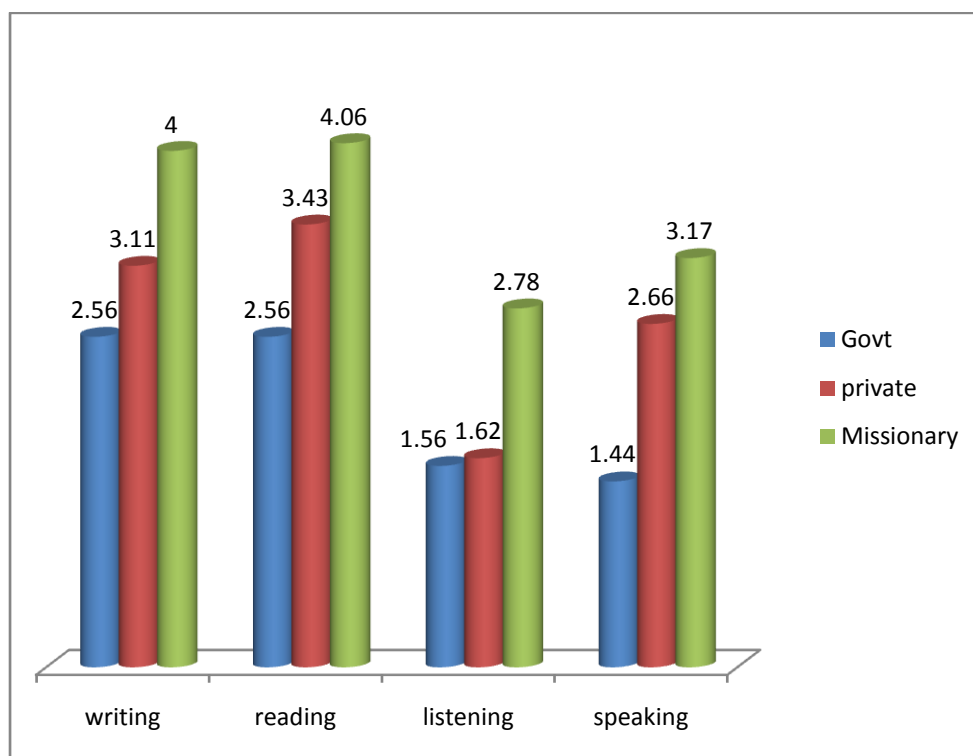
Fig 27(a): Mean scores showing difference between Government, private and missionary respondents in Functional English
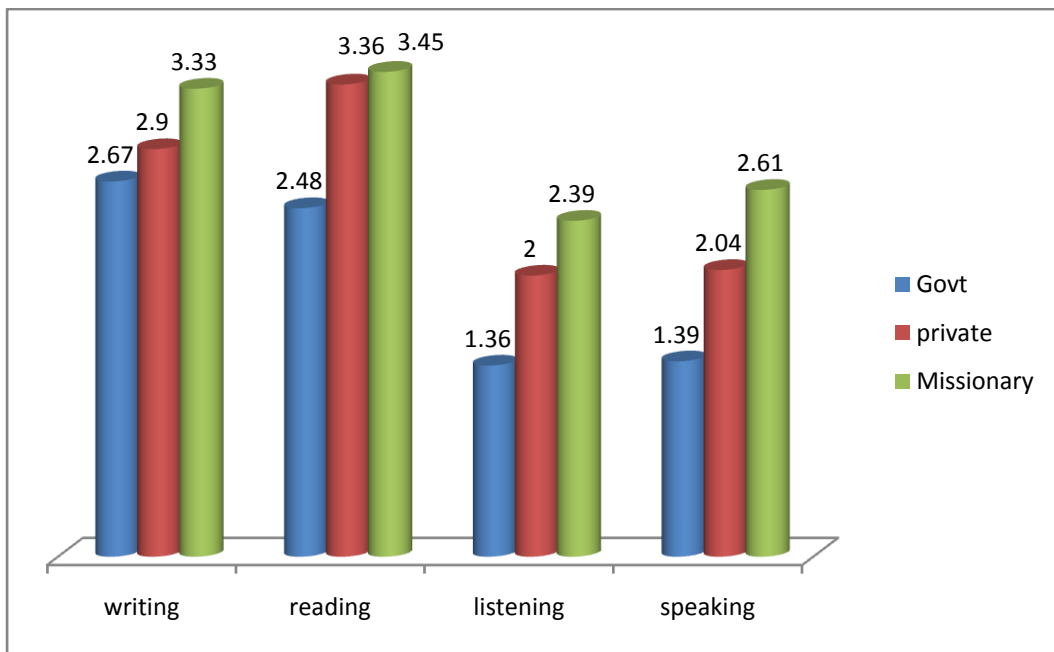
General English

Fig 27(b): Mean scores showing difference between Government, private and missionary respondents in General English

In present study language proficiency is observed to be highest in the respondents who have studied in missionary schools. They are followed by the respondents who have studied in private and in government schools as can be seen from the above figure. This is because of the fact that the medium of instruction in missionaries and in some private schools is English language from beginning. While as in government schools the preferred medium of instruction is mostly Urdu and even sometimes Kashmiri. Students from missionaries and private schools use English more often in their communication. These institutions also employ most suitable and result-oriented methods and techniques in their teaching. Thus proficiency of English language can be said to be influenced by educational institution that a student belonged to.

