Chapter I

Introduction

1.1 Importance of Teaching English

Learning English is very important because it is an international language. English is a second language taught when students enter elementary school. There are many reasons to study English. First, if, they have to communicate, secondly, they have to find a job, and thirdly, they must be able to study books on science and technology which are written in English. The advance of technology and education provides chances for new developments in the field of English Language Teaching and Learning. English is used as the means to communicate, negotiate and execute transactions by participants where one partner can be a native speaker of English.

Students feel that it is a ‘must’ for them to know English. Almost, all the students learn English to get more knowledge and information written in English. In higher education at college level, learning English is meant not only to know the language itself but also to catch and comprehend the information so that the students may broaden the boundary of knowledge.

English is regarded as a compulsory subject at many levels of education. It is very important to master the language English as it enables the students to communicate with their friends and teachers and comprehend the feelings and views of others. In a vast country like India where people of various cultures live, the language of each state differs. Under these circumstances, English can be the only link language as people in each place will not be able to learn all the other languages to communicate with each other. English bridges this gap and builds bridges of communication among the people of different states.
English is playing many roles in India. It is an official language. It is the language of communication. More than 1000 languages are spoken in India. There are many languages in India which have no script of their own. Scientific and technological innovations cannot be translated into their languages, as there is the lack of equivalents in regional languages at the lexical and syntactical level in addition to the lot of expenditure it might entail. English is used as a library language as the students use it for reference purposes. Within the frame work of our educational system, English can be the only link language as people in each state will not be able to learn all the other languages to communicate with the people. English is learnt as a second language in India at school level so as to develop the communication skills of the students in English.

In some states, teachers prefer translation method whereas in some other states, direct method, structural approach, situational approach, bilingual method, audio-lingual method and communicative approach have been adopted. In the structural situational approach, material is taught orally before it is presented in the written form. Vocabulary items are selected keeping in mind that an essential general service vocabulary is covered. In the classroom only English language will be used, while reading and writing are introduced and practised situationally. Direct method also called natural method, is a method that refrains from using the learner’s native language and just uses the target language. In the audio-lingual method, the student listens to or views recordings of language models. All the methods described are symbolic of the progress which foreign language teaching ideology underwent in the last century. By the mid-eighties the industry was maturing in its growth and moving towards the concept of a broad approach to language teaching that encompassed various methods.
It would be fair to say if there is any one-umbrella approach to language teaching that has become the accepted norm in this field, it would have to be communicative language teaching approach. This is also known as CLT. An emphasis on learning to communicate through interaction in the target language is an enhancement of the learners' own personal experiences as an important contributing element in the classroom learning-situation and an attempt to link classroom language with language activation outside the classroom. There are many methods of teaching language but the communicative approach has its own merits.

English is the language which is generally understood throughout the world and one can go to any part of the globe and carry out one's job with the help of English language. It has created a better understanding among the people of the world and has broken down the barriers dividing nations and brought the people of various nations closer and made them interdependent. The following four concepts display the importance of the study of English in India.

a. English as an international language.

b. English as a window of the world.

c. English as a library language.

d. English as a link language.

1.1. A. English as an International Language

English is the mother tongue of 300 million people in the world. The countries where English is the native or first language are the United Kingdom, the United States of America, Canada, Australia, New Zealand and South Africa. English is used as a second language in India, Pakistan, Africa, France and Soviet Union. It is spoken by 700 million people in the world,
which is next only to the Chinese language. But English is used in all parts of the world. It is understood by all sorts of people in different works of life in various countries.

English is the language of politics, trade, commerce, and industry. One out of ten persons in the world knows English. Fifty percentage of the newspapers, periodicals, sixty percentage of radio stations, fifty percentage of T.V stations, seventy percentage of the world’s mail and more than fifty percentage of the world’s scientific and technical periodicals use English as medium.

English is considered to be an international language as almost 60% of the world’s population uses it as a link language for communication. It is essential to make English as official language due to the rapid spread of industrial development, science and technology, international trade and commerce and close interdependence of nations. In the field of information technology, English plays a vital role as the computer language is basically English. Further, all publications in science and technology are first produced of translated into English. English language becomes a boon for the people who have the flair to explore the world. (p.92)

English is one of the six official languages of the U.N.O. It is also a link language of the Commonwealth countries. F.G. French Says:

By accidents of history and by the rapid spread of industrial development, science, technology, international trade and something like an explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer independence. English has become a world language, it is the means of international communication; there is no other. (p.23)

It created better understanding among the nations of the world. It has been responsible for cultural development. It opens worldwide opportunities for employment.
1.1. B. English as a Window of the World

English is described as a window of the world through which can be observed of technology and science. It has been described as the pipeline to the stream of knowledge in all branches of learning. The University Education Commission observes English is a language which is rich in humanistic, scientific and technical literatures. Owing to any reason, if people give up English, it is a suicidal move. They will cut themselves off from the living stream of ever growing knowledge. Inability to have access to this knowledge will result in the deterioration of the standard of scholarship. People's participation in the acquisition of knowledge will become negligible. Its effect would be disastrous for their political life, for living nations must move with the times and must respond quickly to the challenges of their surroundings. English is the only means of preventing people's isolation from the world and they will act unwisely if they allow themselves to be enveloped in the folds of dark curtain of ignorance. The students who are undergoing training at schools which will admit them either to a university or a vocation must acquire the ability to read with facility and understand works of English authors.

F.G. French says,

Anyone who can read English can keep in touch with the whole world without leaving his own home.” Jawaharlal Nehru said that English was India’s major window to the modern world. English is a common, social and cultural link among various states of India. It is a major trade link language with the outside world. (p. 25)
1.1. English as a Library Language

English is a storehouse of knowledge. It has a unique place as a library language in India. The Kothari Education Commission has rightly stressed that English would play a vital role in higher education as an important language. The commission has said that no student should be considered as qualified for a degree without proficiency in English. According to the Commission,

The implications of this (English as a library language) are twofold; all teachers in higher education should be essentially bilingual in the sense that they should be able to teach in the regional language and in English, and all students and particularly post-graduate students should be able to follow lectures and use reading materials in the regional language as well as in English. (p.2)

The fact of the matter is that it is very difficult for a person to be a specialist in any area unless he is proficient in English. With the explosion of knowledge, vast amount of scientific and technological knowledge has come out in the form of books, periodicals, journals and manuals which are mostly available in English language. The developing nations have to get this all, either in the form of translation or through the medium of English language. A study of English is therefore, very important as it would take much time to get all the modern technological knowledge in Indian languages. Many universities have shifted to the regional languages as their medium of instruction but it would take time to open these facilities to science, engineering, medicine, law and agriculture. Thus knowledge of English is indispensable. It improves the skill of reading. Oral project is important to improve a language. Reading is improved through speech. Rapid reading is developed through library reading. Students can improve their communication skills through library reading.
1.1. D. English as a Link Language

English is a link language in India. It is the only language which is understood by the educated people all over the country. It is only used in the trade correspondence. Without knowledge of English, there will be no dialogue between persons from different states. It helps to foster national integration. It played a significant role in bringing together national leaders from various regions of the country. The correspondence between the Union Government and the State Government is mostly conducted in English. Through the medium of English, people carry out their trade, commerce, business relations, day to day state matters, national policies, discussions and other such activities.

