New approaches revolutionized the conception of the way students learn to read.

-Kenneth Goodman
2.0 **Review of Related Literature**

Various research studies were conducted on Methods of Teaching English as a Second or Foreign language. Some were conducted in India and some in outside India. The studies were mainly related to the problems of teaching methods of English as a second language at Secondary level and which methods were effective for the students studied at the Secondary level. The under-mentioned studies are related to the work of the researcher.

**Vickers, N.L. (1972),** investigated the effects of three different methods of teaching English on English achievement and attitude toward school of tenth-grade, educationally deprived students. Three groups of twenty students were matched according to English achievement scores, chronological ages, attitude scores. Pretests and post tests of attitude and achievement were given. For six months, each method group was taught with a different English programme; Group-A was taught with a traditional programme in which literature, language and composition were separated units; in Group-B, these three units were taught together; and Group-C was taught by a method inter-relating these units and using different instructional media. No significant difference was found in post test scores in achievement or attitude between the students in Group-A and Group-B. The achievement and attitude scores of students in Group-C were significantly higher than those of students in both Group-A and Group-B.

The researcher in the present research also investigated the performances of different groups of students on different methods of English language teaching with pre and post-test scores, thus the above study was significant for the researcher.

**Jain, B. (1987),** in a study of English language teaching in Secondary schools in Gujrat state found that over seventy percent of teachers still used lecture and translation methods. Group works, discussions, etc. were used in a few cases.
The study is related to the present research on the ground that the Grammar-translation method was an important ingredient for the researcher to test the effectiveness of the Functional Communicative approach or the current method of teaching.

Ram, S.K. (1989), found that the teachers used traditional techniques of teaching though they had been trained to use new techniques and methods. The mother tongue was used too often. Too much emphasis was placed on text books. Teachers were unaware of structural/situational approach. The text book in use was uninteresting and contained grammatical mistakes and had difficult structures.

The study pointed out that the traditional methods, practices and mother tongue were used in English classes, neglecting the new methods, techniques and practices. In the present research, the researcher focussed on the relevance of the current method in English language teaching on the basis of the analysis of previous methods including the Grammar-translation practices.

Pradhan, S.S. (1990), compared the effectiveness of the Direct method and the bilingual method in teaching English in class X in the district of Cuttack. In the Direct method the teacher took less amount of time for planning the lesson and taught more effectively. As regards the amount of learning and retention, the bilingual method was superior to other methods.

The above study is a comparison of two methods for their effectiveness in English language teaching which is relevant in the present study, for it also measures the effectiveness of the current method on the basis of the comparisons of two previous methods.

Rajendran, M. (1992), found that the activity-centred approach of teaching English produced an improvement in reading and writing skills. The conventional
method of teaching English also improved reading and writing skills. There was no significant difference in the achievement of reading and writing skills between the students taught under the activity-centred approach and the conventional method.

The above mentioned study found no significant difference in the activity-centred approach and the conventional method. The present research also tried to find out whether there exists a significant difference between the current method and two conventional methods.

**Galloway, A. (1993)** suggested that the class-room teacher requires less talking and more listening, that is, becoming an active facilitator of his/her students, and sometimes acting as a referee or a mentor. In contrast, students are expected to increase their participation and great deal of use of the target language through the variety of communicative activities. Moreover, student’s success is considered to be in terms of their ability to get things done by using a target language rather than on their accuracy of grammar in their use.

This study pointed out the role of teachers in CLT classes and highlighted some of the important features of the Functional Communicative approach in true form. The researcher also focussed on the true form of CLT in its classroom application in the process of testing conducted in the classrooms of different schools.

**Xu, H. (1993)** argued that the question in ESL classrooms is not whether a teaching method is good or not, but whether the teacher knows how, for what purpose, for what kind of students, and in what language situation, a particular method is used to enhance learning. The teacher’s perception of the purpose of teaching also influenced the decision about teaching method. He also argued that teachers should take time to analyze criticisms associated with various teaching methods before actually choosing one. Methods should be chosen from the most mechanical to the most communicative way.
The present study deals with the appropriateness of a teaching method in its application in the classroom. The above study argues about the perception of the teachers in respect of choosing a particular method in the classroom.

