Chapter - 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The First chapter is a discussion of the background, aims and objectives of the present study. This chapter deals with the review of related literature. The purpose of the study of research works done in the same field is to understand what type of study has been done and what exactly has been explored before the present research work started.

The study of related literature and research work is very essential and important as it provides us proper guidelines. There are many educationists who tried to show the importance of review of the related literature

Various views regarding the review of literature

(1) "A Survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose." (Good, 1959, p.59)

(2) A summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation." (Best, 2004, pp. 40-41)
The review of related research provides the right direction to think and appropriate track to execute and complete the research.

(3) "When completed, it becomes a part of the accumulated knowledge in the field and so contributes to the thinking and research that follows”

(Pox, 1969, p. 111)

Thus, the review of related literature not only provides conceptual frame of reference for the contemplated research but also suggests method, procedures, sources of data and statistical techniques appropriate to the solutions of the problem selected for present study. The researcher is able to formulate the hypothesis on the basis of review of related literature which presents the rationale for the study.

In the present study the researcher has used various books, dissertations, handbooks, articles, journals, thesis, web sites as reference material. The review of literature has been divided into two categories-

The Review of literature

The research studies

conducted abroad

The research studies

done in India.

Each category includes

(1) Objectives of the study

(2) Procedure adopted

(3) Sample selected for the study.

(4) Main findings.

The findings, relevant to the present study, were only selected.
2.1.1 OBJECTIVES OF THE REVIEW

The following were the objectives of the review of related literature.

(1) To understand various aspects and scope of the research thoroughly.

(2) To study the researches which have been done before the current research.

(3) To decide proper hypothesis, objectives, methodology of the research.

(4) To have a proof on the part of the investigator to show that the investigator knows what type of study is done in the same field.

(5) To have proper guideline to implement the practical work.

(6) To have appropriate guidance to complete the present research.

(7) To provide a vast outlook regarding the subject.

(8) To avoid repetition of the researches done.

(9) To get more knowledge and explanation about CLT (Communicative Language Teaching)

(10) To broaden the researcher's horizon of knowledge.

(11) To find out the novelty of the present research.

2.2 REVIEW OF CONCEPTUAL ASPECTS OF COMMUNICATIVE APPROACH AND COMMUNICATIVE LANGUAGE TEACHING

2.2.1 CONCEPT OF COMMUNICATIVE APPROACH

The origins of Communicative Approach are many in so far as one teaching methodology tends to influence next. The Communicative Approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio lingual and grammar translation methods of foreign language instruction. They felt that students were not learning enough realistic,
whole language. They did not know how to communicate using appropriate social languages, gestures, or expressions; in brief, they were at a loss to communicate in culture of the language studied. Interest in and development of communicative style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another become quite popular. In the intervening years, the Communicative Approach has been adopted to the elementary, middle, secondary, and post secondary levels, and the underlying philosophy has spawned different teaching methods, known under a variety of names, including ‘Notional Functional’, ‘Teaching of Proficiency’, Proficiency based instructions’, and Communicative language Approach.

The Various Pedagogical Principles of a Communicative Approach to language teaching can be expressed in more or less detail. For example, Finocchiaro and Brumfit’s detailed discussion cab be summarized as follows:

(1) Teaching is learner centred and responsive to learner’s needs and interests.

(2) The target language is acquired through interactive communicative use that encourage the negotiation of meaning.

(3) Genuinely meaningful language use is emphasized, a long with unpredictability, risk taking, and choice making.

(4) There is exposure to examples of authentic language from the target language community.

(5) The formal properties of language are never treated in isolation from use; language forms are always addressed within a communicative context.
(6) Learners are encouraged to discover the forms and structures of language for themselves.

(7) There is a whole language approach in which the four traditional language skills (SLR’H) are integrated.

To summarize these: language acquisition is an unpredictable developmental process requiring communicatively interactive and cooperative negotiation of meaning on the part of learners; the subsequent integration of comprehensible input and output influences the learner’s developing language system.

Communicative Approaches to teaching, based on the above Principles and it has challenged our understanding of the goals of instructing

Communicative Approach is often seen to need a syllabus based on language functions from which the necessary forms and structures will be derived. This is in contrast to a syllabus presenting the format elements of language in a structured way, regardless of functional use. But if we look at main stream course books such as Headway, language in use or matters, we find each unit organized according to Grammar and vocabulary; as well as functional language skills. It would be wrong to see course books as a reflection of actual practice, but it would seem to indicate that a strictly communicative syllabus has not been widely embraced. It is not only in the area of classroom activities and overall syllabus that the application of a Communicative Approach has been problematic; for teaching to be accountable it requires the monitoring and assessment of learning. In this area Communicative Approaches have encouraged us to see language development as an ongoing process rather than a static product.
2.2.2 CONCEPT OF COMMUNICATIVE LANGUAGE TEACHING

Communicative language teaching is begun in Britain in the 1960s as a replacement to the earlier structural method, called situational language teaching. This was partly in response to Chomsky’s criticisms of Structural theories of language and partly based on the of British functional linguists, such as Firth & Halliday, as well as American sociolinguists, such as Hymes, Gumperz and Labov and the writings of Austin and Searle on speech acts.

