Chapter II

Review of Related Literature

2.1. Introduction

Good (1941) remarks about the necessity for reading extensively and critically: The key to the vast store-house of published literature may open doors to sources of significant problems and explanatory hypotheses and provide helpful orientation for definition of the problem, background for selection of procedure, and comparative data for interpretation of results. In order to be truly creative and original one must read extensively and critically (p.45)

The process of teaching-learning is as old as human beings. The process has undergone several changes from non-formal to formal with the passages of time. Teaching is an act of disseminating information to the learners in the classroom, according to the traditional.

The review of related literature helps the researcher to form a conceptual frame for the research to be undertaken. It also suggests important aspects of research such as the methods, procedure, experimental design, source of data and appropriate statistical techniques. The researcher is thus able to formulate hypotheses based on the review of related literature. The review enables the investigator to provide a rationale of the study undertaken. Moreover, this helps the researcher to identify the research problem and design the research appropriately.

This chapter aims at presenting a review of the research work done in the related area. An objective analysis of the points that emerge from the review of the related literature is also attempted. The present chapter reviews the research studies conducted in various aspects of the second language learning and the ways to improve communication skills of the students.

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the
research proposed and the studies already done. It tells the reader about aspects that have been already established or concluded by other authors, and also gives a chance to the reader to appreciate the evidence that has already been collected by previous research, and thus projects the current research work in the proper perspective.

A large part of review of literature actually needs to be done even before the research project is formalized. This is essential to make sure that the researcher is not repeating the work that someone has already done earlier. Sometimes, if the research proposed by the researcher has already been undertaken earlier, then it provides the investigator an option of modifying the proposed work by adding a new perspective or altering some of the methods of research to obtain a perspective that will be different from earlier works and thus more valuable. Occasionally, the researcher's work may be an exact repetition of the work done earlier, but with a different set of data or sources of facts, and purpose of the research may just be seeing if the results are similar to earlier works or otherwise.

A good researcher usually goes through a lot of literature than is actually incorporated in the paper. This is because different types of literature may have varying relevance for the current project and all of it may not be worth reporting in the end, but in the initial phase, when the researcher is looking for all aspects of an issue that could be relevant, one would like to extensively explore the literature and see if any relevant findings are already available. Some of the literature reviewed is directly relevant and hence used as a preface to explain the background of work. Then other reports may be relevant from the point of view of the project as they provide some clues to the puzzle by suggesting a hypothesis, which may be the subject matter of the research project.
2.2 Importance and Some Main Aspects of Related Literature

- To provide ideas, theories, explanations of hypotheses and variables in formulating the problems.
- To avoid the risk of duplicating the same study already undertaken.
- To locate comparative data useful in the interpretation of results.
- To make the researcher alert to research possibilities that have been overlooked and research approaches that have proved to be sterile.
- To give insight into the methods, measures etc. employed by others that will lead to significant improvement of the research design.
- It helps to delimit the problem.
- It avoids unnecessary duplication of any previous research.
- It provides fine background for methodology of the research under study. Recommendations or suggestions of previous research studies give valuable clue for the investigator’s research study.

2.3. Sources of Information

There are four types of sources

2.3.1. Primary Sources

They provide direct contexts of the study by the person who has personally observed or witnessed the happenings.
2.3.2 Secondary Sources

They are the publications written by authors who were not direct participants in the contents described in the book. The results of experiments conducted by such others may be taken as secondary sources.

Further the primary sources have to be preferred over secondary sources. The sources of information are classified as direct or indirect secondary sources.

2.3.3. Direct Sources

Educational journals

Books, monographs, year books

Dissertations and theses

- Indirect Sources
- Education indexes
- Bibliographies
- Quotation sources
- Miscellaneous sources

2.4. Review of Indian Studies

Kamalesh Sadanand's (1973) "A Course in Spoken English for Use in India" is a commendable work. The study aims at i) Teaching students spoken English. ii) Making them familiarize themselves with the spoken ideas of English.
Mitra’s (1974) Study on “Evolving a Method of Teaching English as a Second Language for the Higher Secondary Class in Delhi School” was an attempt to guide Delhi teachers. The study was undertaken with the following hypotheses. i. Inspire of adverse political paragraphs and contrary educational policy of the government, the attitude of the student towards English was not adverse. ii. The deteriorating standard of English calls for a rethinking and reconsidering of commonly accepted psychological principles of foreign languages teaching. iii. The study of English does not stand in the way of learning Hindi. On the other hand a contrastive study of the English and Hindi language should show that achievement in one facilitated achievement in the other. iv. The technique of research comprised observational studies, questionnaires, interview, documentary analysis and desk study. The findings of the study were: i) No steps were taken to help students to develop proper attitude towards English. ii) By far the majority of the teachers were found dissatisfied with exiting methodology of teaching English. iii) There was a positive correlation between the student’s achievements in English and Hindi.

Nainan et al (1978) formed a list of five general strategies and related techniques based on Stern’s (1975) list. According to the list, good language learners.

(i) Actively involved themselves in the language learning process by indentifying or seeking to prefer environment and exploring them.

(ii) Develop an awareness of the language as system.

(iii) Develop an awareness of the language as a means of communication and interaction.

(iv) Accept and cope with affective demands of L2.

(v) Extend and revise L2 system by inferring and monitoring.

A Singh (qtd.in Buch, 1979) in his Ph.D research study has conducted tests to assess the proficiency in writing English composition. The main objective of the experiment was for the
assessment of proficiency in writing English composition of high school finishers in Hindi speaking regions. The battery of tests was constructed on different aspects of written English composition namely, spelling, punctuation, vocabulary (phrases) vocabulary (words) paragraph organization, applied grammar, general knowledge and handwriting. The tests were administered to 245 rural students and 255 urban students of pre-university classes of the colleges affiliated to Himachel Pradesh University. For the purpose of identifying the crucial variables for predicting college students’ proficiency in writing English composition, the step-wise regression was carried out.

Usha Lakshmanan (1981) explored the in-company course in Spoken English for business communication and identified the English language needs of the Indian business personnel at management and clerical level for spoken communication in their work. The objectives of the study were to identify the need of such a course and to arrive at a communicative syllabus and a set of methodological procedures for the proposed course. A survey was undertaken by administering questionnaire, interview and observation. Samples of spoken communication in specific business contexts were observed and recorded.

Kudchedkar (qtd.in Buch, 1981) developed a course in Spoken English at the college level and studied its effectiveness. It was an experimental study that aimed at:

- Developing Spoken English course and studying, its effectiveness.
- Determining the principles on which the course in Spoken English should be designed.
- And determining whether greater attention to speech in the language resulted in improving proficiency in skills in other language.
The major findings revealed by the study were:

- The experimental group scored higher marks than the control group in the subjects in writing.
- Traditional methods failed to gain mastery over the language as a system.
- The course designed must aim at communicative competence using simple natural dialogues confined to the presented language items.
- Students’ attitude and motivation affected the results.

**Gaikward (1982)** investigated the comparable efficiency of the direct method and the Bilingual method of teaching English to lower classes of secondary schools in rural area of Maharashtra state. His experiment revealed the major finding. 1) The bilingual method is superior to the Direct Method in developing linguistic skill of understanding speaking and writing. 2) Both the methods were equally effective as far as reading skill was concerned.

**Krishna Rao (1984)** in his article entitled ‘Communicative English and Second Language Learner’ opines that communicative behavior in a classroom is rather complex. In a class where the strength is of alarming proportions, developing communicative skills may be impossible. Multi-lingual situation is yet another problem. Anyhow if a course syllabus is drawn keeping in need in the learners’ mind of the hour, it is possible to make headway considerably in teaching English as a tool for communication at different levels.

**Soumini (1984)** in her doctoral research “A Course Design Based on Communicative Approach of English Language Teaching in Regional Medium of High School” aimed at designing a course on communicative approach for teaching English to students of XI and X class in the regional medium using science as the context. The study revealed that there was a
gain in scores in sciences in the post-test of the experimental Group. The majority of the students found that the course helped them to improve their proficiency in both science and English. They found figures, illustrations, and chart exercises given in the instructional materials interesting and satisfactory.

**Hemalatha Nagarajan (1985)** analyzed some phonetic features of Tamilian English and explored the areas of difficulty for the second language learners on the basis of the habits already established by the mother tongue viz., Tamil.

**Shubatra (1985)** in her doctoral research made analysis of errors made by the group of under graduate students of Madihya Pradesh and its pedagogical implication identified the major errors committed by the first degree level students. The study revealed that the major errors committed by the UG students in written English were in tense, pattern, subject verb agreement, preposition and syntax. She provided remedial programme to improve written English with following features. The language exercises were to be designed in the frame work to encourage the use of standard forms. Repetition drilling was to be avoided; the exercises should be having novelty and innovation. All language activity should be above sentence level relating to discourse and the emphasis in the materials should be on creative use of the second language for the purpose of live communication.