Murali, M. (1999) opined that in our country, seventy five percent of the students are from rural areas and they are coming through regional language medium schools. Hence, based on their background, the syllabus should be designed and methods to be adopted to test their English language proficiency. Therefore, it is necessary to go for a detailed discussion as to whether the existing curriculum is fulfilling the need of the hour and suitable to the students in achieving their goals. He found that the present methods to test the proficiency of the students are suitable and opinion and suggestions from the teaching faculties of the English language in technical institutions are to be obtained. Taking this into consideration and undergoing a detailed analysis, a real solution may be found out for the betterment of the students as well as society.

The study suggested that the opinions and suggestions of the teachers should be obtained in framing the syllabus as well as adopting the teaching methods in schools. The researcher, likewise, obtained the opinions of teachers in English in Secondary schools and teachers’ training colleges for the present study to analyze the merits of different methods.

Huang, S.J. and Liu, H. F. (2000) found that the communicative activities are different. In a traditional classroom, the teacher provides the topic-specific situation for students to make use of language as much as they can. Since the traditional classroom is far from any similarities to the real life situation, the teacher has to tell students to use imagination and place themselves in that situation. The multimedia lab offers opportunity to students to visualize the situation although the study showed that the CLT approach is not as successful as expected in a setting of the multimedia lab. The study has suggested that with the fast development of
computer technology, foreign language teaching in a setting other than the traditional classroom is still a promising trend.

The study highlighted the use of modern technology in CLT classroom. Similarly, in the present study, the researcher was in favour of the modified form of CLT in modern classroom setting.

*Allen, J. D., (2001)* described an instructional strategy developed by Han Zhongliang to teach English as a foreign language in Peoples Republic of China. His technique broke away from the ‘tricentric’ method of teaching that dominated the teaching of English throughout the P.R. of China. Whereas the ‘tricentric’ approach focused on in-class learning, the textbook, and was teacher-Directed, the ‘contra-centric’ approach of Han focused on the out of class learning. According to him, the teacher, audio-visual materials and more competent peers allowed students to expand their level of language and become independent learners.

The study has been mentioned here by the researcher because it presented a new perspective of the methods of teaching English language in global scenario and was very much related to the present method practiced in India.

*Mochida, A. (2002)* argued that the CLT is not the final answer, and there is no omnipotent method of language teaching that suits every individual classroom. In order to bring out effective and efficient lessons, teachers are required to take into account and analyze the reality which holds various kinds of aspects such as learner’s attitude, language levels, circumstances, expectations and goals. Although there is no doubt that CLT has been hailed as a revolution and adopted globally (Whitely, 1993), EFL teachers would need to consider such questions as “What does communication really mean? Why CLT has emerged? What is the significance of CLT?” etc. In-service training and continuous effort on improving teaching skills are crucial for language teachers.
The study suggested that the CLT is not the final answer and the effectiveness of learning depends on various other factors like learners' attitude, atmosphere, goals etc. Similarly, the present study concludes that the selection of effective teaching methods is a continuous process and teachers should adopt these according to the requirements of the situations in the classroom.

**Bax, S (2003)** argued for the 'context approach' of language teaching instead of CLT (Communicative Language Teaching). He mentioned that the dominance of CLT has led to the neglect of one crucial aspect of language pedagogy, namely, the 'context' in which the pedagogy takes place. The article argued that such a shift was taking place already and will eventually change the practice radically.

This study is very significant for the present research because it dealt with one of the few new approaches that may eventually replace the Functional Communicative language teaching in near future.