Speaking about the role of English as a link language, Nehru once said,

If you of common interest push out English does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. Infact even there will be a gap. The creation of any such gap must be avoided at all costs. It is this that leads one to the conclusion that English likely to have an important place in the foreseeable future.(p.45)

Morarji Desai appreciated English Language through his words to Callaghan (The British Prime Minister) “we will not deny to ourselves the practical as well as cultural benefits of familiarity with English, most eloquent and popular of languages.” The Indian Education Commission (1963-66) has also recommended the continuance of English in the interest of national integration and for higher academic work.

1.2. Place of English in the World

English is the most widely distributed of all the languages in the world. It is spoken by more than 700 million people. This language had its beginning 1500 years ago. English is the
only language with rich and overflowing vocabulary as it borrows words from many languages and adds many words to its dictionary. It is also the only language with varied dialects with distinct spelling, grammar, vocabulary and pronunciation.

1.3. Present Status of English in India

English studies in India, as a genre, are at crossroads today. With its irrefutable stigma of colonial associations, English continues to be relevant in India and seems to be destined for a more significant role in future too. However, the field of English studies in the country is faced with new challenges and new responsibilities, and its future will be largely dictated by the degree of success, it achieves in meeting them. The concerns of a by-gone age have to give way to the present.

Paradigmatic shifts, necessitated by historical factors occur in English studies in the natural course. However, it is to be admitted that the English teaching community in India has by and large remained indifferent to the dynamics of the shifting emphasis in their own profession. The attention of English teachers at the university level has had its focus conventionally on the minimum requirements of teaching as a vocation.

The contemporary debate has thrown up diverse approaches to issues of English studies. However, there is one thing that remains with undiminished emphasis- the realization that English will have to stay in India. The conventional notion about English alone being the link language in a country of such linguistic plurality as India is relevant even today. The demand of Indian democratic policy for the development of regional languages and their literatures cannot in any way minimize this role of English as a link medium. And this situation again tends to
reinforce the other traditional notion that English remains a window of the world, howsoever some may try to play it down.

Again, the recognition that English has won as a medium of creative expression in India, with its well-acclaimed literature, has secured for it a place integrated to India’s cultural life, strengthening the belief that English is one of the Indian languages. Add to these the fact that English as a language is no more Anglo-centric and greater literature in English is created often in nations outside England, the argument for English as an Indian language becomes all the more irrefutable. Parochial centers of political power as well as growing powers of revivalism, which often join hands to overthrow English, fail to mark much headway in the country. This language has become closely integrated to the living culture of India, although its mass basis still remains relatively uncertain.

Role of English is necessary today, especially in the context of India’s transformation into democratic society. Indians should, first of all, learn to repudiate that hyper notion of an inherent superiority, attached to English studies traditionally. To cast off attitudes in a traditional society is more easily said than done; yet there should be a growing realization that such a notion of superiority is a creation of the colonial psyche and that it is tantamount to a negation of the popular roots of culture.

English literary studies in India should get rid of its present propensity for being exclusive. Students of English language and literature often find themselves in a world of alien realities, divorced from their own native traditions and live cultures and even tend to consider it a privilege to be indifferent to the environment around. Gayatri Spivak’s observation in this regard is pertinent, the teaching of
English literature can become critical only if it is intimately yoked to the teaching of the literary or cultural production in the mother tongue. (p.2)

There is a poor achievement in the field of translation. The crucial issue involved in it is hard to produce quality translations on a major scale. English study programmes in India are seldom planned, though these are exceptions- to meet the requirement of translation expertise.

No wonders even the best writers in Indian vernaculars are rarely known outside their language, both within and outside the country, with the result that, even to those literary enthusiasts abroad. Indian literature means the work of a few writers like Tagore, R.K. Narayan, Arundhati Roy or Vikram Seth. It is equally important to note that Indian Literature in English Translation (ILET) has not yet achieved any respectability in Indian academic circles and barring a few isolated instances, the English study programmes in Indian universities are yet to give it due recognition.

English as a language, with its true internationalist propensities, breathes a broad cosmopolitanism, which is of great relevance in Indian contemporary context. Revivalism is at active work in India today, on a scale seldom seen before, abetted by political and cultural forces. Pre- renaissance value systems seem to be staying a big come-back, with the resurrection of decadent beliefs, superficials and rituals and the progressive weakening of Indian secularist ethos. Countering this ominous process is the need of the hour, and obviously, in any such confrontation, language has to be a powerful medium. In the Indian context, English is a language that has the potential for offering effective resistance to this new revivalism. To sum up, English studies in India today should aim at facilitating the national agenda of democratization and decolonization.
History shows that English language is capable of playing this role in its own way. Dynamic as it is, the language and its literature have been undergoing radical changes over the years. English is adequately meeting the changed requirements of the information age even as it readily absorbs radical shifts in literary culture, incorporating feminist and other new preoccupations.

English should be used as a tool of transformation, to respect Indian cultures and mould English studies in active relation to them. It is used as an effective antidote to the rising changes of revivalism. English occupies an important place in the educational system in India. It continues to dominate the national scene. It is taught compulsorily in most of the states in India. It is a medium of instruction in some schools and colleges. It continues to be the medium of instruction in technical, medical, legal and other institutions. It is the language of communication between the Central Government and the State Governments. It is the language most used in parliament, state legislatures, the High court and Supreme Court. It is a means of interstate communication.

Ghosh and others have summed up the present place of English in India thus: “The fact is that in India English is something more than a foreign language and something less than a second language. It has many more users and many uses, than a foreign language has.”

1.4. Role of English in Tamil Nadu

Tamil Nadu follows a two-language formula. Students study Tamil or the mother tongue and English in schools and colleges. As elsewhere in India, majority of students who are socially, economically and educationally backward and first generation learners come to schools and colleges. The teaching of a foreign language such as English to such students in very large
numbers is indeed a formidable task. Tamil Nadu has made certain special efforts to improve the standards of teaching and learning of English at all levels. Special officers have been appointed for English both at college and school levels.

1.5. Teaching of English Language

With the beginning of the colonial rule in India began the introduction of English education. Though the learning of English was somewhat slow at the time, it gained momentum with the implementation of Macaulay’s educational policy in India. Till the first half of the 20th century, English education continued to be the exclusive privilege of the interested few and those who could afford to get it.

English was made the ‘Second Language ‘which was once enjoying the position of the ‘first language’. Graduates coming from such a set up became teachers of English at the colleges, and naturally the standard of teaching English also went down. Moreover, English was no more a passport to jobs at the state and central levels. Once again this led to the lack of interest on the part of students learning English. With the introduction of mass education at the elementary, secondary and higher secondary levels, there was further deterioration in the standards of teaching learning English. Mohammad Aslan (2003) points out that large classes, unstable teaching materials, and wrong methodology are some of the factors which led to a steep fall in the standard.(p.3)

Learning a second language is, learning the four skills, viz. listening, speaking, reading and writing. The first two are intimately related to each other, though one is recognition skill and the other is production skill. Understanding English when spoken is easier than when written. Moreover, hearing is a natural process whereas reading is an artificial activity. Even the illiterate who go out in search of livelihood in other countries can learn the foreign language easily by the natural method. Anyhow learning by hearing is made difficult because of the peculiarities of pronunciation, intonation and stress. Therefore a learner should be trained to listen to the Received Pronunciation. He should be given plenty of ear training, exercise and practice. He
should hear and understand normal English speech. The question and answer method of teaching is very essential for teaching this skill of listening.