In his article entitled “C.L.T.: Much Ado about Nothing” **Krishnasamy (1986)** criticized the communicative approach as it is making E. L. T. a highly culture bound version of the old direct method. He quotes Micaelswami’s words and says that the Communicative approach has most of the typical vices of an intellectual revolution. It over generalizes valid but limited insights until they become virtually meaningless; it makes exaggerated claims for the power and
novelty of its doctrines; it misrepresents the currents of thought it has replaced; it is often characterized by serious intellectual confusion, it is choked with jargon. Communicative approach may be all right for Englishmen, who would like to teach English without the disagreeable necessity of having to learn other languages. He considers the attempt to introduce C. L. T. is nothing but cultural colonialism in the name of English teaching. He also opines that it is not desirable to try to teach one hundred million learners at the primary and middle levels, 15 million at the secondary and 5 million at the post-secondary levels communicatively.

**Khare (1986)** did a study on "A Comparative Study of traditional and structural approaches to teaching of English with reference to their learning outcomes ‘Seven achievement tests and a cultural and economic background questionnaire were constructed by the investigators. The obtained data were analyzed through the calculation of mean, standard deviation critical ratio and f-ratio. (i)Student achievement under the structural approach was better than those under the traditional approach in the area of spelling, comprehension, composition, pronunciation, applied grammar and vocabulary. (ii) Cultural and economic background was to play a significant role in achievement in the areas of comprehension, composition and pronunciation. The joint effect and economic background and approach to teaching were found to be significant in the areas of applied grammar and vocabulary.

**Ramani (1987)** in his article ‘Organizing a Quiz’ describes the ways of developing communicative skills among first year undergraduate students. The students were divided into different groups. The groups were asked to discuss their questions in order to select ten out of the total number and to revise the questions to make them clearer and more intelligible. They had to draw up a list of rules for conducting the quiz. Each group administered the quiz to the other
groups. This task helped to build up confidence in the student sufficiently to attempt to use English in speech and writing.

Sadhana Guha (1988) in an article “Focus on English” explains an experiment conducted by SCERT and West Bengal Board of Secondary Education. SCERT in collaboration with the West Bengal Board of Secondary Education undertook a study to assess the new approach to teaching English as a second language at the secondary level in West Bengal. The West Bengal Board of Secondary Education has laid stress on the functional communicative approach. In order to accomplish the purpose the inventory consists of functions and this has necessitated the grouping of structures or grammatical items of the former structural syllabus. As far as the methodology is concerned it is very different from what has been in practice. It is learning-centred and it puts a lot of responsibility on the teacher as English specialist and as classroom manager. The emphasis is obviously on learning by doing and through tasks. The principles of information gap and information transfer are expected to be observed. Pair work and group work have been emphasized. The language is to be taught in a context and meaningful situations and not through discrete and isolated items. Sadhana Guha reports on the findings of an achievement test in English administered to two groups of students. One group was exposed to the subject in the traditional way for six years while the other group had only two years of exposure, but in the new functional - communicative way recommended. The findings show that the students who have had less exposure have fared and sometimes even better than those who have had much longer exposure.

Joseph, M., (1988) in an article entitled ‘Cartoon Strips as Communicative Material’ stresses the importance of pictures in learning a language. He stresses that pictures can be effectively used for grammar acquisition and communicative skills if they are treated as closed
reasoning tasks. The comic strip from a newspaper is a suitable material because it is easily available and is fairly short. He used a comic strip taken from the Indian Express. The strip was tried out in a number of classes ranging from the primary school (Std IV) to the tertiary level (Under graduate students at Loyola college) In all the cases the students were enthusiastic and wanted more of such material to be used. So an incomplete story, contradictions between students and factual errors are utilized by the teacher to increase interactive exchanges with the students. The cartoon strip allows the teacher to use the distorted versions of the students’ story to reach the correct version through teacher-pupil interaction. This experiment allowed the teacher to study the discourse production (oral and written) of the learners and use these as further source material. And finally, the learners’ stories allowed the teacher to perceive the way learners cognize pictures. In short, the materials were motivating and manageable for the learners, the teacher and the teacher as researcher.

Arul Krishnamurthy (1988) conducted a comparative study on the phonic characteristics of the English of the first year Degree students with reference to the medium of instruction. A sample of speech of the first year Degree students was collected. The speech was transcribed and evolutionary reactions were obtained from three groups of listeners. It was found that the Tamil medium students were more divergent from the Received Pronunciation and they were more deviant from the English medium students with regard to intonation, rhythm, etc.

Sarmma.V.B.B (1989) in his study on “Designing a Course in Written English for the High School Stage: A communicative Approach” found that 1) a large number of students were poor in written English in comparison to the proficiency in the other language skills. 2) frequency of writing compositions was very low and a large number of students needed many writing exercises and 3) a well- designed communicative syllabus incorporating the needs of the
students can in a tension free, interactive classroom, create a satisfying and positive attitude towards learning writing and enhance the skills of writing and revising.

Ramachandra Rao K. Nijalingappa, P.Ananda Pillai, and S.Swaminathan, (qtd.in Buch, 1991) have studied the need for programmes to improve the communicative skills of diploma students. This study attempts to analyze different aspects of competency in English attained by Polytechnic students. The objectives are.(i) to identify the general level of proficiency attained by students in the chosen aspects of (a) language ability (b) written communication (c) oral communication (d) listening comprehension and (e) manipulative skills. (ii) To practise the aspects in terms of their easiness, difficulty and (iii) to suggest suitable measures to improve the language skills of the learners.

The studies on communication skills are not many. The studies undertaken so far concentrated on the lexical items and do not throw the communication skills that learners may use for coping with the gaps in grammatical knowledge. The taxonomies developed so far are not sufficient to fill this gap. The developmental nature of communication skills in L2 production is not discovered. It is not clear whether L2 learners need to be trained in the use of CS or can they transfer the L1 based skills in their L2 production. While Faerch and Kasper feel the necessity for skills of training. Keller-man is of the view that there is no need to train the learners in looking after themselves (Keller-man1991.p.188).The relationship between the use of CS and language acquisition has not been established.

Sullivan (1993) conducted the research about the student Production on Interactive teaching in a Junior High School. Through a systematic observation; this qualitative study has found the student development of Computer Assisted Interactive Video (CAIV) in Junior school
in Texas. The study has research about the student’s performance. It reveals the changes, the patterns of communication skills and an increase in achievement in the Computer Assisted Instruction Lesson content at Present. Students were given a written survey and questionnaires to ascertain their thoughts and reactions to different aspects of the communication skills of development process. Analysis of data revealed that students participated in mathematical communications more frequently while engaged in CAIV lesson and exhibited more in the cognitive skills. Post-test scores has increased by approximately 100 percent over pre-test scores in the CAIV lesson content area present.

MalaiKani’s (1992) study “An Experimental Study of the Effectiveness of Teaching English Consonants Using a Remedial package at the Higher Secondary Level” aimed at preparing a remedial package to eliminate the difficulties faced by the students in listening to and producing the consonants in their speech. The study revealed that the experiment developed the skill to distinguish one sound from others. And the performance of the experimental group in the areas of dental fricatives and labials was better.

Sasikala Rangarajan (1994) attempted to develop written skill in English among higher secondary students who Tamil medium schools applying packages meant for the purpose. The investigator selected a sample of 20 students. She adopted the single group experimental design. The analysis revealed a significant improvement in written skills in English.

Joice G. Chandra, (qtd.in Buch, 1994) has undertaken a research on Correlates of Written English at the plus two stage. She has found out why certain groups of learners are successful in acquiring proficiency in written English while others are not so well as to study the factors or combination of factors contributing to the success of some and failure of others. It also
attempts to identify the linguistic, psychological and environmental factors associated with proficiency in written English and to study the interrelation of the factors among the pupils at the plus two level.

The researcher has taken up 560 pupils from 16 higher secondary schools in Madras city and two neighbouring districts of North Arcot and Chengalpattu. The tools used, included Questionnaire, Semantic differential Discrete point, Objective type items of Grammar, Vocabulary, reading comprehension in English and Objective type items for proficiency in written English and situational composition in written English. Mean, SD, ‘t’ test, correlation, regression and factor analysis were used to treat the data. It was concluded that the proficiency in written English at the Plus two level was significantly correlated with knowledge of grammar, reading comprehension, vocabulary and the ability to predict lexical and syntactical items. Moreover, it was obvious that the Proficiency in written English at the plus two level was significantly correlated with the occupational status of the family and their educational qualification. It was not related to gender and their locality of the school. Finally, there was a significant relationship between pupils’ perceptions of their performance and their proficiency in written English.

Sasikala (1994) conducted an experimental study for “Improving Oral Communication in English among Tamil Medium Students at Higher Secondary level” The major objectives of the study were:

- To develop a course package for improving the fluency and accuracy in oral communication in English among Tamil medium Higher Secondary students
• And to improve oral communication in English among Tamil medium students after applying packages developed by the investigator

The major findings of the investigation were:

• There was a significant improvement in oral communication in English among the study group after being subjected to the packages.

• There was a significant improvement in the performance of the Tamil medium students in functional English used in oral communication and in reading skill.

N. Balasubramanian and M. Yoganandam (1994) conducted a comparative study for determining effectiveness in improving English pronunciation. The objectives of the study were:

• To develop an audio package for improving the pronunciation of English vowels, diphthongs and consonants among standard V pupils.