3.3.3 Language used by teacher for teaching English

Functional English
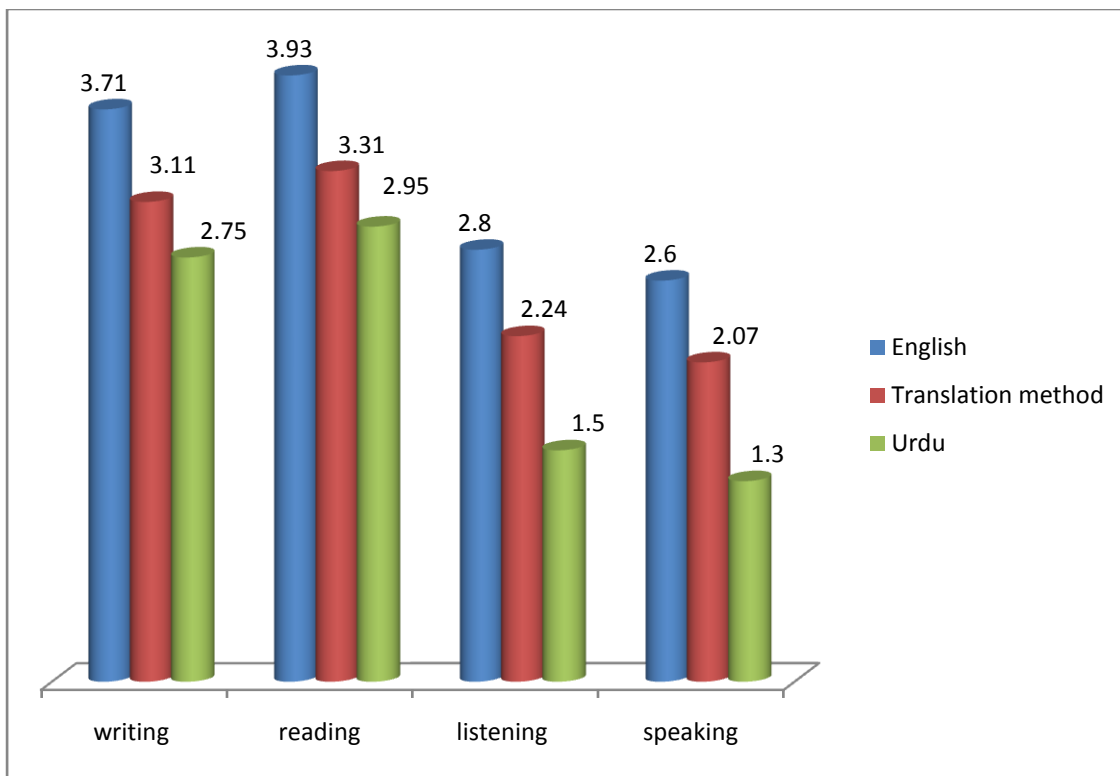
Fig 28(a): Mean scores showing Language used by teacher for teaching

English in Functional English class

General English
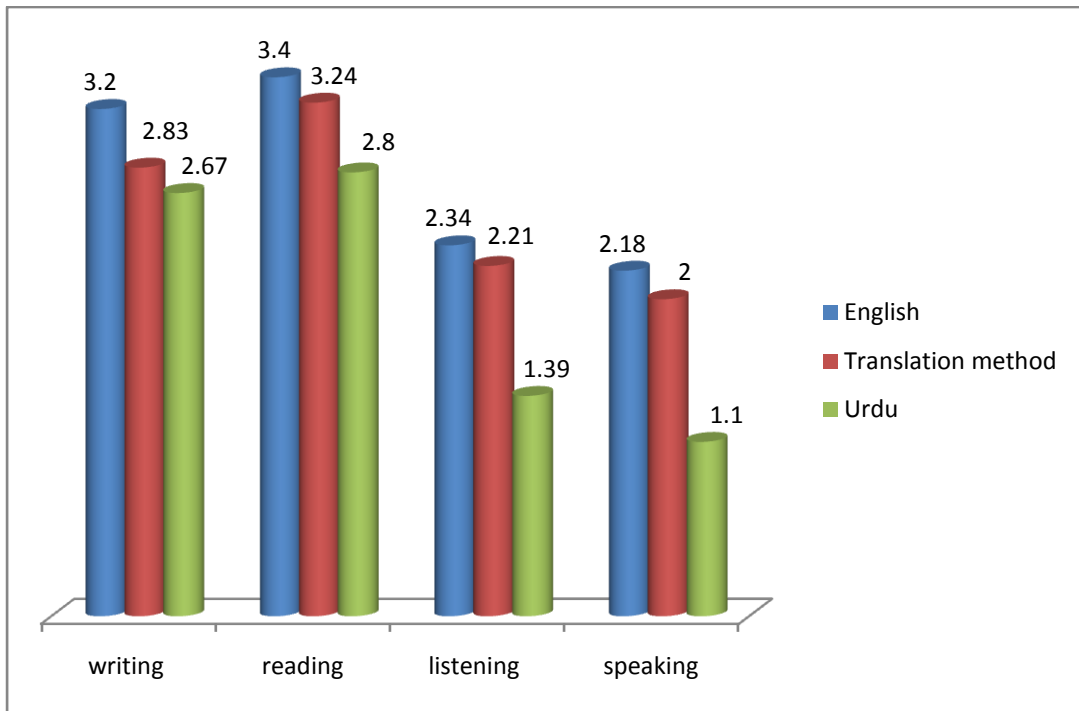
Fig 28(b): Mean scores showing Language used by teacher for teaching English in General English class

It is clear from the above figures that the use of English as a medium of instruction in the classroom definitely tends to enhance the language skills of respondents. It can also be said that when English is used by the teacher in teaching English, better do the respondents excel in English language. In other words it points towards the more frequent use of direct method of teaching which ultimately affects the proficiency of respondents.