**Snarski, M. (2003)** found that an approach was successful in overcoming the challenges associated with poorly motivated pre-service teachers, lack of textbooks, and history of teacher-fronted instruction in a teacher-training institution. Although there were still aspects of the course that need to be improved, the comments from the students' end-of-course evaluation illustrated that the course, simple techniques and reflective journals, were productive and effective. She explained that the redesigning of the methodology with the learner-centred tasks, reflective journals, and modeling of theoretical concepts would be useful to other teacher-trainees facing similar challenges. She felt that regardless of whether graduates expect to teach, the methodology courses can appeal more broadly to students by equipping them with critical thinking skills as well as evaluative and reflective skills for whatever profession they may choose.
Decket, G. (2004), pointed out that the CLT in EFL settings need to be elusive; teachers can take the first critical step towards raising the level of authentic classroom communication by sharply reducing the amount of talking they do. He believed that the teacher needs to acquire facility for adapting textbooks, creating communicative tasks, and providing selective, useful feedback to students on their performances. Reorientation may come slowly as students overcome old expectations and new insecurities and the entire programme accommodates the changes being made in the classroom. During this process of gradual pedagogical and curricular changes, teachers can find encouragement in knowing that they are not expected to attain some ideal CLT standard. Lesson by lesson, activity by activity, teachers can gradually increase the degree of meaningful interaction between their students. What English teachers need, is administrative assurance that their less dominant role in the classroom is not a sign of negligence or loss of control, but rather a sign of informed belief that students learn best by using language for purposeful communication.

The above study gave importance on the students’ participation in CLT activities, rather than teachers’ active participation in the communication tasks for effective application of CLT. The researcher in the present research also investigated how the effectiveness of CLT can be achieved.

Hiep, P. H. (2005), argued that though CLT needs to be adapted to fit the local context, local teachers in many EFL settings may also need to reexamine some of their traditional beliefs and assumptions about language teaching and learning. Embedded in the communicative approach of teaching is a belief in the humanistic and communicative nature of language, which is not always in accordance with the traditional views. To adopt CLT as a new teaching approach within the traditional system of education would require rethinking and adjustment of some long-held beliefs and values. He further argued that as developing countries like Vietnam gear towards reforming their educational systems to meet the demands of modernization, new values may emerge. Local teachers need to continually examine these values and
reflect upon how they relate to learner’s participation, autonomy, and equality in their changing context. He observed that learning about culture, educational values, and practices of another country is always necessary for language teachers.

This work pointed out that the CLT should be adopted along with the traditional settings or system of education and background in mind. Similarly, in the present research, two traditional methods- the Grammar-translation and the Direct method are compared to know the appropriateness of CLT in the classroom.

Sheory, R. (2006), aimed to present research done in and about multilingual societies and to provide a new orientation to the field of applied linguistics through a careful investigation of multilingual societies. He achieved the aim by applying well-established theories of second language acquisition to the multilingual Indian context with a meticulous and professional approach to the vast collection and insightful interpretation of data to provide a clear picture of English language learning in India.

The study presented an analysis of second language acquisition in a multilingual Indian society and the present research also contains an analysis of classroom manifestations of acquisitions of English as a second language.

Mora, J.K. (2007), discussed how integrating different methods of language teaching will have the benefit of catering to a wide variety of students’ needs; something that a single approach probably can not accomplish. The paper explored the methods of teaching the Slovak language to students where the proficiency level was basically non-existent. It was found that the globalization has brought about interesting developments in language teaching. The information age entailed that knowledge from across the globe was integrated in the academic world. Furthermore, it implied that not all academic texts will be in English, and that some foreign language skills were necessary to access texts in certain fields.
The researcher in this study focussed on the integration of different methods or approaches for the benefit of the students in the present social contexts which is related to the topic of the present research that essentially tried to bring out the effectiveness of the current method of English language teaching in the changing social scenario.

Hayati, A (2008), found that many second language learners used heart, but not the art to communicate, that is why their sentences are toneless, and emotion-less. One reason went to insufficiencies of the methods proposed during the last decades. In those methods, teaching intonation as an important part to pronunciation has been either neglected or under-estimated. Thus, the need for a better understanding of the communicative competence was highly felt to enlighten the candle of pronunciation in general and intonation in particular.

The study dealt with an important part of communicative approach- intonation in particular and pronunciation in general, which was very much related to the present research- that dealt to some extent with communicative competence.

From the above mentioned reviews of research papers, one can observe that the substantial researches have been done in the field of teaching English as a second or foreign language, both nationally and internationally. Some of them are directly related to the present study and some are indirectly related. The researcher studied them carefully and tried to relate some of them in the discussion section of the current research.