• To find out the relative effectiveness of the developed audio package over direct teaching by a trained teacher in the production of correct English sounds among std V pupils.

The study revealed that the training given by the trained teacher through pre-recorded audio-cassette is almost similar to the direct teaching in their effectiveness in improving the pronunciation of English sounds among std V pupils. Hence it is concluded that the teacher and the technology should be complementary to each other in any scheme of education. Technology can be used effectively as an aid in the classroom and teacher’s involvement in it will make the teaching-learning process more effective.

Janakumar (1996) conducted a study on the effectiveness of remedial packages for learning the active skills in English by the low achievers at secondary level. The study aimed at
measuring the effectiveness of the remedial package in enabling the low achievers to cope with the normal students in learning active skills in English. The result of the study proved the remedial package treatment in teaching English to be more effective than the traditional lecture method to the low achievers in class IX.

Sivakumar (1996) studied the effectiveness of the packages developed for improving oral communication in English among Tamil Medium Learner at +1 stage, where he developed a package for improving the fluency and accuracy in oral communication in English. The study revealed that there was a significant improvement in oral communication in English among Tamil medium learners after the application of packages. Both have a single group experimental design.

Antonisamy (1996) in his study ‘Effect of Auto instructional programme on developing writing skill in English at I BE level’ has marked the main objectives to design and implement a programme at I BE level to make the students self learners and to find out the effect of Auto materials Instructional package through descriptive, differential and relational analysis. Case study method was followed. One section of I BE. A student was selected as sample. The investigator has made use of an auto instructional technique to improve the writing skill of IBE students as their communicative ability in writing was poor. This package helped the learners to learn for themselves.

Sasikala (1997) in her study ‘Oral English Acquisition: Effect of Communicative Tasks and Cognitive Strategies’ aims at introducing a task-based course material for oral English acquisition and to identify the variety of cognitive strategies used by higher secondary students while acquiring oral English. The study was restricted to higher secondary first year students of
RMRM Govt. Girls Hr. Sec. School, Singampuneri, Sivagangai Dist. The researcher limited the study to communicative aspect of oral English. The programme was carried out for thirty days. The findings reveal that the communicative tasks facilitate oral English acquisition.

Uma Chitra, (qtd.in Buch, 2001) undertook a research study to develop writing skill through a silent Movie. The objective of the innovative practice was to facilitate English language learning. The skill to be developed was writing. The specific objectives were, to make the students understand the movie completely, to enable them to interpret the film and to express themselves in grammatically correct English. The innovative practice adopted to develop the writing skill of the subjects included questions and worksheets. The innovation was introduced to a group of 15 female students in class XI. The students were given activities in four groups. For the first three days, activities on writing skills and the last three days, activities on speaking skills were given. The leader of each group read the paragraph written by them. Then follow-up programmes were organized. The class showed that films could raise the level of motivation and resulted in a most satisfying learning experience.

Kamala (2003) in her study tries to develop written communication skills of the students at the college level. The teachers must employ appropriate teaching strategies to make the students achieve the concurrent development of written communication skills to the students to make the job of the language teachers more rewarding. Further a language teaching curriculum incorporating the insights gained from research in this area must be designed. When there is a correlation among the curriculum research and actual teaching practice in the class room, the goals of language teaching may be achieved.
The communicative approach to English language teaching stresses the need to widen the goal of English language teaching. The aim of teaching English as a second language is not only to produce an impact on the formal aspects of the language system but also on the semantic features. The success of the ESL programme depends on the development of both language skills as listening, speaking, reading and writing (LSRW) and communication skills like oral communication skill and written communication skills. Communications being the prime goal of language learning, it is essential to train the learners in the use of language in communicative contexts. These enable them to perform their communicative role effectively in the classroom and outside the classroom. The communicative competence of the learners in the oral and written modes is enhanced when they are constantly put into situations that demand the use of language in meaningful activities.

Madurai Kamaraj University has recently introduced a course in Communicative English at part II level for the undergraduate students. The syllabus in innovative in the sense that some of the materials comprise authentic texts. They provide opportunities for the learners to be exposed to English they may encounter in real-life situations. The language learning activities too pose problems, the solution to which lies in the interaction with others in English.

Reddy, Lokanandha, G.,(2004), made the following findings in his study titled, “Identification and assessment of second language learning difficulties among the higher secondary students” (i) students face difficulty in reception. (ii) students lack communication skill.

Jahitha Begam (2004) found that there was correlation, metacognition and mediated learning experience of the subjects. The metacognition contributed more enhancing in the
communicative competence in the post tests. The researcher proved that metacognition is an important component of intelligence and academic success.

Raja Soundaram P (2005) conducted a study titled “development of communicative skills in English at the collegiate level” the objective of this study is to find out significant difference between the pre-test and post-test mean score in communicative skills in English for the two groups of students who were taught using ordinary prose text and text in the form of conversation. The data were collected through achievement test. It showed the effectiveness of using conversation text to teach English communication skills to the students at college level. Role play was effective to improve communicative study. The orientation aims at teaching different language function in spoken and written English. Orientation course is necessary for the teachers it can be made to assess the attitude of teacher at collegiate level.

Soundiraj, S. (2006) in his research titled, “Attitude of learners towards teaching of grammar at the tertiary level made the following findings: (i) students are not aware of the importance of grammar (ii) grammar lessons are not interesting (iii) teachers should teach grammar as part of their teaching (iv) Teachers should use the particular language item and its relevance in communication.

Baby Vijila (2008) had undertaken research to determine the effectiveness of task-based communicative activities in developing the writing skills of the teacher trainees. The researches has taught the writing skills to the control group students, through the traditional method. She taught the experimental group students through task-based communicative activities in developing writing skills. She established the fact that the students who learnt through task-based communicative activities excelled the control group students after the experiment was over.
Manju, M.S (2008) in her M.Phil dissertation titled “Teachers’ Strategies for Developing Oral Communication Skill in English of the Higher Secondary Students” arrived at the following findings: (i) Ample exposure should be given to the students for developing their oral communication skill. (ii) Students are asked to speak only in English while they are in school.

Rajeswari, G, (2008) in her M.Phil dissertation titled, “Analysis of Errors Committed by Higher Secondary Students in Sentence Units in Written English” found the following facts that the urban students did better than the rural students and the private management school students were better than the government school students.

Another study aiming at minimizing errors in oral communication in English by Sasikala on “Improving Oral Communication Skills in English among Tamil Medium Students in Higher Secondary Level” proposed to improve oral communication skills in English among Tamil medium students applying packages developed by the investigator.

Baskin Roy (2008) carried out a study on Learning English. He described a movement in Japan that is taking English Teaching from an out of context, grammar and vocabulary emphasis to a conversational and contextual emphasis. Moreover he described specific approaches that feature student-centered work as opposed to teacher-imposed exercise.

Somasundharam (2009) in his study “Effectiveness of Communicative Task in Developing Reading Comprehension Skills among the College Students in China and India “made the following recommendations that his task-based communicative approach has supremacy over the traditional method in developing comprehension skills in English, which is taught anywhere in the world as second language. His task based approach helps the teacher to achieve optimum result in the teaching of English.
It is a language than anything else that distinguishes man from the rest of other creatures in the world as language is one of the most important characteristics of human behavior. The purpose of language is a communication which helps a person to formulate his thought and encode it for the benefit of other to decode it. India as a country with its multi lingual and floricultural settings has given the position of second language to English in a school or college curriculum. He concluded that by using communicative tasks, the reading skills of the students could be developed.

Prusty, Pramod Kumar (2010) assessed the effect of creative methods of teaching English on the development of communicative skills of secondary school students. The objectives were to find out the effect of communicative method of teaching English (CMTE) for the development of communicative skills of students and to find out the communicative method of teaching English (CMTE) for the development of language skills in English. His study was limited to the students of class IX. He found out that communicative method of teaching English was found to be beneficial in increasing the achievement of secondary school students in English; he further found out that communicative method of teaching English was beneficial both for high creative and low creative students in developing their achievement.

Usha Bright (2010), in her study, “The Influence of Listening and Reading Comprehension on the Skill of Speaking of the Students Studying in the TTT” points out the position of English language skills among the trainees and how they influence each other. Acquisition of the communication skills is demanding in today’s scenario and these prospective teachers are to develop the language fluency of the future generation.
**Ebenezer Samraj (2010)** carried out the study to find out if the selected teaching strategies enhanced the learning of English grammar at higher secondary level. The investigator adopted the experimental method. The dependent variable is learning of English Grammar and the independent variables are the teaching strategies such as storytelling and using conversation passages to teach tenses and modals.

**Parthiban (2011)** undertook a research study to determine the effectiveness of task-based language teaching in improving listening skills of secondary school students. He also came to the conclusion that the students who were taught the listening skills through task-based activities excelled the students who learnt through the traditional method.

### 2.5. Facts Deduced From Indian Studies

- The language proficiency of prospective teachers of English was not adequate in relation to their professional needs.