3.3.4 Use of English with teachers

Functional English
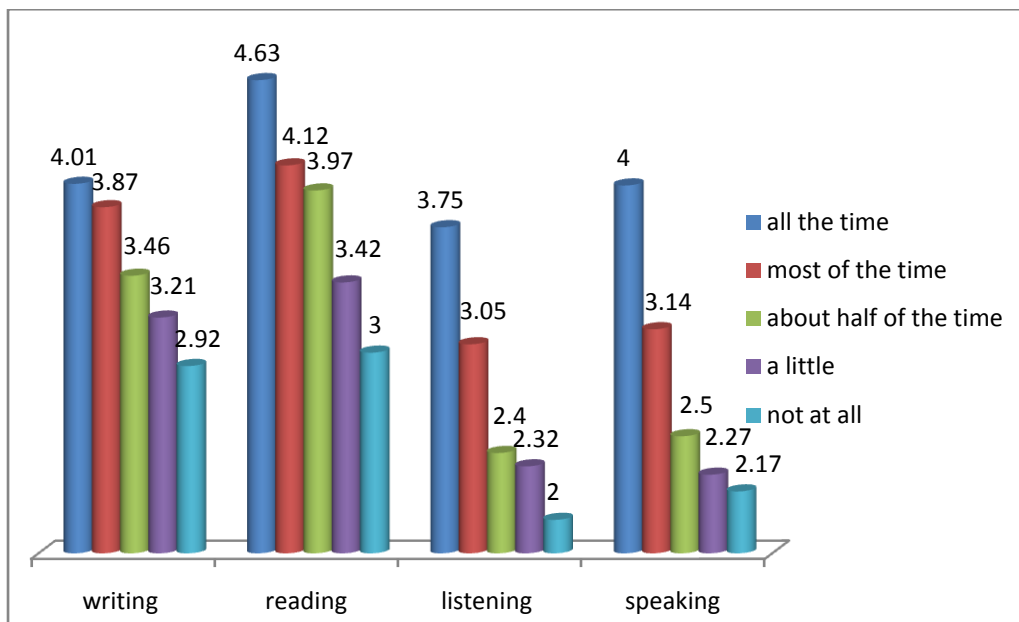
Fig 29(a): Mean scores showing use of English with teachers with Functional English respondents
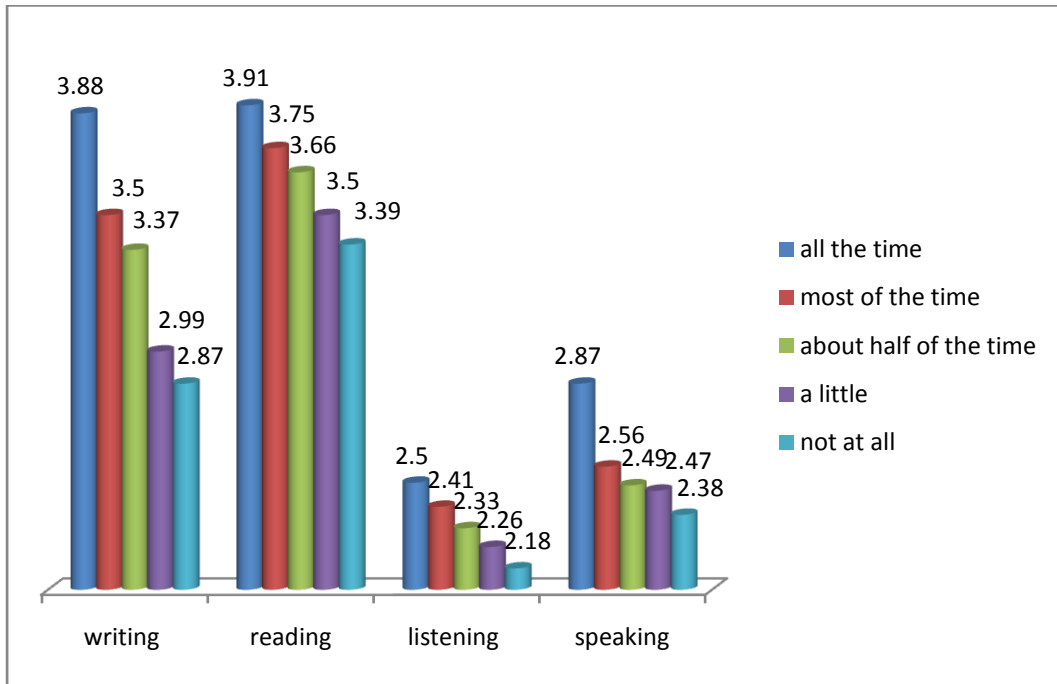
General English

Fig 29(b): Mean scores showing use of English with teachers with General English respondents

The above figures 29(a) and 29(b) indicate that respondents who use English with their teachers all the time have better language skills than those who use little English with teachers. It is also clear from the above chart that mean scores of all four skills shows increase from lower range(not at all) to top range (all the time) on a 5 point scale. It is because of the fact that students who use English more often in their school domain attributes to higher English proficiency. It can also be inferred from above figures that Functional English respondents use English more frequently with their teachers than General English respondents.