In India, our students are hampered in their ability to listen because of certain weaknesses

a. Inadequate range of words and phrases that are to be understood;
b. Inability to maintain attention;
c. Inability to understand pronunciation;
d. Inability to understand fast speech;
e. Inability to understand against background noise through acoustic and electrical interference.

The learner should be trained to read books rapidly to understand them. He must grasp the meaning of a passage as a whole. Listening to broadcasts or recording of full – length plays and films is almost certainly of great value. The dramatic situation and the variety of dialogue combine to maintain interest, and hence attention could be sustained during long speeches.

1.6. Different Methods of Teaching English

1.6.1. The Grammar-Translation Method

The Grammar-Translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. It was the predominant method in Europe in the nineteenth century. Most instructors now acknowledge that this method is ineffective by itself. It is now most commonly used in the traditional instruction of classical languages.

At school, the teaching of grammar consists of a process of training in the rules of a language which must make it possible to all the students to correctly express their opinion, to understand the remarks which are addressed to them and to analyze the texts which they read.
The objective is that by the time they leave the college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write in various contexts. The teaching of grammar examines the texts, and develops awareness that language constitutes a system which can be analyzed. This knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanisms, going from simplest to the most complex. The exercises, according to the program of the course, must untiringly be practised to allow the assimilation of the rules stated in the course. That supposes that the teacher corrects the exercises. The pupil can follow his progress in practising the language by comparing his results. Thus he can adapt the grammatical rules and control little by little the internal logic of the syntactic system. The grammatical analysis of sentences constitutes the objective of the teaching of grammar at the school. Its practice makes it possible to recognize a text as a coherent whole and conditions the training of a foreign language. Grammatical terminology serves this objective. Grammar makes it possible for each one to understand how the mother tongue functions, in order to give him the capacity to communicate his thought.

The salient features of the Grammar Translation Method are as follows:

1. Classes are taught in the mother tongue, with little use of the target language.
2. A good deal of vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
Certain common /typical techniques closely associated with the Grammar Translation Method are as follows:

1. Translation of a Literary Passage (Translating target language in native language)
2. Reading Comprehension Questions (Finding information in a passage, drawing inferences and relating them to personal experience)
3. Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words)
4. Cognates (Learning spelling/sound patterns that correspond between L₁ and the target language)
5. Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples)

Merits of the translation method are as follows:

1. The influence of the mother-tongue is at a higher level. L₁ shapes the thinking, and translation helps in better understanding.
2. Translation is a natural and necessary activity that is going on all the time, and that is always be needed.
3. Language competence is a two-way system.
4. The reality of language is another important aspect.
5. Usefulness:
   a. Invites speculation and discussion.
   b. Develops qualities that are essential to all acquire: accuracy, clarity and flexibility.
   c. The teacher can select material to illustrate particular aspects of language, and students can see the links between language usage and grammar.
   d. Lets students practise a variety of styles and registers.
Limitations of Translation Method are as follows:

1. Encourages thinking in one language and transference into another with interference.

2. Gives false credence of word-to-word equivalence.

3. Does not allow achievement of generally accepted teaching aims such as emphasis on fluency in speaking.

4. Time-consuming activity.

1.6.2. The Direct Method

The Direct Method, sometimes also called Natural Method, is a method that refrains from using the learners’ native language and just uses the target language. It was established in Germany and France around 1900. The direct method operates on the idea that the second language learning must be an imitation of first language learning, as this is the natural way humans learn any language—a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language. This method places great stress on correct pronunciation in the target language from the beginning. It advocates teaching of oral skills at the expense of every traditional aim of language teaching.

According to this method, printed language and text must be kept away from second language learner to the extent possible, just as a first language learner does not use printed word until he has good grasp of speech. Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner’s first language. All above items must be avoided because they hinder the acquisition of a good deal of oral proficiency.
Critics of the direct method stressed that it was insufficiently and systematically focused on grammatical accuracy and that it put high demands on the teachers' language proficiency and energy resources. However the direct method addressed the practical needs of language learners (Richards and Rodgers, 1986). Below is a list of its characteristics features:

- The emphasis in this method was on speaking and listening.
- Correct pronunciation was of primary importance.
- The main forms of activity were oral, especially dialogues and question-and-answer exchanges.
- New material was first introduced orally.
- Vocabulary was chosen on the basis of its practicality and its meaning was demonstrated directly, with the use of objectives, pictures and gestures.
- Grammar of the target language was taught inductively in a variety of oral activities.

In most general terms, the characteristic tenets of the direct method responsible for its name centre on using language rather than talking about it. More specifically, instead of explanation, these tenets stress interaction and focus on the learners active involvement, as well as practice, the primacy of speech over writing, the role of the natural pace of speaking and the use of connected text.

1.6.3. Situational Language Teaching

The Oral Approach or Situational Language Teaching is an approach developed by British Applied Linguists in the 1930s to the 1960s. It is little known to many language teachers although it had an impact on language courses and was still used in the design of many widely used EFL/ESL textbooks in the 1980s such as Streamline English.
The Oral Approach and Situational Language Teaching relied on the structural view of language. Both speech and structure were seen to be the basis of language and, especially, speaking skill. This was a view similar to American structuralists, such as Fries. However, the notion of the British Applied Linguists, such as Firth and Halliday, that structures must be presented in situations in which they could be used, gave Situational Language Teaching its distinctiveness.

One of the outstanding features of the method is its emphasis on vocabulary and reading skill. This led to the development of principles of vocabulary control. Frequency counts showed that a core of about 2000 words occurred frequently in written text and that a mastery of such an inventory would lead to better reading skills. Likewise, it is believed that an analysis of English and a classification of principal grammatical structures of English into sentence patterns could be used to assist learners to internalize the rules and sentence structures.

Situational Language Teaching held a behavioristic stand to language learning. It dealt with the processes rather than the conditions of learning. These processes include three stages: receiving the knowledge or material, fixing it in memory by repetition and using it in actual practice until it becomes a personal skill.

The principles of the behavioristic theory of learning can be summarized as follows:

- Language learning is habit-formation
- Mistakes should be avoided
- Language skills are learned more effectively if they are presented orally first, and then in written form.
- Analogy is a better foundation for language learning than analysis
• The meanings of words can be learned only in a linguistic situation and cultural context.

Situational Language Teaching aims at the achievement of these objectives:

• A practical command of the four basic skills of a language, through structures
• Accuracy in both pronunciation and grammar
• Ability to respond quickly and accurately in speech situations
• Automatic control of basic structures and sentence patterns.

Situational Language Teaching uses a structural syllabus and a word list and rely on structural activities including situational presentation of new sentence patterns and drills to practise the patterns.