Communicative language teaching makes use of real life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the Communicative Approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real life simulations change from day to day student’s motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Margie S. Berns, (1984 p. 5) an expert in the field of communicative language teaching, writers in explaining Firth’s view that language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in the context, both its linguistic context and situational context.

(What is uttered before and after a given piece of discourse) and its social or situational, context (who is speaking what their social roles are, why they have come together to speak.)

( 34 )
(A) Characteristics of CLT

(1) Language is primarily a tool of communication. Learning a language means learning to perform communicative speech acts with it. In CLT “Communication” means using language to make requests, give advice, agree and disagree, complain, praise, to try to persuade people to do things and so on. The focus should be on meaning not on form.

(2) There is something called a “Communicative syllabus” which replaces and is superior to a structural syllabus. It is often argued that a typical structuralist syllabus focuses on the grammatical structure of language rather than on the “Communicative” use of the language. e.g. The language lessons should not be about “The present continuous” but about” Giving and getting personal information” “Asking for and giving directions” expressing opinions etc.

(3) Communication goals can be specified. we can accurately describe what learners should have learned and be able to do with language at the end of the lesson. e.g. Students will be able to

- Talk about their own jobs, and asks classmates about theirs
- Use the present simple accurately and fluently in this context.

(4) Good communicative teaching is learner-centred, not teacher centred.

(5) The classroom and the behaviour of teachers and learners in the classroom should be as similar as possible to the behaviour of people in the “real-world” outside the classroom.
(B) Concept of Communicative Language Teaching as a Method

CLT Approach

(i) Theory of language - The functional view of language is the primary one behind the communicative method.

(ii) Theory of learning - Not a great deal has been written about the learning theory behind the Communicative Approaches, but here are some principles that may be inferred:
   · Activities that involve real communication promote learning.
   · Activities in which language is used for carrying out meaningful tasks promote learning.
   · Language that is meaningful to the learner promotes learning.

Design

(a) Objectives

(i) Students will learn to use language as a means of expression.

(ii) Students will use language as a means of expressing values and judgments.

(iii) Students will learn to express the functions that best meet their own communication needs.

(b) The syllabus

Communicative language teaching often uses functional-notional syllabus.

(c) Types of learning techniques and activities

Communicative language teaching uses almost any activity that engages
learners in authentic communication. Littlewood, however has distinguished two major activity types:

- Functional communicative activities and social interaction activities.
- Procedure: It is difficult to summarize the procedure in communicative classes because of the wide variety of activities used.

### 2.2.3 COMMUNICATIVE LANGUAGE TEACHING (CLT)

#### The Current State of the Art

Communicative language teaching is the generally accepted norm in the field of second language teaching. CLT suggests communicative language and language acquisition and the approach proposes way for learners to internalize a second language and to experiment in a classroom context. Therefore, the classroom content is used to create activities to teach students how to react in a real world situation, not to fake real-world situations, its basic features are:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation. (Authentic materiel is a must, because students cannot extrapolate to the real world from their learning on made-up material)
3. The provisions of opportunities for learners to focus not only on language, but also on the learning process itself.
4. An enhancement of the learner's own personal experience as important contributing elements to classroom learning.
An attempt to link classroom language learning with language activation outside the classroom.

2.2.4 THE NEED FOR CLT

With the importance of English in the world today and the demand to teach learners a working command of English to satisfy various communicative needs in their life. EFL teachers in many Asian countries have felt an urge to learn the newest and best methods of teaching. Universities and schools in Vietnam encouraged teachers of English to attend workshops and seminars on CLT in TESOL or TESOL related programmes.

CLT is based on the work of sociolinguists particularly that of Hymes (1972). Hymes posited that in order to use the language effectively learners need to develop.

Communicative competence. The ability to use the language they are learning appropriately in a given social encounter.

Breem and Candlin (1980) set out the essentials of a communicative curriculum. The curriculum should encompass five aspects.

(i) Content is focused on language knowledge that is personally significant to learners.
(ii) Sequencing in cyclical, rather than step by step
(iii) Content is subdivided into activities and tasks in which there is interaction, rather than broken down into structures
(iv) Continuity resides within and between activities, tasks and themes.
(v) Choosing direction involves negotiation between learners and teachers and learners and text there is no predetermined route.
2.2.5 ELEMENTS OF CLT

Communication – According to Ability

With the emphasis on communication, there is also the implication that spoken exchanges should be authentic and meaningful; detractors claim that the artificial nature of classroom-based (i.e. teacher-created) interactions makes CLT an oxymoron. Nevertheless a proficient teacher will provide a context so that class interactions are realistic and meaningful but with the support needed to assist students to generate the target language. We need to consider that producing language is a skill and when we learn a skill we practice in improvised settings.