3.3.5 Exposure to English news

Functional English
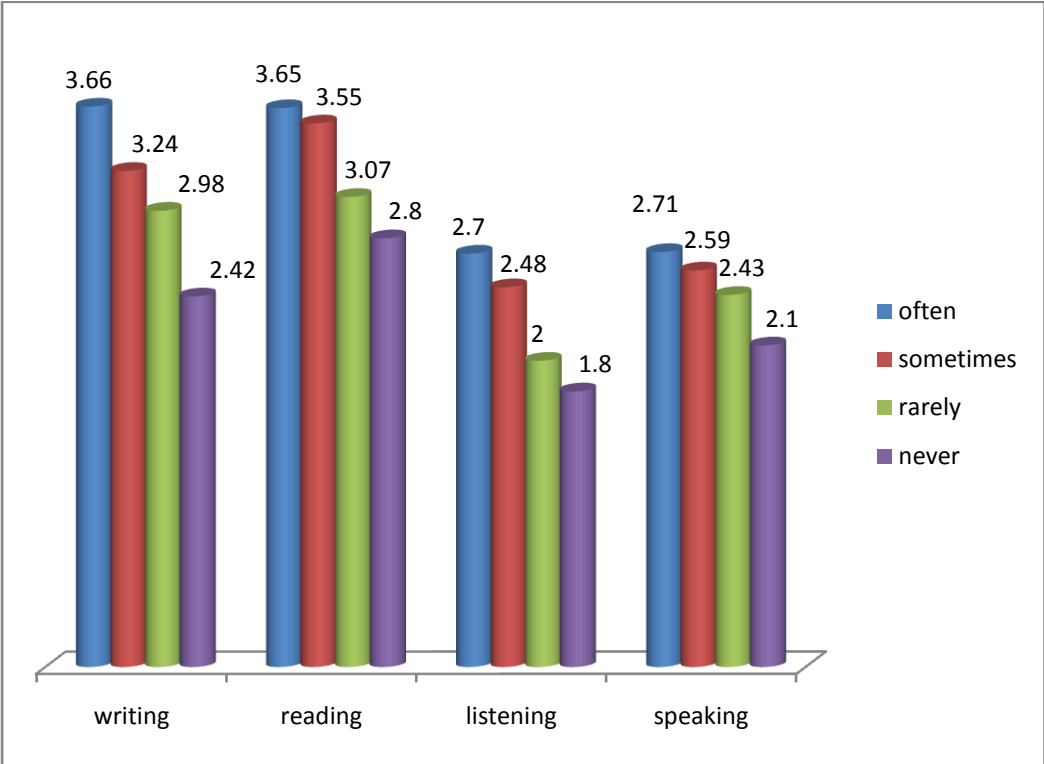
Fig 30(a): Mean scores showing exposure to English news in Functional English respondents
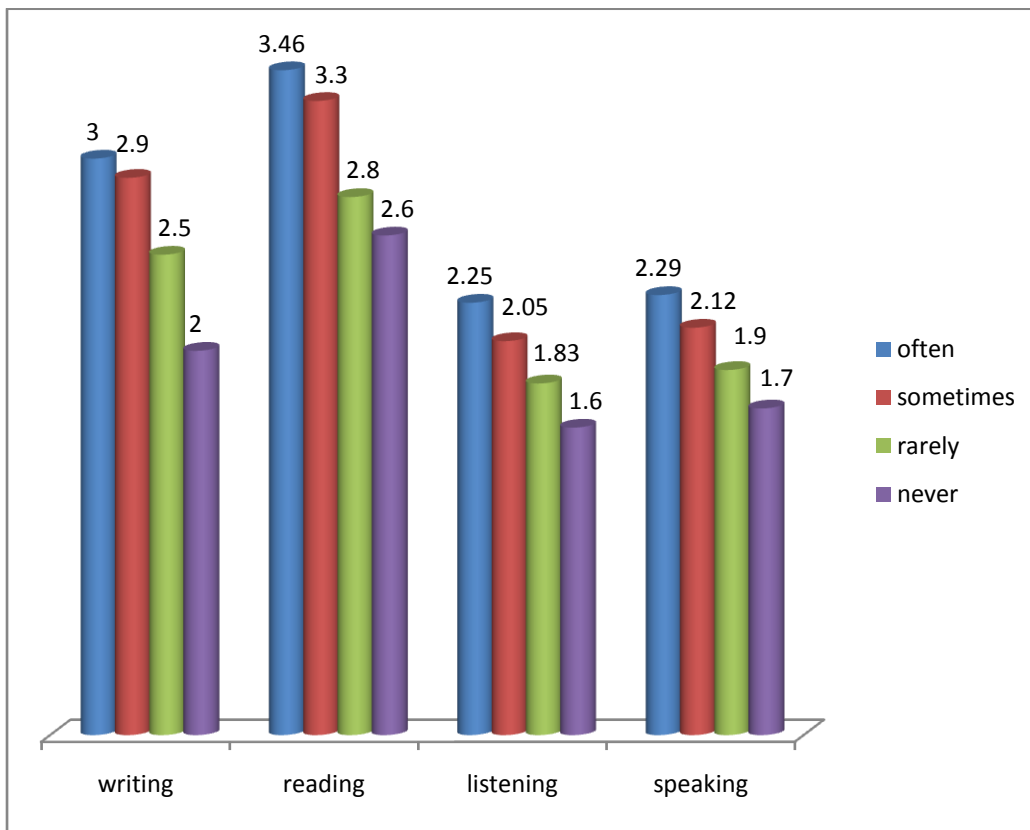
General English

Fig 30(b): Mean scores showing exposure to English news in General

English respondents

The above figures clearly show that respondents who often watch English news have better mean scores than those who rarely watch English news both in case of General English and Functional English respondents. It is because of the fact that watching English news further polishes the skills possessed by respondents due to higher exposure of varied and unfamiliar accents.

3.3.6 Exposure to English movies

Functional English
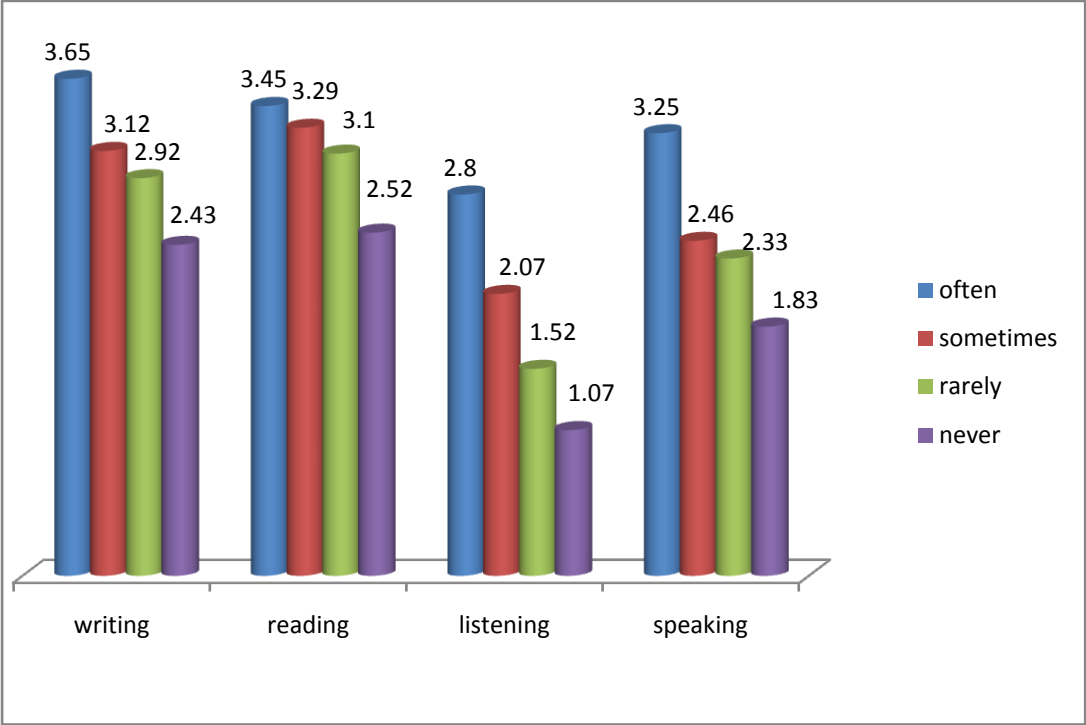
Fig 31(a): Mean scores showing exposure to English movies in Functional English respondents
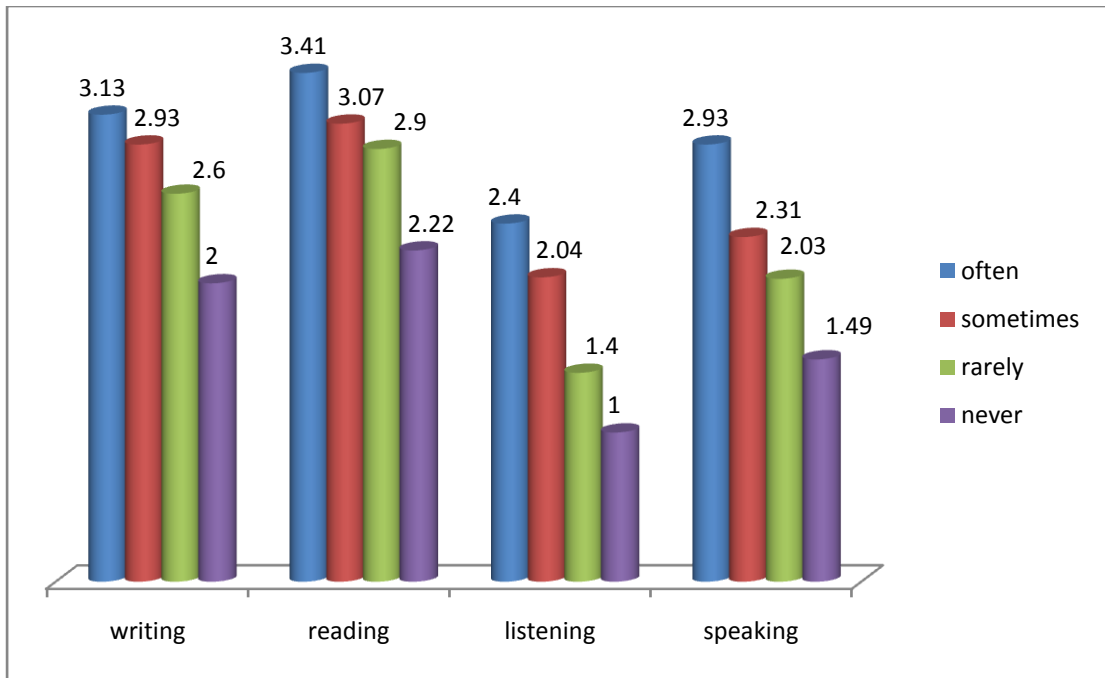
General English