- Psycholinguistic intervention strategies can improve the communication skills of the students to a desired level.

- The method of learning language through communication skills is very effective.

- Innovative techniques can improve English language proficiency in all the four skills viz. Listening, Speaking, Reading and Writing to a desired level.

- Activity-centered approach to the teaching of English produced a remarkable improvement in reading and writing skills.

- Strategies can solve reading problem.
Greater attention to speech in the language resulted in improving proficiency in other language skills.

Video-assisted instruction can positively influence the learners to acquire proper pronunciation.

Language exercises in the teaching of English as a second language in secondary school can develop auditory abilities.

Communicative tasks are effective in developing reading skill.

2.6. Review of Foreign studies

What is known today as the communicative approach to language learning finds its origins in a theory of language as communication and what Hymes (1972) referred to as ‘Communicative Competence. ’Hymes (1972) used this term in order to distinguish a communicative view of language learning from the theory of competence developed by Chomsky (1965). In his theory, Chomsky (1965) states that linguistics theory is concerned primarily with the idea of homogeneous teacher-learner relationship.

Wong Fillmore (1976) identified social strategies used by successful language learners. She found that by using a few well-chosen formulas learners could continue to participate in activities that provided contexts for the learning of new material. She observed that staying in conversation had an important connection to learning because the new material becomes learnable and memorable by virtue of being “embedded in current interest-holding activities (p670). Thus her findings brought out the link between strategies contributing indirectly to learning (social strategies and communication strategies) and learning communication skills.
Tarone (1977) discussed communication learning and production used for different purposes. The communication skills are used for learning with communication breakdown. The communication skills are used for explaining language knowledge and production skills for excising productive and receptive skills of language.

Hosenfeld (1977) studied the reading strategies of successful and unsuccessful second language learners. She used the ‘think’ aloud protocols as her data. She found out that successful readers used contextual guessing based on inductive reasoning. Hosenfeld (1979) reported on her attempt to train learners in the use of reading skills.

Barbour, Ross Patrick explored the usefulness of William Marslen-Wilson’s “cohort model of spoken word recognition as a method of explaining the high speed, on-line processes involved in recognizing spoken words while communication skills to a second language”. Comparing his informants’ performance on both a reading cloze test and a “spoken word recognition task”, he tested the model’s assumption among forty native speakers of Cantonese from Hong Kong-twenty advanced learners of English as a second language at a community college in Vancouver and twenty fluent users of ESL at the university of British Columbia- as well as among twenty native speakers of English. As part of his findings, he non native speakers of English in terms of their, “overall mean recognition latency” and recognition and “recognition profiles….across word frequency “but no with respect to their ways of using sentence context. Barbour’s ultimate objective was to provide the basis on which a “model of second-language word recognition processes” could eventually be constructed.

Ifert Johnson, Deneet,and Long, Kathleen attempted an evaluation of the “Effectiveness of Communicative Instruction in Introductory Communication Courses”
Grounded in a social learning perspective, this study examines the effect of two approaches to communicative instruction: lecture\discussion guided practice activities, on student communicative performance in introductory communication courses. Students receiving lecture\discussion instruction showed greater gains than either control or guided practice activity students in understanding meaning in conversations. No differences were found across instructional groups for test for following instructions, understanding lectures, or evaluating message content.

Lim, Mi-ok explored the research to examine English language teaching practices at a public secondary school in Korea. Classroom practices. The curriculum and the text book used by the teacher are analyzed from the perspective of language as a meaning-making resource and language learning and learning how to mean. An ethnographic research approach to data collection and analysis was employed. Classes were video-recorded and transcribed in order to describe English language use. This took place in two stages. In the first stage the teacher's normal English lessons based on a textbook were documented. In the second, intervention stage, the teacher and the researcher planned and implemented text-based lessons with the same class. The analysis of the curriculum, the textbook and English use in normal classes reveals a theory of language and language teaching based on learning traditional grammar and memorization of words and phrases. The intervention lesson offered alternative opportunities for students to share meanings in English. The evidence from this study has provided insights into the social practices and discourses in English as a foreign language in a secondary school class. The analysis shows discourse changes depending on the type of texts used. The use of authentic text offered students opportunities for making meanings in context. This has implications of teaching English in Korea, particularly given the national curriculum's aim to develop communication skills in
English. The study purposes further research into the application of text-based teaching to develop communication skills of learners ‘meaning-making in English’.

Canale and Swain (1980) proposed a three component framework for communicative competence; linguistic, socio linguistic and discourse competence. Later in 1983 they extended and added one more component – communicative competence. They define communicative competence as the way in which the language user, when faced with a communicative problem, improves a solution. In other words communicative competence is compensatory in nature coming into play when the other competencies are lacking.

Beauchamp (1988) studies the “Effect of Slide Projection, Presentation on Effective Response and Cognitive Achievement of the Treatment Group.” Four slide projections were constructed to be chosen to four different groups of students. Data were collected through the use of pre-test and post-test. The findings of the study showed that significant differences existed among the four treatment groups in the degree of affective response and cognitive achievement. Some important conclusions drawn from the findings of the study were: When one verbal element of the visual/audible segment is present in the presentation, cognitive achievement is significantly improved; Pictures used in this presentation prompt viewer recall from memory of experiences. Cognitive simile prompt immediate cognitive recall.

In the article entitled ‘Using Mystery Stories in the Language Classroom’ Eric J. Pollock explains how mystery stories are useful in the English classrooms. Everyone loves a mystery. Mystery stories provide interesting and enjoyable material in the language classroom. They provide rich environments for the productive and receptive skills of listening, speaking, reading and writing. Mystery stories also provide useful sources of practice and reinforcement in the
areas of critical thinking and deductive reasoning. This paper explores the ways that mystery stories can be successfully utilized to improve language proficiency and linguistic ability. Everyone is faced with a mystery of some kind or another in their lives. Missing objects such as keys or important papers, or even missing people and crimes constitute many of the mysteries we face on a daily basis. A certain type of mystery that can be solved and that has a definite conclusion is the mystery story. A mystery story is a genre of literature that has a plot which involves the solving of a puzzle, especially a crime.

Mystery stories range from the one minute mystery that occupies three paragraphs to full length novels of Sherlock Holmes or Agatha Christie. Mystery stories can also be found to suit any number or type of class objectives whether it is a focus on pronunciation, grammar, listening, reading, or speaking.

In the article entitled ‘Using Translation Exercises in the Communicative EFL Writing Classroom.’ Eun-Young Kim has described the limitations in learning to write. Implementing process pedagogy in an L2 writing classroom has its own limits for students with low English proficiency. Although L1 writers commonly benefit from writing multiple drafts, most of the low English level Korean college students in the English composition class did not benefit from the revisions. This article introduces an innovative technique, which combines the two dichotomous approaches-process and product-through the use of grammar-translation in a reflective and collaborative environment. It discusses how using their previous learning approach-based on the grammar-translation method-helped the students to recognize the importance of accuracy for successful written communication and to raise awareness of the audience. It also discusses how this approach has revealed the fact that students’ first language use in a second language writing
classroom can be a positive tool for improving their writing proficiency and helping them realize the importance of seeing their own writing more objectively.

In the article entitled ‘A PBLT Approach to Teaching ESL Speaking, Writing, and Thinking Skills’ Gholamhossion Shahini and Mehali Riazi introduce Philosophy-based Language Teaching (PBLT) as a new approach to developing productive language and thinking skills in students. The approach involves posing philosophical questions and engaging students in dialogues within a community of enquiry context. To substantiate the approach, the paper reports a study in which 34 university students from one of the major universities in Iran were randomly assigned to two groups: one experimental (PBLT/led by philosophical questions) and the other control (conventional/directed by ordinary or non-philosophical questions). Results revealed that there was a significant difference between the two groups with students in the experimental group outperforming those in the control group in both speaking and writing tasks. The findings of the study have implications for all stakeholders in ELT locally and internationally.

Jonathan Snell (1999) has taken up an action research regarding Teacher Student interaction. A common problem for EFL teachers is dealing with a passive class, where students are unresponsive and avoid interaction with the teacher. This is especially true when a teacher seeks interaction in a teacher-class dialogue, such as asking questions to the class as a whole, expecting at least one student to respond. This can be a frustrating experience for both parties. Obviously, there will be times when no student can answer a teacher’s question, but often students do not answer even if they understand the question, know the answer, and are able to produce the answer. Furthermore, students can often be very reluctant to give feedback or ask the teacher a question in front of the class. This action research project attempted to explore this
problem and sought to create a more interactive teacher-class interchange in one class of Japanese adult English learners.

The class observed was a group of twenty-three sophomores majoring in Japanese at a small private Tokyo women's college. The teacher was an American male with several years of teaching experience at Japanese universities. The goal of this required class is to teach the students basic English conversation, reading, listening and writing skills. Their English ability level ranged from upper beginner to intermediate. During the observation period, the students appeared motivated and attentive, and they seemed to be enjoying the class.