Typical procedures in Situational Language Teaching include the following:

• Procedures that move from controlled to freer practice of structures
• Procedures that move from oral use of sentence patterns to their automatic use in speech, reading and writing.

A lesson in Situational Language Teaching would start with practice in stress and intonation. Then the main body of the lesson might consist of four parts: (a) revision (to prepare for new work, if necessary) (b) presentation of new structures or vocabulary (c) oral practice (drilling) (d) reading of material based on the new structure, or written exercises.

Although Situational Language Teaching was developed during the 1930s, it still attracts the interest of many teachers. Its strong emphasis on oral practice, grammar and sentence patterns conform to the intuitions of many practically oriented classroom teachers.

The views of language and language learning underlying Situational Language Teaching were called into question. Chomsky (1957) showed that the structural and the behaviouristic
approaches to language were erroneous and do not account for the fundamental characteristics of language namely the creativity and uniqueness of individual sentences. Children do not acquire their mother tongue through repetition and habit formation. There must be, however, innate predispositions that lead them to a certain kind of linguistic competence.

1.6.4. The Audio Lingual Method

The language-teaching theoreticians and methodologists who developed Audiolingualism had a convincing and powerful theory of language to draw upon. They were also working in a period when a prominent School of American psychology — known as behavioural psychology — claimed to have tapped the secrets of all human learning, including language learning. Behaviourism, like structural linguistics, is another antimentalist, empirically based approach to the study of human behaviour. To the behaviourist, the human being is an organism capable of a wide repertoire of behaviour. The occurrence of these aspects of behaviour is dependent on three crucial elements in learning: a stimulus, which serves to elicit behaviour; a response triggered by a stimulus; and reinforcement, which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future (Skinner 1957).

Reinforcement is a vital element in the learning process, because it increases the likelihood that the behaviour will occur again and eventually become a habit. To apply this theory to language learning is to identify the organism as the foreign language learner, the behaviour as verbal behaviour, the stimulus as what is taught or presented of the foreign language, the response as the learner's reaction to the stimulus, and the reinforcement as the extrinsic approval and praise of the teacher or fellow students or the intrinsic self-satisfaction of
target language use. Language mastery is represented as acquiring a set of appropriate language stimulus-response chains.

The descriptive practices of structural linguists suggested a number of hypotheses about language-learning, and hence about language-teaching as well. For example, since linguists normally described languages beginning with the phonological level and finishing with the sentence level, it was assumed that this was also the appropriate sequence for learning and teaching. Since speech was now held to be primary and writing secondary, it was assumed that language teaching should focus on mastery of speech and that writing or even written prompts should be withheld until reasonably late in the language-learning process. Since the structure is what is important and unique about a language, early practice should focus on mastery of phonological and grammatical structures rather than on mastery of vocabulary.

Out of these various influences emerged a number of learning principles, which became the psychological foundation of Audiolingualism and came to shape its methodological practices. Among the more central are the following:

1. Foreign language learning is basically a process of mechanical habit formation. Good habits are formed by giving correct responses rather than by committing mistakes. By memorizing dialogues and performing pattern drills the chances of making mistakes are minimized. Language is verbal behaviour— that is, the automatic production and comprehension of utterances—and can be learned by inducing the students to do likewise.

2. Language skills are learned more effectively, if the items to be learned in the target language are presented in spoken form before they are seen in written form. Aural-oral training is needed to provide the foundation for the development of other language skills.
3. Analogy provides a better foundation for language learning than analysis. Analogy involves the processes of generalization and discrimination. Explanations of rules are, therefore, not given until students have practised a pattern in a variety of contexts and are thought to have acquired a perception of the analogies involved. Drills can enable learners to form correct analogies. Hence the approach to the teaching of grammar is essentially inductive rather than deductive.

4. The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching a language, thus, involves teaching aspects of the cultural system of the people who speak the language.

1.6.5. The Silent Way

Learning tasks and activities in the Silent Way have the function of encouraging and shaping students’ oral response without direct oral instruction from or unnecessary modelling by the teacher. Basic to the method are simple linguistic tasks in which the teacher models a word, phrase, or sentence and then elicits learner responses. Learners then go on to create their own utterances by putting together old and new information. Charts, rods, and other aids may be used to elicit learner responses. Teacher modelling is minimal, although much of the activity may be teacher-directed. Responses to commands, questions, and visual cues thus constitute the basis for classroom activities.

Learners are expected to develop independence, autonomy, and responsibility. Independent learners are those who are aware that they must depend on their own resources and realize that they can use “the knowledge of their own language to open up some things in a new language” or that they can “take their knowledge of the first few words in the new language and figure out additional words by using that knowledge” (Stevick 1980: 42). The absence of
correction and repeated modelling from the teacher requires the students to develop “inner criteria” and to correct themselves. The absence of explanations requires learners to make generalizations, come to their own conclusions, and formulate whatever rules they themselves feel they need.

Learners have only themselves as individuals and the group to rely on, and so must learn to work cooperatively rather than competitively. They need to feel comfortable both correcting one another and being corrected by one another.

Teacher silence is, perhaps, the unique and, for many traditionally-trained language teachers, the most demanding aspect of the Silent Way. Teachers are exhorted to resist their long-standing commitment to model, remodel, assist, and direct desired student responses. Stevick defines the Silent Way teacher’s tasks as (a) to teach, (b) to test, and (c) to get out of the way (Stevick 1980: 56). Although this may not seem to constitute a radical alternative to standard teaching practice, the details of the steps the teacher is expected to follow are unique to the Silent Way. By “teaching” it is meant the presentation of an item once, typically using nonverbal clues to get across meanings. Testing follows immediately and might better be termed elicitation and shaping of student production, which, again, is done in as silent a way as possible. Finally, the teacher silently monitors learners’ interactions with each other and may even leave the room while learners struggle with their new linguistic tools.

The teacher uses gestures, charts, and manipulatives in order to elicit and shape student responses and he must be creative as a pantomimist and puppeteer. In sum, the Silent Way teacher, like the complete dramatist, writes the script, chooses the props, sets the mood, models the action, designates the players, and is critic for the performance.
Silent Way materials consist mainly of a set of coloured rods, colour-coded pronunciation and vocabulary wall charts, a pointer, and reading writing exercises, all of which are used to illustrate the relationship between sound and meaning in the target language. The materials are designed for manipulation by the students as well as by the teacher, independently and cooperatively, in promoting language learning by direct association.

1.6.6. The TTT method

The Test-Teach-Test approach is useful when the teacher is not sure whether the learners are familiar with a particular item of language (Lindsay and Knight 22). The structure is a PPP approach the other way round and it basically reflects the one of TBL, where students have to perform a task (see chapter 3.6.). For example, the class is asked to work in pairs and arrange an appointment with a doctor according to their diaries. The teacher monitors students' work and only when the activity is finished either gives a Feedback or asks students to report about their results.

1.6.7. The EEE method

The Exploration- Explanation-Expression approach is mainly used in teaching grammar in a slightly modified form of PPP. During Exploration stage students are given sentences illustrating a certain grammar rule and are asked to find the pattern, and with the help of the teacher to formulate the rule. This stage uses the so called 'inductive learning' (Sysoyev). The other two stages are the same as Presentation and Production stages in PPP approach.