Fig 31(b): Mean scores showing exposure to English movies in General English respondents

The above figure illustrates that respondents who watch English movies often have strong hold on English in all skills, especially in listening and speaking areas. However Students who watch English movies often have much better speaking and listening skill than those who rarely watch English movies. This is because of the fact that while watching English movies they get exposure to different registers, accents, intonations, rhythms and are able to understand the varying paces which can be attributed to their higher proficiency in these skills.

3.3.7 Read English books

Functional English
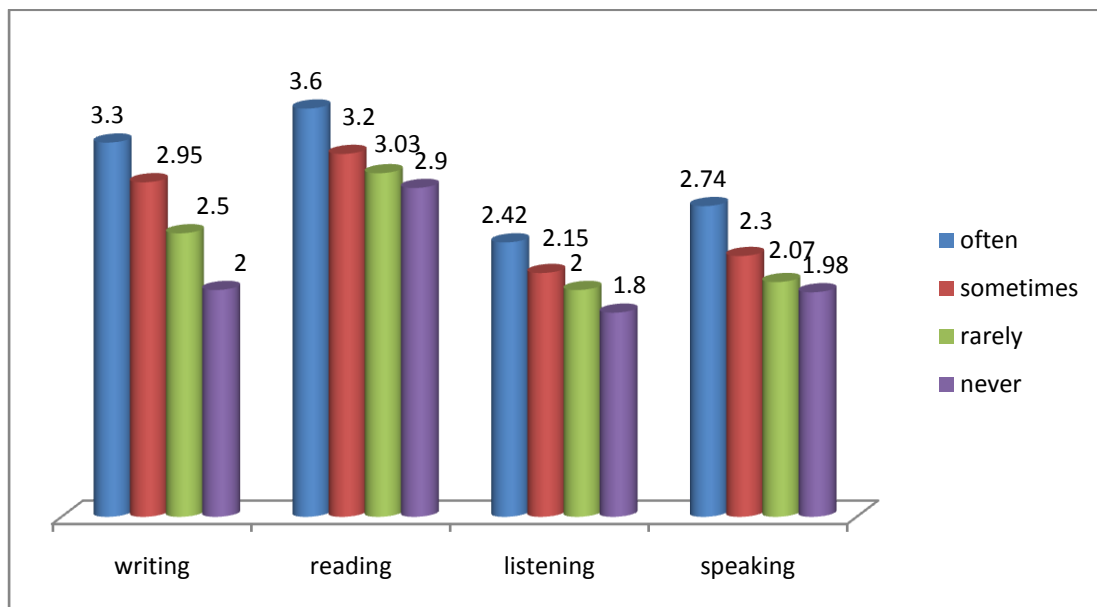
Fig 32(a): Mean scores showing exposure to English books in Functional English respondents
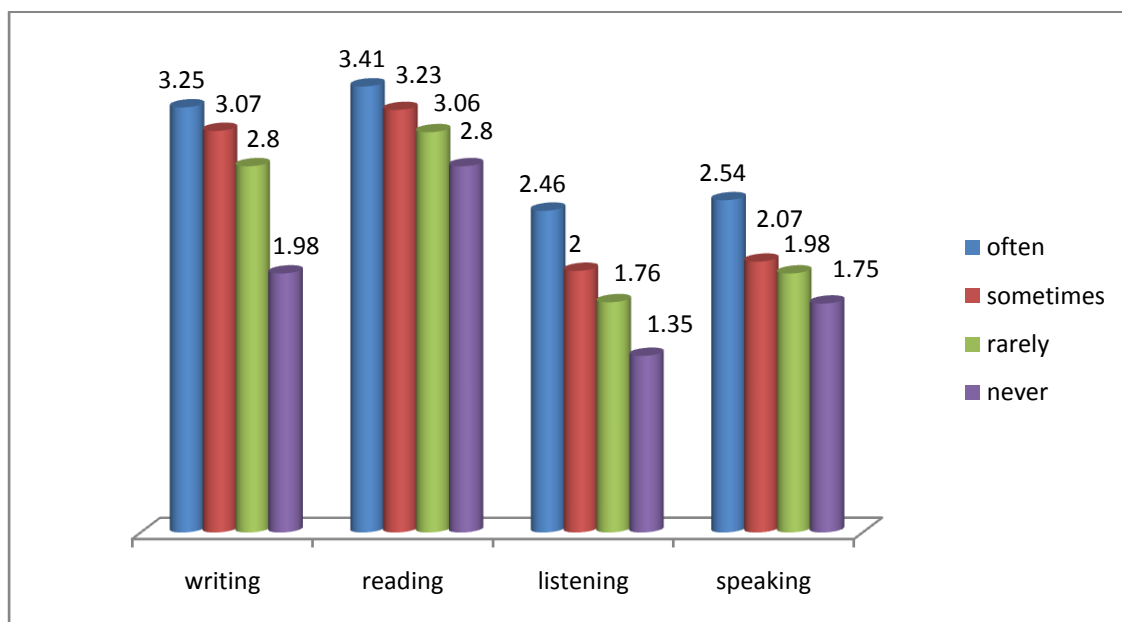
General English