The students, as a class, did not respond voluntarily to the instructor's questions and did not participate in class discussions. Students also never asked the teacher questions outside one-on-one situations. Thus the teacher received little oral feedback. The students first listened to the tape with their books closed, then again with the books opened. Next, they did a dictation exercise consisting of 25 short sentences based on the dialogue. The teacher then talked about the sociolinguistic and grammar points of the exercise and went on to probe for comprehension.

The teacher asked a few other questions which also drew no response or reaction from the students. The students then had to answer some questions about the conversation in their book. Most of the students seemed to have little trouble doing this, and if there were any questions, they readily asked the student sitting next to them. The second half of the class was devoted to pair work using the phrases and vocabulary from the taped dialogue in role play. The students seemed to enjoy this, and most of them tried to create their own dialogues. The teacher checked the progress of each pair. The class atmosphere was markedly different from the first
half of the class, with chatter and occasional laughter filling the air. The students answered most of the teacher's questions with alacrity, and some even asked their own questions.

There were some areas where the results of this action research were not as successful as hoped. For instance, the students needed to be prompted with eye contact and a repeated question from the teacher to answer a question, and when they did not understand something, they still did not interrupt the teacher with a question. And yet some progress was definitely made, especially when the brief span between observations was considered. The students did interact with the teacher by nodding, some did answer the instructor's questions, and two, on their own initiation, even asked questions before the class. The unanticipated side effect of the teacher becoming more concerned with the interaction was a welcome surprise and contributed to the improvement. There seems to have been some success in instructing and reminding and then expecting the students to become more interactive with the teacher.

The study undertaken by Alison Mackey (2000) examines the relationship between different types of conversational interaction and SLA. Long's (1996) updated version of the interaction hypothesis claims that implicit negative feedback, which can be obtained through negotiated interaction, facilitates SLA. Similar claims for the benefits of negotiation have been made by Pica (1994) and Gass (1997). Some support for the interaction hypothesis has been provided by studies that have explored the effects of interaction on production (Gass & Varonis, 1994), on lexical acquisition (Ellis, Tanaka, & Yamazaki, 1994), on the short-term outcomes of pushed output (Swain, 1995), and for specific interactional features such as recasts (Long, Inagaki, & Ortega, 1998; Mackey & Philp, 1998). However, other studies have not found effects for interaction on grammatical development (Loschky, 1994).
The study analyses whether conversational interaction facilitates second language development. This study employed a pretest-posttest design. Adult ESL learners (N = 34) of varying L1 backgrounds were divided into four experimental groups and one control group. They took part in task-based interaction. Research questions focused on the developmental outcomes of taking part in various types of interaction. Active participation in interaction and the developmental level of the learner were considered. Results of this study support claims concerning a link between interaction and grammatical development and highlight the importance of active participation in the interaction.

In the article entitled ‘The Value of a Focused Approach to Written Corrective Feedback’ John Bitchener and Ute Knoch describe a new approach. According to them investigations, into the most effective ways to provide ESL learners with written corrective feedback have often been comprehensive in the range of error categories examined. As a result, clear conclusions about the efficacy of such feedback have not been possible. On the other hand, oral corrective feedback studies have produced clear, positive results from studies that have targeted particular error categories. This article presents the results of a study that examined the effectiveness of targeting only two functional error categories with written corrective feedback in order to see if such an approach was also helpful for ESL writers. The ten-month study was carried out with 52 low-intermediate ESL students in Auckland, New Zealand. Assigned to groups that received written corrective feedback or no written corrective feedback, the students produced five pieces of writing (pre-test, immediate post-test, and three delayed post-tests) that described what was happening in a given picture. Two functional uses of the English article system (referential indefinite ‘a’ and referential definite ‘the’) were targeted in the feedback. The study found that
those who received written corrective feedback on the two functions outperformed the control group on all four post-tests.

According to Huang and Lue (2000), before the use of the communicative approach to language learning, traditional approaches focused on structure and form in the language classroom and failed to develop learners’ communicative skills in the target language. With the use of the communicative approach to language learning, teachers now have acknowledged the strength of the approach and understood that the teacher should act as a facilitator to create a student-centered classroom and engage learners in real life, meaningful communications that require the negotiations of meaning and structures, with the goal to increase the speakers’ ability to comprehend the target language.

Davis (2001) had made a study on the social theory of communication. This study begins with an introduction and explanation of the social presence theory, which determines the implications modern technology, has on the communication and social development process. The study also offers a summary of literature on the topic. Additionally, the author provides a critical evaluation and conclusion on computer-mediated communication. From the study, many modern theorists have agreed with early theories who interpret CMC as a form of communication that provides limited social cues or context for users to enhance interpersonal communication. This does not suggest however, that CMC is a benefit of social context cues. Rather, CMC may be viewed in much the same way as traditional forms of communication, enhancing person to person interactions and engaging participants or end users in interactive and interesting ways by stimulating the progress of communication in general. Multiple theories have attempted to describe and analyze the implications of social presence theory on interactions and interpersonal relations.
Safuill (2001) carried out a study on Techniques of Dealing with Large English Classes. Most Secondary School English classes in Indonesia are large with 40-60 students of mixed ability. Classroom management and student motivation are difficult issues for teachers.

Chastain Kenneth (2002) in his investigation on meaning in “Second Language Learning and Teaching “observed that the role of grammar rules and their relationships to language teaching and learning have to be given more importance. This study has stimulated language teachers to examine the approach they take in teaching grammar rules.

Riener, Marc J(2002) conducted a research titled investigation into “The Development of English and Communications Skills for the Modern Engineer within a Cultural Context :A Research Scheme”. The objective of the study is to find out whether the communication skills are essential for an engineer who aspires to carry out his/her professional practice globally. Engineering communication skills basically constitute several core elements such as fluency in the English language and the fundamentals of visual communication. The process the formation of a professional engineer may vary depending on the contexts that the educational process takes place in, language, further, the extent to which it succeeds. However apart from the English fluency component, the basic elements of communications skills may be the same. The proposal endeavors to address several issues. This should provide the researchers with comprehensive information concerning the status and quality of exciting English Communications skills courses available internationally in English and communications for engineering students will also be carried out under the project.

This traditional language laboratory setting was widely believed to be a tedious and boring activity that provided little to engage the students in active learning, where there was an
almost non-existing interaction between the student and the instructor, making individualized instruction irrelevant. As mainframe computers move to personal computers and to laptops today, a new approach to second language education; a communicative approach that introduced the idea of Computer Assisted Language Learning (CALL) has emerged (Hanson-Smith, 2002).

James Law (2003) promotes the communication skills of primary schools children excluded from school or at risk the of exclusion: An intervention study of previous research has focused on the close association between speech and language difficulties and emotional and behavioral difficulties. However, little attempt has so far been made to examine this relationship in children with emotional or behavioral difficulties who are at the risk of exclusion or who have been excluded from school. In particular there are no data on the impact of speech and language interventions on this group of children. This study tests the hypotheses that children with emotional or behavioral difficulties currently excluded from school or at risk of exclusion, receiving intervention for their language and communication skills, would make significant process both in terms of language, self esteem and behavior in relation to a comparison group. Children made significant progress as a result of treatment compared to no-treatment, in the areas of language and social communication skills, and self-esteem. The data suggest that, in the short term at least, the type of intervention carried out had beneficial efforts for the children concerned. Implication for practice for speech and language therapists and teachers working with this client group are also discussed.

Maestri Franca (2007) carried out a study on “Exploring Structure and Discovering Meaning” over viewed the traditional grammar-based language lesson and the communicative approach to teaching languages. The article maintains that adopting a less prescriptive approach to the formal system of the language and gradually training students to see the printed text as
another form of interaction will contribute to developing sensitivity for the implication of language in use.

**Thompson Geoff (2009)** in his investigation on “Some Misconceptions about Communicative Language Teaching” presents three misconceptions surrounding Communicative Language Teaching and discusses the reasons for their existence. These misconceptions are (i) CLT means not teaching grammar (ii) CLT means teaching only speaking (iii) CLT means expecting too much from the each other.

**Maria Palmira Massi (2011)** in her article entitled ‘Interactive Writing in the EFL Class: A Repertoire of Tasks’ describes the method of interactive writing. In this article, the last three purposes, namely, communication, fluency and learning, are given importance since writing is considered as a tool for the creation of ideas and the consolidation of the linguistic system by using it for communicative objectives in an interactive way. From this perspective, writing implies the successful transmission of ideas from an addressee to an addressee via a text, and this exchange of information becomes a powerful means to motivate and encourage the development of language skills.

The process approach has been favored in teaching the writing skill from the outset since its social orientation becomes visible and highlights the writer-text-reader interaction, thus purpose and audience are all important in the production of discourse while the functional dimension of communication is reinforced. As students need to be familiarized with specific discursive conventions and constraints when addressing a new or unfamiliar readership, the researchers adhere to a genre approach to the teaching of writing. The social purposes of a communicative event exert a powerful influence on the textual choices a writer makes and, for this reason, the students should be made aware of the sets of schemata which determine both the
content and the form of the texts they will be asked to produce. So preparation for the tasks will comprise exposure to authentic material plus a thorough discourse analysis of the different genres before they set out to develop their own texts. Recent analyses of the strengths and weaknesses of the process and the genre approaches reveal the convenience of adopting a complementary position which combines the tenets of both theoretical orientations.