1.6.8. Community Language Learning

The following description attempts to capture some typical activities in community language learning classes.
The observer will see a circle of learners all facing one another. The learners are linked in some way to knower's or a single knower as teacher. The first class (and subsequent classes) may begin with a period of silence, in which learners try to determine what is supposed to happen in their language class. In the later classes, learners may sit in silence while they decide what to talk about (La Forge 1983: 72). The observer may note that the awkwardness of silence becomes sufficiently agonizing for someone to volunteer to break the silence. The knower may use the volunteered comment as a way of introducing discussion of classroom contacts or as a stimulus for language interaction regarding how learners felt about the period of silence. The knower may encourage learners to address questions to one another or to the knower. These may be questions on any subject a learner is curious enough to inquire about. The questions and answers may be tape-recorded for later use, as a reminder and review of topics discussed and language used.

The teacher might then form the class into facing lines for 3-minute pair conversations. These are seen as equivalent to the brief wrestling sessions by which judo student's practise. Following this, the class might be re-formed into small groups in which a single topic, chosen by the class or the group, is discussed. The summary of the group discussion may be presented to another group, who in turn try to repeat or paraphrase the summary back to the original group.

In an intermediate or advanced class, a teacher may encourage groups to prepare a paper drama for presentation to the rest of the class. A paper drama group prepares a story that is told or shown to the counselor. The counselor provides or corrects target-language statements and suggests improvements to the story sequence. Students are then given materials with which they prepare large picture cards to accompany their story. After practising the story dialogue and preparing the accompanying pictures, each group presents its paper drama to the rest of the class.
The students accompany their story with music, puppets, and drums as well as with their pictures (La Forge 1983).

Finally, the teacher asks learners to reflect on the language class, as a class or in groups. Reflection provides the basis for discussion of contracts (written or oral contracts that learners and teachers have agreed upon and that specify what they agree to accomplish within the course), personal interaction, feelings toward the knower and the learner, and the sense of progress and frustration.

1.6.9. Task-Based Language Teaching

Task-Based Language Teaching proposes the notion of “task” as a central unit of planning and teaching. Although definitions of task vary in TBLT, there is a commonsensical understanding that a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy.

Skehan defines tasks as follows:

Tasks… are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So task-based instruction takes a fairly strong view of communicative language teaching(24)

Nunan explains the quality of communicative task as follows:

The communicative task [is] a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (3)

Although advocates of TBLT have embraced the concept of task with enthusiasm and conviction, the use of tasks as a unit in curriculum planning has a much older history in
education. It first appeared in the vocational training practices of the 1950s. Focus on task has been derived from training design concerns of the military regarding new military technologies and occupational quality of the period. Task analysis initially focused on solo psychomotor tasks for which little communication or collaboration was involved. In task analysis, on-the-job, largely manual tasks were translated into training tasks. The process is outlined by Smith.

Finally, task classifications proposed by those coming from the SLA research tradition of interaction studies focus on interactional dimensions of tasks. For example, Pica (1994) distinguishes between interactional activity and communicative goal. Task based instruction is therefore not linked to a single model of language but rather draws on all three models of language theory.

1.6.10. Cooperative Language Learning

In second language teaching, cooperative language learning has been embraced as a way of promoting communicative interaction in the classroom and is seen as an extension of the principles of Communicative Language Teaching. It is viewed as a learner-centered approach to teaching held to offer advantages over teacher-fronted classroom methods. In language teaching its goals are:

- to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities
- to provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings (e.g., content-based, foreign language classrooms; mainstreaming)
- to enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks
• to provide opportunities for learners to develop successful learning and communication strategies and
• to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate

There are three types of co-operative learning tasks:

1. Team practice from common input - skills development and mastery of facts

• All students work on the same material.
• Practice could follow a traditional teacher-directed presentation of new material and for that reason is a good starting point for teachers and students new to group work.
• The task is to make sure that everyone in the group knows the answer to a question and can explain how the answer was obtained or understands the material. Because students want their team to do well, they coach and tutor each other to make sure that any member of the group could answer for all of them and explain their team’s answer.
• When the teacher takes up the question or assignment, anyone in a group may be called on to answer for the team.
• This technique is good for review and for practice tests; the group takes the practice test together, but each student will eventually do an assignment or take a test individually.

2. Jigsaw: differentiated but predetermined input-evaluation and synthesis of facts and opinions

• Each group member receives a different piece of information.
• Students regroup in topic groups (expert groups) composed of people with the same piece to master the material and prepare to teach it.
• Students return to home groups (Jigsaw groups) to share their information with each other.

• Students synthesize the information through discussion.

1.13.11. Cooperative projects: topics/resources selected by students’ discovery learning

• Topics may be different for each group.

• Students identify subtopics for each group member.

• Steering committee may coordinate the work of the class as a whole.

• Students research the information using resources such as library reference, interviews and visual media.

• Students synthesize their information for a group presentation: oral and/or written. Each group member plays a part in the presentation.

• Each group presents to the whole class.

• Students need plenty of previous experience with more structured group work for this to be effective.

1.6.12. The Natural Approach

From the beginning a class taught, according to the Natural Approach, emphasis is on presenting comprehensible input in the target language. Teacher’s talk focuses on objects in the classroom and on the content of pictures, as with the Direct Method. To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher’s commands and questions in other ways.

When learners are ready to begin talking in the new language, the teacher provides comprehensible language and simple response opportunities. The teacher talks slowly and
distinctly, asking questions and eliciting one-word answers. There is a gradual progression from Yes/No questions, through either-or questions, to questions that students can answer using words they have heard used by the teacher. Students are not expected to use a word actively until they have heard it many times. Charts, pictures, advertisements, and other aids serve as the focal point for questions, and when the students' competence permits, talk moves to class members. “Acquisition activities” — those that focus on meaningful communication rather than language form — are emphasized. Pair or group work may be employed, followed by whole-class discussion led by the teacher.

Techniques recommended by Krashen and Terrell are often borrowed from other methods and adapted to meet the requirements of Natural Approach theory. These include command-based activities from Total Physical Response; Direct Method activities in which mime, gesture, and context are used to elicit questions and answers; and even situation-based practice of structures and patterns. Group-work activities are often identical to those used in Communicative Language Teaching, where sharing information in order to complete a task is emphasized. There is nothing novel about the procedures and techniques advocated for use with the Natural Approach. A casual observer might not be aware of the philosophy underlying the classroom techniques he or she observes. What characterizes the Natural Approach is the use of familiar techniques within the framework of a method that focuses on providing comprehensible input and a classroom environment that cues comprehension of input, minimizes learner anxiety, and maximizes learner self-confidence.

1.6.13. Communicative Approach

The communicative approach does a lot to develop communicative competency compared to earlier methods that professed the same objective. It is also referred to as notional
functional approach. Communicative approach is a view of language use in the context of Communication. It is not a highly structured method of teaching. Rather a broad assembly of ideas from a range of sources has come to be accepted as good practice by many contemporary teachers.