Fig 32(b): Mean scores showing exposure to English books in General English respondents

The exposure to English language in terms of reading English books tends to develop better levels of proficiency in the English language. Thus above figure clearly shows that the respondents who read English books often have greater mean scores than those who rarely read English books. It can be attributed to the fact that by reading English books, respondent's gain access to texts of greater richness which enrich their vocabulary and grammar knowledge to a greater extent.

T he present study intended to compare the proficiencies of Functional English and General English respondents at higher secondary level. Although a number of works are available which have been carried out on different aspects on English language teaching but the present field had remained unexplored till date.

4.1 Summary

In the introductory chapter of the work, a brief introduction of the communicative language teaching and Functional English course was given. The chapter also provides an overview of language teaching and language learning approaches, teaching methods, syllabus design and language testing. The introduction also sketches out the significance of the work and enlists the objectives of present study.

The second chapter deals with the method, sample and tools employed in collecting data and analyzing it for the study. It also talks about scoring procedure.

The third chapter deals with the findings and analysis part. In this regard, the collected data was analyzed and interpreted with the help of SPSS.14. The data along with its analysis were presented in the form of tables and charts.

4.2 Conclusions

Brief conclusions of present study are given below:

➢ Functional English students perform better at both levels and there is significant difference from initial to final level of writing, reading, listening and speaking. It means that Functional English course focuses on all language skills.

➢ While as General English students perform better in reading and writing from initial to final levels but there is no significant difference in listening and speaking from initial to final levels. It means that listening and speaking skills are not focused much in General English class.

➢ 11th class students show significant difference in reading, writing and listening from initial to final level while as speaking skill does not show any significant difference.

➢ The study also reveals that 12th class students have better language skills than 11th class students.

➢ Reading and writing have greater mean scores in all four groups than speaking and listening skills.

➢ Reading is most developed skill in all four groups

➢ 12th Functional English respondents are at highest position than 11th Functional English which is followed by12th General English respondents. The 11th General English respondents are at lowest position among the four groups.

➢ The results also reveal the fact that Functional English course helps the students to achieve proficiency in English language to a greater extent. It may be due to the fact that communicative language teaching method is focused in Functional English course.

➢ In present study language proficiency is observed to be highest in missionaries, then private and finally in government schools.

➢ The students who watch English movies, news score better in terms of their language skills.

➢ Females appear to show better language proficiency than males in both General English and Functional English but the better mean scores are in Functional English students.

➢ The present work also reveals that English as a medium of instruction has positive impact over the proficiency of respondents.

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Part -1
Questionnaire

Name   _____

Address   _____

Date of birth   _____

Residential address   _____

Present place of study   _____

Age   _____

Class   _____

Gender   Male_____ Female_____

Name of the School   _____

Medium   _____

E-mail ID   _____

Contact No.   _____

Your Schooling (upto 10th)

Govt. school	Private school	Missionary

Educational qualifications of your

	Below 10th	Upto 10th	Upto 12th	Graduation	P.G	Professional :MBBS,B.E
Father						
mother						
Elder brother						
Elder sister						

Occupation of father/guardian: _____

Occupation of mother :   _____

Whether opted for functional English

yes	no

Have you ever studied English in other English institutions or academies other than your school? Yes/ No. If yes where?

_____

_____

You use English with your

	Not at all	A little	About half the time	Most of the time	All the time
Teachers					
Friends					
Family members					
Others					

You watch English

	Often	Sometimes	Rarely	Never
Movies				
News				

You read English

	Often	Sometimes	Rarely	Never
Books				
Magazines				
Newspapers				

You listen to English

	Often	Sometimes	Rarely	Never
News				
Songs				

Your teacher taught you English by using only

English	Urdu	Translation method

Part-2
Writing comprehension test

1. Read the passage given below; Write a summary of the passage in 80 - 100 words.

Pollution is the fouling of the environment — that is, land, water and air — by waste, smoke, chemicals, and other harmful substances. Every industrial country faces the problem of waste. As factories make new goods for people to buy, old ones are thrown out with the household trash. Burning this garbage pollutes the air; throwing it in rivers and seas pollutes the water; and rubbish heaps are unpleasant and take up much-needed space. Getting rid of plastics is particularly difficult — with time, wood and paper decay through the action of bacteria, but plastics never decay. The world's oceans have been used as 'dustbins', with millions of tones of litter being thrown into the seas every year, endangering marine life. If too much sewage is poured into seas, lakes and rivers, the water can no longer dilute it — all the oxygen gets used up, and the fish die. The bacteria which normally break down the refuse into harmless matter also die; only harmful bacteria which do not need air remain, and these cause disease. Smoke from factories and gases from motor vehicles pollute the air. Chemicals in the air combine with the wetness in the air to make acids, which eat away stone and brick, and damage buildings. Carbon monoxide gas and substances called hydrocarbons — given out by the engines of cars, lorries, and buses — can damage people's health. Smog formed by chemical reactions among the fumes (gases) in strong sunlight darkens the skies. It is bad for health, especially for people with lung problems. Smog also damages trees and other plant life. Pollution must be controlled, and the sooner the better. It will cost a great deal, both in terms of money and a change of lifestyle. For example, acid rain can be arrested by checking the harmful fumes before they go out from power station chimneys. This may push up the price of electricity. Perhaps the packaging of goods in bright plastic and the 'throwaway' culture should also be discouraged. As

industry needs a regular supply of raw materials, the best solution to the problem of waste is to make use of it as a raw material by reusing or 'recycling' it.