By generating and encouraging interactive writing, not just texts per se to be read and graded by the teacher, our students will gain self-confidence, fluency and autonomy, and they will be stimulated to express their own authentic voices in the process of text production.

Writing is an interactive process by nature since it evolves out of the symbolic interplay between writer, text and reader. By making conditions more 'authentic' than the ones in traditional classroom tasks, awareness of audience, purpose and intentionality is reinforced. While planning a written piece, the writer is constrained to consider the audience and to adopt a reader-oriented approach so as to achieve a persuasive, emotive or objective function. Interactivity can be promoted in the writing class by implementing some of the suggestions that follow:

Group-brainstorming on a given topic is one of the techniques used here. Whole class discussion is conducted so as to adjust a particular text according to the audience it is addressed to. Collaborative writing is another technique where the whole class constructs the text. Writing workshop is conducted so as to facilitate teacher-pupil interaction. Students consult each other and co-construct texts while the teacher moves around listening to their comments, providing feedback or answering questions on grammatical patterning, lexical items, the force or validity of an argument, the order of presentation of the information, organizational aspects, use of detail
and so on. The teacher keeps track of their progress and works out a record of most frequent questions, doubts and inaccuracies for a future 'error analysis session'.

Group research is another technique in which the students divide out the responsibility for different aspects of the information-gathering stage on a certain topic. They then pool their results and work together to plan a text, which may be collective or individual.

Peer editing is yet another technique in which the students exchange their first drafts of a text and point out changes which are needed to help the reader (e.g. better organization, paragraph divisions, sentence variety, vocabulary choice). They can also act as each other’s editors spotting vocabulary repetitions, grammatical infelicities, spelling mistakes and so on. The Whole class examines texts produced by other students (with names removed, photocopied or displayed on an overhead projector) for the purpose of analysis of specific aspects such as development of ideas, text structure, cohesion or grammar or adequacy to context.

Exchanging e-mail messages with other English-speaking students, sharing information about a topic, producing a class newspaper to be read by family or friends and outlining the explanations of a game which will then really be played are some of the activities used in the interactive classroom.

Interactive writing becomes thus value-laden, communicative and purposeful; at the same time, it enables the students to permanently challenge their current language practices and gain the most from the experience. Making writing interactive requires imagination on the part of the teacher, but is rewarded by the creativity and enthusiasm that most students display in response.

The discourse approach to writing follows a task-based framework which aims at encouraging classroom interaction so as to maximize opportunities for students to put their
language to genuine use and to create a more effective learning environment (J. Willis 1996:19). The focus of the tasks can vary, ranging from an emphasis on discursive skills (selection of topic, disposition of the information, complexity of utterances, lexical choice or tone of the text, according to the students' developmental stages) to a more functional focus (informing, persuading, requesting, entertaining, convincing and so on) . The combination of skills is fostered, depending on the task and its complexity, so that along the drafting-writing-revision procedure, listening, speaking, reading and writing will overlap and intertwine, involving thinking, talking, consulting sources, doing research, peer-editing, interacting in groups and the like.

In an article entitled ‘Teaching English Conversation in Japan’ Mark D. Offner (2011) has narrated the ways of learning English conversation. Students of English conversation must understand the fundamental difference between learning about the language and learning to use it for verbal communication. The only way to become a good driver is to practise driving. The only way to be able to play an instrument well is to practise playing it. Likewise, the only way to become a good English speaker is to practise speaking English.

Another important point to make is that English is not just a set of rules. The initial goal then is not accuracy of use but is to communicate. The focus and measure should be on the ability to get one's ideas across, not on how correctly something is said or how many grammatical mistakes are made.

Communication is the main purpose of learning a language. This is true whether one is speaking, listening, reading or writing the language. Some forms are more one-way than others, but imparting a thought so that another can understand is the primary objective. In conversation the process is more obviously two-way or multiple-way requiring the restatement of ideas,
responses, requesting clarification and, more information, etc. Students need to understand that they must become fully involved in the communication process with others in English to gain competence in it, even if it is foreign and confusing to them. Interaction, and thus communication, in the target language is essential to their progress.

Since part of learning a language means taking that language and internalizing it, making it one’s own, it is important that the learners choose topics that are relevant to them. The students will find learning more enjoyable and, as a result, easier if they focus on the things that relate to their personal experiences and interests. Rote memorization is often ineffective as students cannot relate to the phrases and dialogues that have been spoon-fed to them from a textbook. To make it real for themselves, students should work toward making a connection with the points to be learned in the text to their own personal experiences thus making it easier to recall.

Many things are restated when speaking and with a certain amount of guessing, the gist of the conversation can be understood despite the unknown. Guessing is an important skill that needs to be developed and used often. It is a useful and essential part of comprehending what is being said, particularly in the early stages of conversational development. Guessing should be encouraged with the purpose of moving the students away from relying too heavily on their dictionaries and translating every meaning into their native tongue. Many times, translation has the effect of changing the meaning as much as an inaccurate guess. Various guessing games and pre-listening tasks can be used to develop this concept.

The more the student is exposed to the target language, the faster and easier it will be to assimilate the language. Like in all learning, the more the time spent, the better the progress made. With language learning especially, it is important that the time spent be done on a daily, or near-daily basis as short sessions daily are much more effective than cramming all at once. Since
most formal classes meet only one or two times a week, the students must make the effort to
practise and study on their own. Listening to tapes, reading, studying vocabulary, writing in a
diary and verbalizing actions as one performs them are some ways to make meaningful use of
individual study time.

It naturally follows from the previous point that the constant effort is what is important,
more so than instant results. The students should not be discouraged from a seeming lack of
progress. Language learning on the road to fluency is a long process that cannot be hurried.
Keeping a positive attitude as well as a steady schedule is more important than any immediate
result. Students should learn from their mistakes by identifying the weaknesses and correcting
them.

Students need to understand the idea that to be a good speaker, it is also necessary to be a
good listener. Students should practise active listening by really tuning in to what is being said
and reading facial features and gestures, rising and falling intonations, speed and inflections, etc.,
all of which clue the listener in on the idea which is being communicated. Careful listening also
helps improve pronunciation and reveals how conversational language expresses meaning.
Listening to "real life" situations is an excellent way to expose the students to the different ways
things can be said which will serve the students in their attempts to express themselves.

Whenever possible, use props and literature from the "real world". Students naturally find
these real world contacts much more interesting and stimulating than edited and controlled
"student world" exposure. The use of newspapers, magazines, pamphlets, movies, radio, TV, etc.
are easy ways to bring the real world into the classroom to increase interest. They also provide a
chance to expose the student to the cultural aspects of the language which further helps the
language take on "character" and make it more real.
It is important to keep a sense of humor. Many problems and difficulties will arise in the course of study, but the students should not be discouraged. It is important to persevere and tackle the difficulties without losing one's sense of enjoyment in the process. Similar to suggestions often given when attempting a difficult task, such as keeping to a diet or a daily exercise routine, the learners should reward themselves for their successes, no matter how small, and should not be too hard on their failures.

Michael lessard and Clouston describe vividly regarding language learning in the article entitled 'Language Learning Strategies: An Overview for L2 Teachers'. This article provides an overview of language Learning Strategies (LLS) for second and foreign language (L2/FL) teachers. To do so it outlines the background of LLS and LLS training, discusses a three-step approach teachers may follow in using LLS in their classes, and summarizes key reflections and questions for future research on this aspect of L2/FL education. It also lists helpful contacts and internet sites where readers may access up-to-date information on LLS teaching and research.

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target L2/FL, and LLS can help students in doing so. After Canale and Swain's (1980) influential article recognized the importance of communication strategies as a key aspect of strategic (and thus communicative) competence, a number of works appeared about communication strategies in L2/FL teaching. An important distinction exists, however, between communication and language learning strategies. Communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communicating in a L2/FL (Bialystok, 1990). The term LLS is used more generally for all strategies that L2/FL learners use in learning the target language, and communication strategies
are therefore just one type of LLS. For all L2 teachers who aim to help develop their students' communicative competence and language learning, then, an understanding of LLS is crucial. As Oxford (1990a) puts it, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence".

There are literally hundreds of different, yet often interrelated, LLS. As Oxford has developed a fairly detailed list of LLS in her taxonomy, it is useful to summarize it briefly here. Oxford (1990b) distinguishes between direct LLS, "which directly involve the subject matter", i.e. the L2 or FL, and indirect LLS, which "do not directly involve the subject matter itself, but are essential to language learning nonetheless" (p. 71). Second, each of these broad kinds of LLS is further divided into LLS groups. Oxford outlines three main types of direct LLS. For example, Memory strategies "aid in entering information into long-term memory and retrieving information when needed for communication". Cognitive LLS "are used for forming and revising internal mental models and receiving and producing messages in the target language". Compensation strategies "are needed to overcome any gaps in knowledge of the language" (Oxford, 1990b, p. 71). Oxford (1990a, 1990b) also describes three types of indirect LLS. Metacognitive strategies "help learners exercise 'executive control' through planning, arranging, focusing, and evaluating their own learning". Affective LLS "enable learners to control feelings, motivations, and attitudes related to language learning". Finally, social strategies "facilitate interaction with others, often in a discourse situation" (Oxford, 1990b, p. 71).