Communicative approach is much more pupil -oriented. As it is based on pupils’ needs and interests, communicative approach is not just limited to oral skills. Reading and writing skills need to be developed to promote pupils’ confidence in all four skills. By using elements in a variety of ways (reading /summarizing/translating, discussion and debates) it makes language more fluid and pupils’ manipulation of language becomes more fluent.

Communicative approach seeks to personalize and localize language and adapt into the interest of pupils. Meaningful language is always more easily retained by learners. It seeks to use authentic resources. It is more interesting and motivating. In foreign language class room authentic text serves as partial substitute for community of native speakers. News paper and magazine articles, poems, manuals, recipes, telephone directories, videos and discussion programmes – all can be exploited in a variety of ways.

The ability to communicate is the primary factor which differentiates human beings from animals and it is the ability to communicate well that distinguishes one individual from another. Communication is the progresses by which information is exchanged between individuals.communicatin skills are the set of skills refered to resperiorite of behaviors that serve to convey information for the individual. The fact is that apart from the basic necessities, one needs to be equipped with habits for good communication skills; as this will make them a happy and successful social being.
In the communicative language teaching, importance is given for communicative competence which is the combination of grammatical competence and socio linguistic competence. Grammatical competence refers to the knowledge that the learners have of a language that accounts for their ability to produce sentences in a language. It refers to the knowledge of the building blocks of sentences (e.g. parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practise books, which typically present a rule of grammar on one page, and provide exercises to practise using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term ‘communicative competence’.

Communicative competence includes the following aspects of language knowledge:

- **Knowing how to use language for a range of different purposes and functions**
- **Knowing how to vary our use of language according to the setting and the participants** (e.g. knowing when to use formal an informal speech or when to use language appropriately for written communication as opposed to spoken communication).
- **Knowing how to produce and understand different types of texts** (e.g. narratives, reports, interviews, conversations) and
- **Knowing how to maintain communication despite having limitations in one’s language knowledge** (e.g. through using different kinds of communication strategies).
The processes of second language learning have changed considerably in the last thirty years and communicative language teaching is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogues and performing drills the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher.

In recent years language learning has been viewed from a very different perspective. It is seen as resulting from processes of the following kind:

- Interaction between the learner and users of the language
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- Learning through attending to the feedback, learners get when they use the language
- Paying attention to the language one hears and trying to incorporate new forms into one's developing communicative competence.
- Trying out and experimenting with different ways of saying things.

Communicative language teaching is little more than an integration of grammatical and functional teaching. One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language. It is an
approach and method in the well known classical sense of the term. It is not a simple
continuation of the traditional methods, but a considerable refinement and improvement. It is
didactically progressive in that it stresses the role of the learner, the role of meaning, and the
central position of communicative competence.

Many researchers have studied the effectiveness of different approaches. But only a few
attempts have been made to study the effectiveness of PPP approach in teaching communicative
skill in English. Although there are many methods of teaching languages but the PPP approach
has its own merits.

1.7. Importance and activities based on PPP Approach

The main objectives of this study is to use the PPP approach to communicative language
learning in the PPP approach to communicative language teaching, PPP stands for Presentation,
Practice and Production. It is a common approach to communicative language teaching that
works through progression of three sequential stages.

Presentation represents the introduction to a lesson and necessarily requires the creation
of a realistic situation requiring the target language to be learned. This can be achieved through
using pictures, dialogues, imagination or actual class room situation. The teacher checks to see
that the students understand the nature of the situation, and then builds the “concept” underlying
the language to be learned using small chunks of language that the students already know.
Having understood the concept, students are then given the language model they and engage
themselves in choral drills to learn statement, answer and question forms for the target language
. This is very important oriented stage where error correction is taken care of. A good
presentation will be understandably interesting and in a context the children can understand such
as a song, game, or story.
Practice usually begins with what is termed "mechanical practice" open- and- closed -pair work. Students gradually move into more "communicative practice" involving procedures like information gap activities; dialogue creation and controlled role plays. Practice is seen as the frequency device to create familiarity with the new language, and create confidence in a measuring stick for accuracy. The teacher still directs and corrects at this stage, but the classroom is beginning to become more learner- centered.

- In order to create written and spoken role plays
- Writing essays and letters.
- Taking part in question and answer session with a partner.
- Playing games
- Group question
- Drama & Role plays.

In a good practice stage, language will also be learnt in a context which students understand. It is at this stage that error correction is most important.

Production is seen as the culmination of the language learning process, whereby the learners have started to become independent users of the language rather than students of the language. The teacher’s role here is to somehow facilitate a realistic situation or activity applicable to the language they have been practising. The teacher does not correct or become involved unless students directly appeal to him to do so. This stage can help motivate children to communicate meaning with the new language. Students should have the opportunity during this stage to experiment with the language.
This is simply one way to help students learn new language in an enjoyable and effective way. This model may not be useful in the same lessons during the presentation stage; the teacher explains the language focus of the day. At the stage of production students manipulate the language focus and at the practice stage, the students try to use the language focus as in a real situation.

Presentation, Practice, Production or PPP is a method where teachers present the context and situation for learning by explaining and demonstrating. Students then practise the language within controlled factor (including language drills). Finally, students are allowed to be freer with the language and encouraged to be creative and explorative. This method is really effective with the lower level learners, but less effective with higher levels. Many teacher training centers still uses PPP today. The main drawbacks are that it lacks flexibility into the classroom and the lessons can become too teacher- centered.

In conventional FLT, with the PPP-Model as the typical methodological measure for the implementation of a structurally graded syllabus, the didactically- motivated sequence goes from the presentation of linguistic forms to their extensive practice in closely-guided formal exercises, to their (hopefully) creative use in language production.

To underline the relation of linguistic forms to their meaning (notional functions) teachers regularly accompany the presentation of new forms with explicit comments on their meaning (abstract rule learning) and make the learners go through many rounds of form-oriented exercises.
The experience with that approach shows, however, that the extensive practice of forms in closely guided exercises mostly does not enable learners to fluently and accurately use them in the online production of speech in free communication. Proponents of a notional-functional approach therefore suggest that FLT should follow an approach that goes from notions to forms. They correspondingly are faced with the challenge to identify the notions that the learners will need to be able to voice first, second, third, etc. that is in early stages of the learning process as opposed to later stages of the learning process. They must do so, because constructing a syllabus demands such a temporal ordering of learning items.

The PPP approach is relatively straightforward, and prepared enough to be easily understood by both students and new or talented teachers. It uses good plays to start in terms of applying good communicative language teaching in the classroom. It has also been criticized considerably for the very characteristic that makes it the easiest method for beginner teacher, that is it is far too teacher-oriented and over controlled.