2. This is the final medals tally at the Athens Olympics :

Country	Gold	Silver	Bronze	Total	Position
USA	35	39	29	103	1st
China	32	17	14	63	2nd
Russia	27	27	38	92	3rd
Australia	17	16	16	49	4th
Japan	16	9	12	37	5th
India	0	1	0	1	67th

Write a speech for your school assembly expressing your concern about the poor showing of the Indians in sports, highlighting the problems and suggesting some solutions (Word limit : 100 words).

3. You are extremely disturbed by the growing crimes against in your city. Write an article commenting on the reasons for such crimes and how one can prevent them.

----

4. You are an executive working for a travel company. (50 words)
Kashmir valley – paradise on earth
Main city – Srinagar
Languages - Kashmiri ,English,Urdu
Access - Air, Road
Places to visit –health resorts: Pahalgam, Gulmarg ,Mughal Gardens, Lakes

Reading comprehension test

1. Read the passage and answer the following questions

Many men and women are so much money-minded that they do not undertake any serious work that does not pay. They are of the opinion that it is to foolish to exert themselves for such study and brain work as cannot be converted into cash. Hard work only for money, and then plenty of play and pleasure this seems to be their rule of life. They value intellect only as the key to material prosperity. They regard mental development as a foolish fad. The miserable psychology of materialism is deep-rooted in all classes of society. The rich as well as the poor suffer from this malady. An old working woman complained to her son's habit of buying cheap books, and said, "He wastes money on books..... What good are they to him? He is a carpenter not a school master."

Men and women does not regard mental development as foolish fad.(true/false)

Should we value intellect only as the key to material prosperity.(yes/no)

What do the money minded people believe in?

_____

_____

_____

_____

What is the rule of their life?

_____

_____

_____

_____

Where they use their intellect?

_____

_____

_____

_____

What did the working women complain of ?

_____

_____

_____

_____

2. Television is an important technological development but, as with many other popular inventions, it has advantages and disadvantages and its advocates and its critics. It presents a variety of programmes, films, and other shows that gives pleasure to different tastes and ages. However, watching it too often may not always be the best use of time especially for children, because they need to study and engage n sports and hobbies. TV does provide educational programmes for all stages in the school system and also for adults who can watch these programmes when they are not working. It makes a positive contribution to life long learning. On the other it sometimes shows programs that contain a high level of violence which may lead to unacceptable behavior in society. TV is thus a double- edged sword with obvious benefits but also some definite drawbacks.

According to the passage, give two advantages of TV

_____

_____

According to the passage, give two reasons why TV is sometimes considered a bad thing

_____

_____

What does double-edged sword mean?

_____

_____

3.   Read the text and fill in the blanks with appropriate parts of speech.

After passing his class 10 exam, Inayat khan was excited -------- life ahead. He wanted ------ excel in the commerce subject. ---------- the result came out; he took admission in -------higher secondary school, joined ------tuition centre, and was eagerly looking forward----- a gift his father has promised: a new LCD TV. One Friday afternoon on January 7, a phone call ------- down the festivity at home ---- mourning "your son --------- injured in lalchowk. We are taking him to ----- hospital." the caller ----------- informed Inayat's parents without the bullet injury. Inayat lay in his lap ---------------. On that ill-fated day, Inayat left home -------the Friday prayers with his friend Tawheed. After ------------- few shops ---- a shopping mall ------- Poloview for LCD TV, the two boys walked further reaching --------Biscoe School, suddenly they saw people coming ------ their direction, the CRPF personnel and police running after them. After running some -----------, Tawheed stopped to look ---------- .Inayat was -------------in sight. Hoping to find inayat at home, Tawheed ---------there. The -------neighborhood was grieving ------- now. The phone call arrived --------- of Tawheed. Inayat was struggling for his life in the hospital. On that cold Friday night Inayat breathed his last at 11:15 pm

 4.   Give appropriate headings to the paragraphs

When buying someone a gift, it is important to consider that person's hobbies, preferences, and needs. Getting someone something he or she really wants or needs will mean much more to him or her and will be remembered. It is worth mentioning that, perhaps, this method will encourage that same person to get you something you truly want instead of the same package of socks at Christmas time.

a) Hobbies

b) Gift-giving

c) Business etiquette

d) Working through a disagreement.

When one intends to transplant a plant from a starter pot into the ground or a larger pot, there are a couple of things he or she should do to achieve success. Once the plant is removed from the starter pot, one should check to see if the plant is "pot bound." This means check to see if the roots have reached the bottom of the pot, have grown around the bottom of the pot or are starting to grow back up the sides. If this is the case, the gardener should peel away the bottom roots and some of the side roots so that the roots will grow and be able to expand in the new soil. When the plant is put into the ground, the dirt should remain someone loose, as opposed to packed, so the roots can easily grow in the soil. One last recommendation is to put the plant a little beneath the soil surface so that water collects at its base and soaks into the roots instead of running away from the plant.

a) Soil content

b) Weeding

c) Transplanting plants

d) Soil compaction

Speaking Comprehension Test

The researcher asked the candidate to state his or her name clearly for the cassette.

1. The researcher asked for General information about topics such as following:

   What are your hobbies? Ok you are interested in … Could you tell me why you like it?

   How often do you …?

   With whom? Where?

   What kind of music do you like?

   Do you like sports?

Do you have a large or small family?

Do you have any brothers or sisters?

Are they older or younger than you?

What do they do?

Do you have any pets?

How often do you watch television?

What kinds of programs do you usually watch?

Describe your favorite television program.

What sort of films do you like to watch?

What is your favourite film?

Where you learnt English

How long you have been learning English

Can you tell me something about yourself?

Is this your hometown?

If not:

Tell me about the place you come from.

Would you rather live here or there?

Tell me how the public transport system in your hometown compares with here.

If yes:

What do you like about living here?

Are there any bad points about this place?

➢ Describe the room in which u are now sitting

➢ You are standing in a large crowd with a friend who suddenly feels faint . what will u do?

➢ How do you see Sania and Shoib's marriage?