Graham (1997) opines:

LLS training needs to be integrated into students regular classes if they are going to appreciate their relevance for language learning tasks; students need to
constantly monitor and evaluate the strategies they develop and use; and they need to be aware of the nature, function and importance of such strategies (169).

Whether it is a specific conversation, reading, writing, or other class, an organized and informed focus on LLS and LLS training will help students learn and provide more opportunities for them to take responsibility for their learning.

**Milton James (2002)** describes the theory of language learning which includes ideas on the nature of language and learning. This leads to methods of teaching, including assumption about the roles of the teacher and learner and the sequencing of learning; and the procedures to be used in the classroom. Some functions of language – e.g. vocabulary—may be best taught through explicit teaching and repetition. For a learner to acquire accurate structure and fluent use of the language. In the other hand, meaningful interaction and lengthy immersion is required. Repetition is not done either. Games (cross words, Hangman, word mazes and letter rearranging tasks) can reinforce the structural and vocabulary aspects of language, but to be useful need to have a stronger element communication built into them.

**Finocchiaro and Brumfit (1983)** also indicate that if dialogue is used, it is always centered on communication rather than memorization of random forms, and attempts to communicate are encouraged from the very beginning. According to **Finocchiaro and Brumfit (1983)**, since communication is the ultimate goal, judicious use of the native language among speakers, as well as translations can be used if needed and speakers will benefit from its use.

**Colonelos and Olivia (1993)** organized e-mail exchanges between entire classes of students in different locations in order to generate debate, improve writing skills, and promote communication. In their project, advanced level Italian students used e-mail and newsgroups to improve the students’ writing skills, as well as their knowledge of Italian society. Teaching the
culture aspects of Italy was facilitated through the instantaneous feedback and contact with native speakers who were interested in telling others about their culture.

Research indicated that e-mail could also aid long-distance communication with language learners in other schools, or even other countries. Davis and Chang (1993) conducted the study that explored the potential of long distance communication involving second-language learners. In their study, they provided students with real contexts for improving their writing skills, which expanded their reading and functional writing across cultural boundaries, made students familiar with interactional telecommunications, and investigated with students, the potential effects of telecommunications of literacy acquisition. Students were required to write letters to one another focused n their previous English language learning experiences and difficulties associated with learning a foreign language. Students were also instructed to use their textbooks on the history of English language to report on interesting uses of English (i.e. connotations, spelling, etc) in the last part of the study, both groups of students collected example of English slang and idioms used in each country’s films and music. All questions about any part of the required activities were asked and responded to by students in each group.

In support of language learning, CALL creates an environment where students can interact to create meaning. Using electronic interaction, asynchronous discussion board, students and teachers can expand classroom discussions. According to Campbell (2004), engaging students in group discussions using technology, i.e. discussions board, the teacher act as the facilitator to encourage opinion exchange electronically Campbell and Hegelheimer (2004) states that even though discussion boards are predominantly student-centered, the teacher plays an important role as a monitor as he\she assesses communication and progress.
As mentioned before, one of the most radical changes to language is how the communicative approach emphasizes meaningful interaction in the target language over grammar. While without a doubt, grammar is an important dimension of any language learning, it is clearly not all that is involved in learning a language due to the fact that the learner can master the rules of sentence formation in a language and still be incapable of using the language for meaningful communication, hence communicative competence.

According to Richards (2006), the basis of the meaningful interaction includes knowing how to use the language for different purposes and functions, knowing how to properly change the use of the target language according to the setting and the participants (i.e. when they use formal and informal speech), and more important, and knowing how to maintain to communication despite having limitations in the target language knowledge (i.e. through using different kinds of communication strategies, native language, and translations).

As we enter the 21st century, the communicative approach continues to be widely implemented in the field of language learning. It brings together a set of principles grounded in the notion that communicative competence is the ultimate goal of foreign language teaching, and showcases the communication and interaction as the way of achieving such goal.

According to Richards (2006), current communicative language teaching theory refers to a set of principles that can be applied to language learning depending on context, age, level, and learning goals. Richards (2006) formulated 10 principles that underline the current practices in language learning using the communicative approach:

- Second language learning using the communicative approach encourages the students to engage in interaction and meaningful communication
Effective communicative classroom learning activities and exercises and communication as the driving force provide the learners with opportunities to negotiate meaning, increase their language resources, provide language awareness, and provide meaningful intrapersonal exchange.

Learners achieve meaningful communication when they engage in relevant, purposeful, and interesting interactions.

Communication is a holistic activity several language skills and modalities must be used to achieve communication.

Rules of the language are mastered by engaging in activities that involve inductive or discovery learning of such rules, as well as by practising language analysis and reflection.

Trail and errors as well as creative use of the language is the key to the gradual process of the language learning. Errors are not penalized and seen as normal product of learning.

Learners have autonomy to create their own routes to language learning, progress at their own rate, and the freedom to satisfy their different needs and motivations for language learning.

Effective learning and communicative strategies are the key to successful language learning.

The role of teacher in the language classroom is that of a mentor or a facilitator, who creates a climate conducive to language learning and providing a variety of opportunities for the learners to use the target language.

The language classroom represents a community where learners learn by collaborating, sharing, and interacting with others (Richards, 2006)
de Guzman , Allan Band Jeric A. Albela, Emmanuel (2006), conducted a research entitled “English Language Learning Difficulty of Korean Students in a Philippines Multidisciplinary University.” This qualitative study analyzed the English language learning difficulties of 13 purposively chosen Korean students relative to their sociolinguistic competence, moterview responses transcribed, categorized and thematised according to saliency, meaning and homogeneity. The findings of the study disclosed that, on the whole, while the students never had the opportunity to use the English language in Korea, they use it almost everywhere in the Philippines. Their difficulties exist both in daily conversation and in the academic setting. Such difficulties are attributable to both the Subjects’ and the Filipinos’ different entry points cultural barriers in communication however, the Koreans studying in the Philippines are instrumentally motivated to learn the English language.

Jose Cristina M. Parina (2011) has undertaken a research study to review the writing skills of First Year College Students in Philippines. In Philippines, the product approach has been followed in training writing skills. Large number of students per class, size and poor condition of a classroom, are some of the problems in teaching writing. Thus, the process approach being adopted by De La Salle University is considered to be a major leap in teaching writing. Yet, due to its novelty, Philippine textbooks on process approach are still scarce, thus making the professors at De La Salle University adopt a mixture of different approaches and trends. Eventually, this approach has failed to achieve the desired literacy due to improper implementation. Thus, this rote approach became just another uninspiring task to be fulfilled in every writing session by De La Salle university students. This paper investigated how a holistic view, emphasizing writing as a recursive process, is ineffective for second language learners, specifically first year college students who are exposed to this approach for the first time.
Different stages of the process were discussed in terms of effectiveness in producing quality works. Substantial evidence from 150 outputs shows that 80% of the stages are done for compliance.

In the article entitled ‘A Review of PPP’ David Evans (1999) writes about the different views of the critics against the PPP Approach. Still he maintains that PPP approach has its own advantages. He states that pinpointing exactly what PPP is not as easy as it sounds, and is perhaps one of the reasons why it endures. A traditional PPP class is quite straightforward, but it seems that PPP has evolved over the years, cherry picking the more attractive elements of other approaches, and incorporating them into its basic format.

In the article entitled ‘A Critical Look at the PPP approach Challenges and Promises for ELT’, Maftoon Parviz and Sarem, Saeid Najafi (2012) discusses the principles and merits of PPP Approach. He states that much attempt has been made both by researchers and language instructors to make use of the most efficient teaching practices aimed at enhancing language production and affecting learning outcomes in a positive way. In the same direction, during 1950s an approach emerged in the United Kingdom based on behaviorist teaching practices known as PPP, which soon popularized the field of language teaching and employed by many professional schools throughout the world. However, due to ignoring the communication as a main goal of language learning, this approach came under serious attacks and criticisms by various scholars from 1990s onwards. The present paper is an attempt to critically look at this issue from several perspectives: First, in order to know the three Ps approach, this article will present its main characteristics and principles. Second, it will elaborate on the main challenges and criticisms posed against this approach by various scholars. Finally, the advantages of
applying the three Ps will be discussed as a useful teaching technique rather than an approach or method. Also, the implications will be pointed out both for language teachers and learners.