Presentation-Practice-production (PPP) Models

Grammar-based approaches are still used in many L2 classrooms. A very popular form of this approach is the PPP (presentation-practice-production) model of language instruction. According to D. Willis (1996b, p.v), this approach is “so widely accepted that it now forms the basis of many teacher training courses.” Different versions of the PPP model can be seen in various language teaching and teacher training textbooks for foreign and second language teachers (e.g., Celce-Murcia & Hills, 1988; Harmer, 1966; Ur, 1988). The PPP is what many teachers conceive of as a basic lesson structure in many current L2 classrooms (Crookes & Chaudron, 2001)
In the PPP model, grammar instruction consists of a structured three-stage sequence: a presentation stage, a practice stage, and a production stage. In the presentation stage, the new grammar rule or structure is introduced, usually through a text, a dialogue, or a story that includes the structure. The students listen to the text or read it loud. The main purpose of this stage is to help the students become familiar with the new grammatical structure and keep it in their short-term memory (Ur, 1988). The presentation stage is followed by a practice stage, in which students are given various kinds of written and spoken exercises to repeat, manipulate, or reproduce the new forms. The practice stage, usually begins with controlled practices that focus learners' attention on specific structures and then moves to less controlled practices with more open-ended activities. The aim of the practice stage is to help students gain control of the knowledge introduced in the presentation stage, to take it in, and move it from their long term memory (Ur, 1988). Finally in the production stage, learners are encouraged to use the rules they have learned in the presentation and practice stages more freely and in more communicative activities. The aim of the last stage is to fully master the new form by enabling learners to internalize the rules and use them automatically and spontaneously. In a sense, the aim here is to develop fluency.

Theoretically, the PPP model is informed by information processing and skills acquisition models of learning, claiming that language learning is a cognitive skill similar to other kinds of learning. In this view, language is learned by processing information available through input and then accessed for subsequent comprehension and production. Skills acquisition theories (e.g., Anderson, 1982, 1983) claim that learning is a movement from declarative knowledge (i.e., explicit knowledge of rules and systems) to procedural knowledge (i.e., knowledge of how to use the system). Students first learn the target rules and structures through the development of
conscious view, Presentation and practice play a key role in the acquisition of language. It is believed that “it is through practice that the material is most thoroughly and permanently learned” (Ur, 1988, p. 10).

Approaches to grammar instruction that focus on teaching grammar as a set of rules and structures have been found inadequate in meeting the communicative needs of L2 learners. One of the major assumptions underlying traditional grammar based approaches is that language consists of a series of grammatical forms and structures that can be acquired successively. Grammar teaching is viewed as a deductive and linear presentation of these rules. It is believed that through such presentations of grammar forms, learners are able to develop the kind of knowledge they need for spontaneous language use.

In recent years, however, many researchers have questioned the above assumptions. Reviewing past research on form-focused instruction, Long and Robinson (1988) argued that none of the many studies on L2 learning over the past 30 years shows that presenting grammar rules in a discrete fashion matches the manner in which learners develop language rules. R. Ellis, Basturkmen, and Loewen (2002) pointed out:

while there is substantial evidence that grammar instruction results in learning is measured by discrete-point language tests (e.g., the grammar test in the TOEFL) there is much less evidence to show that it leads to the kind of learning the enables learners to perform the targeted from in free oral production (e.g., in a communicative task). (p. 5)

N. Ellis (2002), while not denying the role of explicit instruction, observed that:

The real stuff of language acquisition is the slow acquisition of form-Function mappings and the regularities therein. This skill, like others, Takes tens of thousands of hours of practice, practice that cannot be Substituted for by provision of a few declarative rules. (25)
Researches also believe that L2 acquisition is a developmental process and that although there may be individual variations, it follows developmental patterns that are regular and systematic. These sequences, however, are not always amenable to the teachers 'teaching agenda. Therefore, learners do not learn grammatical structures in the order presented by the teacher. Long and Crookes (1992,) point out:

where syntax is concerned, research has demonstrated that learners rarely, if ever, move from zero to target like mastery of new items in one step. Both naturalistic and classroom learners pass through fixed developmental sequences in word-order, negation, questions, relative clauses, and so on – sequences which have to include often quite lengthy stages of nontargetlike use of forms as well as use of nontarget like forms.(7)

For the same reasons, the underlying assumptions of the more common PPP models have also been questioned. Ellis (2003) argued the PPP models are questionable because they are based on the belief that "practice makes perfect". This notion, he noted, is not appropriate because language acquisition processes appear to be governed by many psychological constraints (pienemann, 1998). Skehan (1966p) contend that PPP models are not only consistent with the premises of current second language acquisition (SLA) theory, but they are also unsupported by research findings. He points out that "the evidence in support of such an approach (PPP) is unimpressive" and that "levels of attainment in conventional language learning are poor, and students commonly leave school with very little in way of usable language" (p.18).Skhan (1996b) argue that the reason for the popularity of this method is that it is easy to use, to organize, and to evaluate, and also the teacher is in full control of the structures intended to be covered. Other L2 scholars have criticized the PPP models on the grounds that such models are based on the false assumption that what is taught is, indeed, what is learned (e.g.,Scrivener,1996;D.Wills, 1996a, 1996b) Scrivener,(1996) argue that the reason for its popularity is that teachers are trained in this method; hence, they are used to it.
Of course the PPP model may have its strengths. However, as R. Ellis (2006) points out:

Teaching grammar through presentation and practice of grammatical forms is only one way of teaching grammar. Grammar can also be taught through presentation of rules alone with any practice, or through practice without presentation. It can also be taught through discovering grammatical rules, exposing learners to input that involves occurrences of the target form, or even through corrective feedback provided on learner errors during communicative tasks. (11)

1.8. Statement of the Problem

Effectiveness of Presentation, Practice and Production (PPP) Approach in Improving the Communication Skills of the Learners in English at the Higher Secondary Level.

1.8.1. Definition of key Terms:

Effectiveness

According to Cambridge Advanced Learners Dictionary of Current English (1995), Effectiveness is `successful in achieving the results that you want`.

According to Oxford Dictionary & Thesaurus III, Effectiveness is `producing intended effect`.

According to Longman Dictionary of Contemporary English (1986), Effectiveness is `ability to have a desired effect`.

In this study, Effectiveness refers to the impressive result produced in acquiring communication skill by the higher secondary students consequent upon the use of Presentation Practice and Production (PPP) Approach.
1.8.2. Communication:

According to *Cambridge Advanced Learners Dictionary of Current English* (1995) communication is 'The act of communicating with people'.

According to *Oxford Advanced Learners Dictionary of Current English* (1986) communication is 'ready and willing to talk and give information'.

**Higher Secondary Students**

Higher Secondary school students are those who are studying XI and XII standards after completing their secondary education i.e. after passing X standard examination. In this study, higher secondary school students are referred to as the students study in XI standard after passing X standard examination. The students for this study have been selected based on simple random method. As the study attempts to analyze teaching approaches followed in Tamilnadu, it has been limited to Alagappa Model Higher Secondary School.

1.9. Need for the Study

After completing high school education, students join the higher secondary schools. Most of the schools are situated in urban areas. The students hailing from rural areas find it difficult to learn English and cope-up with the urban students. As they are taught through translation method at the elementary and high school and higher elementary levels, they find it difficult to comprehend English speech and also struggle to speak and write good English. Even the students belonging to urban areas find it difficult to speak and write English fluently.

Even though the English teacher serving in different schools in Tamil Nadu try to teach communications skills through different methods and techniques to the higher secondary school students, most of them lack communication skills. Hence the, researcher wanted to find a
solution to this problem. The scholar tried to establish the effectiveness of PPP approach in improving the communication skills of the learners in English at the higher secondary school level in Tamil Nadu.