2. **Read a text aloud**

Succulents often grow in arid areas of the planet. They have adapted to harsher climates and are able to store water in order to make it through long

periods without rain. In addition, they can also grow in environments without nutrient-rich soil. For example, they are able to grow in cracks in rocks and soil made up of mostly sand. Many are able to grow in extremely high temperatures and can survive in cold temperatures at night in the desert. These hardy plants are often used by gardeners in container gardens because many succulents stay small throughout their live span and most are easy to maintain.

3.   Tell the story that the below given picture potray
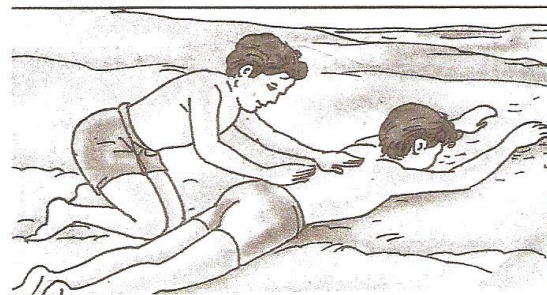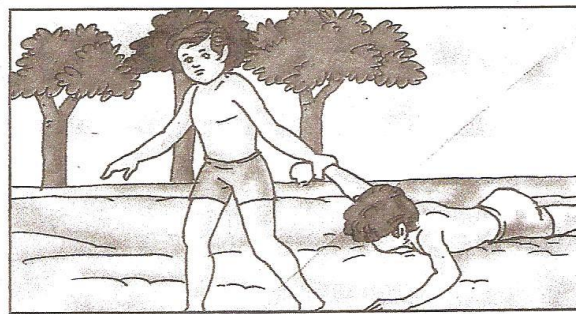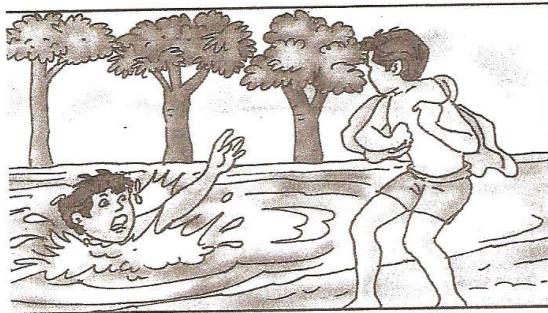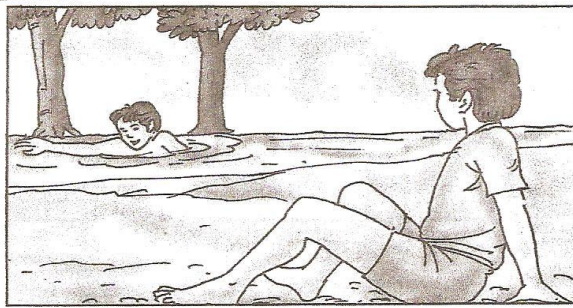
Listening comprehension test

1(a) Listen to the audio and answer the following questions

It was around 8 o clock in the night. Sheila was driving back home in her twelve year old car. She was forty kilometers away from the town and still on the highway. Suddenly the car began to slow down and came to a complete halt. She tried calling her car service station on her mobile phone. But she was too far from the city, so her mobile phone wouldn't work so she decided to take a bus. She walked to the nearest stop. She felt the darkness and the silence very disturby. Soon a bus pulled up. Soon after she got in, she realized that it was empty. She asked the driver how far he was going. "Four more lights back to the depot" he said. She thought she could take another bus from there. This clearly was going to be a long night. The driver dropped her off at the end of the route and told her to which bus to look for. Every minute of her wait seemed like eternity to her. After a 30 minute long wait, she began to think of her eterniteries.Then a bus pulled up. There was not lighted number above its windshield. It was out of service, but the door opened, it was the same driver." I just can't believe you are here" he said, this isn't the nicest place "I will give you a ride home ". "You drive me home in the bus", she asked, perplexed "no I will take you on my scooter" he said "it is a long way". She protested "come on" he said I have nothing else to do. I drove you to bus depot on scooter. He

began telling her story. A few days earlier his brother had run out of Petrol. A Good Samaritan picked him up and took him to the service station and then back to his car. "I am just passing the favour along", he said. Then she offered the money and said thank you. He wouldn't hear of it. "That wouldn't make it a favour" he said; just do something nice to somebody. Pass it along.

Who was driving the car?

_____
_____
_____

What happened to the car?

_____
_____
_____

Why didn't her mobile phone work?

_____
_____
_____

Where did the driver drop the lady?

_____
_____
_____

What were the peculiar things about another bus?

_____
_____
_____

What does the man say about his brother?

_____

_____

_____

1(b)

The manager of an office in shelford was a hard working man, who never arrived late and never left early. He was honest, clean, well- dressed and clever but one very important quality in man of good position he had never learned and that quality was politeness. He never took the trouble to be polite. He never considered the feelings of his staff. If he wanted something done, he didn't say do you mind doing this, he gave an order. "Do this and be quick about it". When he feel to hear a question, he was asked and never said, "I beg your pardon" he just shouted "what"? The words please and thank you formed no part of his conversation. If he had spoken gently, the work of the office would have been done just as well and probably better. For the staff was a good one but one after another, they left and found work elsewhere. No one could explain to him why they did not stay. It is difficult to go to the manager and tell him that he ought to speak more politely. So he never understood the cause of the frequent changes in the office staff and probably did not know how impolite he was. Even his chief clerk Hollis who had been with him many years was getting tired of his rough way of speaking. The secretaries, the typist and even the office boy had often complaint to Hollis and begged him to tell the manager about it. But he never had the courage to do this until one Friday

evening when he suddenly took the opportunity. Hollis worked very hard for several nights on some difficult papers that the manager wanted on Friday. It had needed great effort to get them finished but Hollis has succeeded. With great satisfaction, he brought them into manager's office, laid them on the desk, thinking that this time; he might receive a word of praise. The manager looked at him and said nothing, as the chief clerk reached the door on his way out of his office, he turned around and said I beg your pardon, sir, I ------ said manager shortly "O", said Hollis. I thought you said "Thank you".

What important quality was not found in the manager?

_____
_____
_____

What kind of behavior did the manager exhibits?

_____
_____
_____

Can you tell me those words which manager never used in his conversation?

_____
_____
_____

Why was the staff leaving from the office?

_____
_____
_____

Who was Hollis?

_____
_____
_____

What was Hollis expecting from manager on Friday evening?

_____
_____
_____