In the article entitled “Revisiting the TBLT versus P-P-P Debate: voices from Hong Kong”, David Charles (2009) compares TBLT approach with P-P-P-Approach. He concludes that a combination of both the approaches would improve teaching-learning process. Whilst there is a body of research evidence on task-based language teaching (TBLT) with adults, less is known about its suitability for implementation in secondary schools, particularly in Asian contexts. This study uses interview data from a purposive sample of 12 secondary school teachers and 10 teacher educators based in the Hong Kong context, a setting in which task-based approaches have been adopted since the 1990s. The focus of the paper is to explore informants’ perceptions of the pros and cons of TBLT as opposed to long-standing presentation-practice-production (P-P-P) approaches and discuss issues arising. Four main sub-themes are addressed: the extent of reported implementation of TBLT and/or P-P-P in Hong Kong secondary schools; the reasons for preferences for task-based teaching or P-P-P; how well teachers are perceived to understand TBLT and P-P-P; and calls for further evidence on the effectiveness of TBLT for schooling. Following from, the paper discusses implications for teacher education and suggests some avenues for further research. Some students may learn well through P-P-P, others through TBLT, others through some combination of the two. Despite the status of TBLT as an emerging orthodoxy (Little wood, 2004), P-P-P is enduring, not easily dismissed, particularly because of its perceived pragmatic advantages, and meriting further analyses. Future research into TBLT might be particularly focused on teacher education, its effectiveness and the extent to which it utilizes experiential task-based principles.
In the article entitled ‘Is PPP Dead?’, Jeremy Harmer states that the sequences followed in PPP are still valid and PPP approach is not discredited. The need to describe teaching sequences - both for trainees and as principles to guide materials writers - has led many of PPP’s critics to propose alternative models themselves. And even those linguists who are not prepared to be so destructively dogmatic about teaching practices which have served teachers and learners well over the years recognize the need to re-position contemporary versions of PPP in a wider methodological framework. Such a framework will include PPP as one of many procedures which modern EFL teachers have at their disposal. PPP is not discredited.

In the dissertation entitled ‘Common EFL methods applied at the language schools in the Czech Republic: PPP or TBL’ Lenka Vystavelova points out the various advantages of the PPP approach. The first advantage mentioned was that PPP lessons provide clear and simple structure of the lesson. As a second positive point teachers say that such a lesson is easy to prepare because the materials used for the lesson are ordered from the simplest to the most difficult and types of activities are arranged from the most controlled to the least controlled. The third benefit is availability of materials. The fact that the teacher sees the progress of students in the lesson clearly and easily is written as the last common point. Several teachers also feel that this approach is relatively easy for beginner students and that communication is effective.

In the research paper entitled ‘The Presentation-Practice-Production Vs Consciousness-Raising: Which is Effective in Teaching Grammar? Fawzi Al Ghazali writes about two prominent approaches language teachers utilize when teaching grammar. The first is the Consciousness-Raising, (CR)’[akin to discovery inductive approach] in comparison with the ‘Presentation –Practice- Production,(PPP)’[akin to rule-driven deductive approach]. The purpose is not to prioritise one approach over the other but the experimentalise the two approaches to
check their learning impact in terms of efficacy and appropriacy. To achieve this, two lesson plans were carried out supported by relevant worksheets to scrutinize students' comprehension. A closed-ended questionnaire was also applied to identify students' attitudes and perceptions of the two approaches and the one perceived by them as likely to lead to permanent understanding of language patterns. This study proposes that a teaching approach cannot be used with all grammar rules and cannot be applied with all students in all learning contexts. Students tend to hold different beliefs about how language patterns should be presented, and they tend to have their learning agenda, which they need to fulfill. This study encourages providing some relevant recommendations for grammar teaching.

In the article entitled Learning through Communication in the EFL Class: Going beyond the PPP Approach José David Herazo Sonia Jerez Danilza Lorduy Arellano states clear that the goal of English as a foreign language (EFL) teaching and learning in Colombia is to foster communicative ability. However, the role communication is usually given in classrooms that of displaying previously taught language items, poses limitations on the value it might have for developing EFL proficiency. In this paper, he disagrees with the assumption that communication can only take place when learners have learned and defend the position that it might happen when learners are learning. His position is supported with grounded theoretical reflection as well as with data coming from the EFL class of a group of sixth graders during an ongoing action research project on the use of task-based learning (TBL) to develop citizenship and EFL proficiency.

According to Gower and Walters (1983), the most recognized methodological procedure based on this conception of EFL/ESL learning is the PPP approach, or Presentation-Practice Production sequence. In the words of Ellis (2003:29) in this approach a language item
is first presented to the learners’ by means of examples with or without an explanation. This item is then practiced in a controlled manner using (...) ‘exercises’. Finally opportunities for using the item in free language production are provided.

The effectiveness of the PPP approach can be examined from the point of view of skill acquisition theory. According to De Keyser (1998), the theory implies that learners should be given explicit teaching of the target grammar first (cognitive stage), followed by activities or practice to develop their acquired or learned declarative knowledge into procedural knowledge (associative stage), and then less focused communicative activities to enhance proceduralization and automatization (autonomous stage). In a typical PPP lesson, a target language item is introduced by the teacher to clarify its meaning in the presentation stage, which corresponds to the cognitive stage in skill acquisition theory. In the practice stage, students repeat and practise target items or sentences with activities such as pattern practice, drills, and answering questions using a specified form. This stage, whose activities seem to be completely dismissed in TBLT, can be regarded as the associative stage in skill acquisition theory. The production stage, in which students are expected to produce language items they have just learned with other previously learned languages, can be compared to the autonomous stage. Byrne (1986) states that the practice stage in PPP roughly corresponds to Anderson’s procedurization stage, and the production stage corresponds to automatization. Supporting Anderson’s theory (1993), Yamaoka (2005, 2006) argues that imitation, repetition, and pattern practice are essential for the development of declarative knowledge into procedural knowledge in the Japanese EFL environment. De Keyser (2001) concludes that it is desirable that activities be introduced after a rule-based model in which language is learned through a formula, because with explicit teaching students can notice the new structure and process its form-meaning link so that they can finally
acquire it. It can safely be said that the PPP approach is compatible with skill acquisition theory in that the approach can enhance the transition of students' knowledge from declarative to procedural.

2.7. Facts Deduced From Foreign Studies

• Understanding the meaning is the most important aim of learning English as a second language as it helps in acquiring other aspects of language viz. Regulatory, Interactional, Personal, Heuristic, and Imaginative and Representational functions.

• PPP Approach can promote student's holistic abilities in using English which can fill the gap between the teachers dominated, knowledge –transmitting and grammar-based methods.

• Learning through communication skills helps the students to understand the meaning emotionally.

• There are more advantages to learn English in a multicultural setting than in a setting where all the learners are from the same culture and share the same meaning.

• Knowledge of morphology helps in understanding the vocabulary better.

• CALL provides a more accurate gauge of improvement in communication skills.

• Conversation-learning environment has to be created in universities and in other educational institutions if we require the learners to be efficient in conversing in English.

• Dictation can increase language proficiency.

• Cooperative learning helps significantly to enhance the junior high school learners' oral communicative competence and motivation toward learning English.

• Annotations improve the communication skills of intermediate ESL learners.
2.8. Inferences from the Studies Reviewed

The investigator reviewed the related studies and literature, 45 of them are Indian studies and 48 from foreign studies. Each study has been presented under different options such as investigator's name(s) with the year of investigation, title and findings followed by the brief description of the study.

It is understood from the review that attempts have been made to know the awareness on error analysis in teaching of communication skills at different levels. Apart from the Analysis, Computer Assisted Instructional Methods, Cognitive Theories and Studies in Multi-grade Teaching also had been made in the review.

The various studies done on variety of strategies point out that still there is a lot of scope with a vast area to explore the unexplored potentials that are hidden. The critical analysis of review of literature focuses studies on standardized tools used and the investigators have developed their own tools. Different random sampling techniques have been adopted and the findings are mixed.

2.9. Identification of the gap

The following gaps have been identified in these studies:

(i) Only a few studies have been done in enhancing communicative competency of students.

(ii) No study has so far identified the variable, which is undertaken by this investigator.
(iii) Developing communication skills of the higher secondary students through PPP approach is a novel idea.

(iv) No study was undertaken using PPP approach at higher secondary level in India.

(v) In order to fill the gap mentioned above, the present study is undertaken to find out the effectiveness of Presentation, Practice, and Production (PPP) Approach in improving the communication skills of the learners in English at the higher secondary level.

2.10. The present study

In order to bridge the gap mentioned above, the present study is undertaken and the investigator has developed lessons to improve the communication skills of the higher secondary students using PPP approach with the consultation of one English professor, one English Teacher Educator and an educationist, the two senior Higher Secondary Teachers of English and two advanced higher secondary students.

2.11. Conclusion

The review of related literature is one of the important steps, which helps the researcher in finding out the gap in the study, conceptualizing the variables, formulating the objectives and hypotheses, and selecting correct tools for the study. Hence the studies conducted in India and abroad regarding communication skills in English are discussed in this chapter. The next chapter explains the logical plan and the systematic execution of the experiment. Whatever be the research that one takes up, it is mandatory on the part of the researcher to take stock of the situation on the amount of research done in the chosen field of research. It helps the researcher to decide how far the research in the chosen field is penetrated. With the global transaction academic output, it is necessary for the researchers to review the literature both from his own
country and from abroad. Researches carried out on PPP approach to language teaching from India and from abroad have been consulted to precisely understand where to start the research. The literatures reviewed have given the researcher a good insight on the chosen research field. In the succeeding chapter, the methodology followed in this study is described.