The PPP approach makes the students active, whereas the traditional methods make the students passive. Thanks to PPP approach the students can improve their communication skills.

1.10. Scope of the Research

- The application of PPP approach will be useful to the students to learn in an effective manner.
- As it is a student-centered learning, the classroom teaching will be more interesting and enjoyable.
- The effectiveness will be assessed on the basis of criterion reference test.

1.11. Objectives of the Study:

1.11.1 Major Objective:

To find out the Effectiveness of PPP approach in Improving Communication Skills in English among the students at Higher Secondary Level.

Specific Objectives:

1. To find out if there is any significant difference between the Effectiveness of PPP and that of traditional method of teaching in developing communication skills in English among the higher secondary school male students.
2. To find out if there is any significant difference between the Effectiveness of PPP approach and that of traditional method of teaching in developing communication skills in English among the higher secondary school female students.

3. To compare the Effectiveness of PPP approach in developing communication skills in English between male and female students.

4. To find out whether there is any significant difference between pre-test mean scores of control and those of experimental groups in different kinds of communicative functions.

5. To find out whether there is any significant difference between post-test mean scores of control and those of experimental groups in different kinds of communicative functions.

6. To find out whether there is any significant difference between pre-test mean scores of control and those of experimental groups in different kinds of communicative functions with regard to gender.

7. To find out whether there is any significant difference between post-test mean scores of control and those of experimental groups in different kinds of communicative functions with regard to gender.

8. To find out whether there is any significant difference between pre-test mean scores of control and those of experimental groups in different kinds of communicative functions with regard to parents' education.

9. To find out whether there is any significant difference between post-test mean scores of control and those of experimental groups in different kinds of communicative functions with regard to parents' education.
10. To find out whether there is any significant difference between pre-test mean scores of control and those of experimental groups in different kinds of communicative functions with regard to parents’ annual Income.

11. To find out whether there is any significant difference between post-test mean scores of control and experimental groups in different kinds of communicative functions with regard to parents’ annual Income.

12. To find out whether there is any significant difference between pre-test mean scores of control and those of experimental groups in different kinds of communicative functions with regard to community.

13. To find out whether there is any significant difference between post-test mean scores of control and those of experimental groups in different kinds of communicative functions with regard to community.

14. To find out whether there is any significant difference between pre-test mean scores of control and those of experimental groups in different kinds of communicative functions with regard to locality of the students.

15. To find out whether there is any significant difference between post-test mean scores of control and those of experimental groups in different kinds of communicative functions with regard to locality of the students.

1.12. Assumptions of the Study

The following are the assumptions of the study

1. Lessons based on PPP approach can be developed to improve communicative skills in English
2. PPP approach is more effective than the traditional method of teaching to improve the communicative functions.

3. Teaching the skills of communicative functions through PPP removes the passivity from the learners' mind and they learn the skills of communicative functions in English with great interest and ease.

4. Learning communication skills through PPP approach ensures the learners that they complete the task on their own pace and thus accommodating the varying caliber of learners.

5. The effectiveness of PPP approach can be measured

6. The effectiveness of PPP approach can be compared with that of other approaches.

1.13. Hypotheses of the Study

In the present study the following null-hypotheses are formulated for testing:

1. There is no significant difference between the pre-test mean scores of control and those of experimental group students in learning different communicative functions.

2. There is no significance difference between the post-test mean scores of control and those of experimental group students in learning different communicative functions of English language.

3. There is no significant difference between the pre-test and the post-test mean scores of control group students in learning different functions of communicative skills when they are taught through traditional method.
4. There is no significant difference between the pre-test and the post-test mean scores of experimental group students in learning different functions of communicative skills when they are taught through the PPP method.

5. There is no significant difference between the pre-test and the post-test mean scores of control group students in learning different communicative functions of English language in respect to gender.

6. There is no significant difference between the pre-test and the post-test mean scores of experimental group students in learning different communicative functions of English language in respect to gender.

7. There is no significant difference between the pre-test and the post-test mean scores of control group students in learning different communicative functions of English language with regard to locality.

8. There is no significant difference between the pre-test and the post-test mean scores of experimental group students in learning different communicative functions of English language with regard to locality.

9. There is no significant difference between the pre-test and the post-test mean scores of control group students in learning different communicative functions of English language with regard to parents’ education.

10. There is no significant difference between the pre-test and the post-test mean scores of experimental group students in learning different communicative functions of English language with regard to parents’ education.
11. There is no significant difference between the pre-test and the post-test mean scores of control group students learning different communicative functions of English language with regard to parents' Income.

12. There is no significant difference between the pre-test and the post-test mean scores of experimental group students learning different communicative functions of English language with regard to parents' Income.

13. There is no significant difference between the pre-test and the post-test mean scores of control group students learning different communicative functions of English language with regard to community.

14. There is no significant difference between the pre-test and the post-test mean scores of experimental group students learning different communicative functions of English language with regard to community.

1.14. Methodology

The researcher used PPP approach to develop the communicative skills of the students. The researcher has designed the approach for developing the competencies in communication among the higher secondary students.

The present study aims at measuring the effectiveness of PPP approach in improving communication skills in English at the higher secondary level. For this purpose, class X1 students of Alagappa Government Higher Secondary School, Karaikudi were selected for the study. The investigator felt that the PPP approach would be more effective in developing communicative skills of the Higher Secondary school students who could not communicate in English in different situations.
The students were divided into two groups the basis of on the criterion reference test specially conducted for this research programme. One group of students was considered to be the control group and the other one to be the experimental group. The control group was taught through the traditional method of teaching, and the experimental group was taught through PPP Approach. Criterion reference test was conducted for pre and post tests.

All the tasks were performed inside the classroom. The students were involved in learning through the new approach. During the presentation stage, they were very much cooperative and enthusiastic. The researcher allowed the students to be free to discuss with their peers and with the researcher. This non-authoritarian attitude of the researcher helped the students to shed off their inhibitions in the classroom. Learners were initiated into reflecting over their own writing process and to monitor their own writing. They were able to spell out their difficulties in communication. Some of them could mention the strategies, they adopted while communicating. The researcher could gain some insights by analyzing the verbal reports of the learners.

1.15. Delimitations of the Study

Limitations of the study are as follows:

1. The Research study is restricted to XI students of Alagappa Model Government Higher Secondary School, Karaikudi.

2. The sample consists of eighty students of which 40 students formed Control Group and another 40 students formed Experimental Group.

3. In order to improve communication skills of the students, the different functions of language like regulatory, interactional, personal, heuristic, imaginative, and representational functions are tested in the study.
4. PPP approach was chosen for this study

5. The experiment was conducted for a period of 45 working days. On all the working days one period of 45 minute-duration was allotted for teaching through traditional method and another period of 45 minute-duration was allotted for teaching through PPP approach.

6. The Criterion Reference Test was used in this study to assess the communication skills of the students.

7. The lessons were prepared so as to enhance the communication skills of the students.

8. The performance of the students was assessed using the scale provided in the book entitled Testing for Language Teachers by Arthur Hughes.

In the succeeding chapter, Review of Related Literature is discussed in detail.