Accuracy as well as Fluency

It might be argued that the extent of some of the structure or functions may never be used in real life e.g. adjective order “a strong, orange, Norwegian, canvas tent.” This is very unnatural, as most times we only combine two or three adjectives. The other example is directions-We have students follow a map and negotiate exhaustive directions which suggest maze-like complexity. In reality, most of us probably are only involved in a three-phase set of directions.

Freer speaking involves more choice, therefore more ambiguity, and less teacher interventions. While CLT implies the lessons are more student-centred, this does not mean they are un-structured. The teacher does have a very important role in the process, and that is setting up activities so that communication actually happens. There is a lot of preparation; accuracy practice is the bridge to a fluency activity. By implication, CLT involves
equipping students with vocabulary, structures and functions, as well as strategies, to enable them to interact successfully.

Promoting Learning - Mark Lowe suggests that we follow Halliday’s lead and drop the distinction between learning and acquisition, and refer to language mastery instead.

Motivation - Motivation relates to engaging students but also includes confidence building.

If there is a climate of trust and support in the classroom, then students are more likely to contribute. One way of developing this is to allow pair-checking of answers before open-class checking occurs. Another way is to include an opportunity for students to discuss a topic in small groups before there is any expectation that they speak in front of the whole class.

2.2.6 COMMUNICATIVE COMPETENCE

The concept of Communicative competence was originally developed thirty years ago by the Sociolinguist Hymes (1972) It was then further developed in the early 1980 by Canale and Swain.

Hymes notion of communicative competence was examined by a number of practice oriented language educators. Communicative competence comprises grammatical, discourse, sociolinguistic and strategic competence.

According to Canale (1983 : 5) Communicative competence refers to the underlying systems of knowledge and skill required for communication.
The four components of communicative competence can be summarized as follows:

**Grammatical competence** – producing a structured comprehensible utterance (including grammar, vocabulary pronunciation and spelling)

**Sociocultural competence** – Using Socially- determined cultural codes in meaningful ways, often termed ‘appropriacy’ (e.g. formal or informal ways of greeting)

**Discourse competence** - shopping language and communicating purposefully, in different genres (text type), using cohesion (Structural linking) and coherence meaningful relationships in language.

**Strategic Competence** - enhancing the effectiveness of communication (e.g. deliberate speech) and compensating for breakdowns in communication (e.g. comprehension checks, paraphrase conversation fillers.)

### 2.3 THE RESEARCH STUDIES CONDUCTED ABROAD

There are many researches conducted abroad in English language teaching. The source of these researches is 'Dissertation Abstracts International.' The studies reviewed in it have thrown light on the teaching of English as a second/third/foreign language.


This study refers to the analysis of the relevance of the communicative syllabus "Crescent English Course" to Arab learners and language teachers in Kuwait.
The thesis concludes with speculations on the meaning and use of the term 'Communication' is syllabus design including the rationale, the definition and various kinds of Communication. It also studies the desirability and possibility of teaching the communicative aspect of English as a foreign language to Arab students.

(2) Sriussadaporn Nongnuch. **Four syllabi for teaching the speaking and understanding of English: Elective course offered to grades nine to twelve in Thailand.** Ph.D., University of Kansas, 1990.

This study aimed at designing four syllabi for teaching the speaking and understanding of English. The syllabi describe elective courses to be offered to grade nine to twelve students in Thailand. They were designed by applying Taba's Curriculum Development model to the Communicative Language Teaching approach.

**Main findings of the study**—

(i) The students were having 4 to 11 years experience in learning English.

(ii) The students understood the importance of English language learning, especially speaking and listening skills.

(iii) It was an exciting experience for the students to learn English with various group learning activities.

(iv) Most teachers agreed that as far as communication is concerned, listening and speaking are most important skills.

The study was done in order to estimate the relative effectiveness of formal classroom instruction as opposed to informal natural exposure in the development of oral proficiency in English as a second language in Nepal.

**Main findings of the study**

(i) Fluency in speech was more critical for effective communication than accuracy in grammar and structure.

(ii) Street people were found to be more fluent but less accurate in their ESL speech than their formal colleagues.

(ii) The study has implications for second language acquisition in general and ESL in Nepal in particular.


For teaching English as a second language, communicative activities in pairs and groups are common. Yet teachers know little about the quality of the students' verbal interaction tasks. This study deals with a qualitative analysis of students' patterns of participation on several well-known
tasks. The basic research question was whether and how students judged assertive (active) by their teachers (passive) when paired together. The investigator also had the questions like whether changing patterns affected the patterns of participation as active and passive speakers and whether passive speakers participated more with active or passive partners.

The results showed that students would verbally active indeed dominated by managing conversations, giving information, and making decisions more than their passive partners. Moreover speakers manifested distinct discourse styles by examining similar patterns of participation regardless of the speaking style of their partners the task type or the language. The results also showed that two-way tasks produce balanced conversations and suggest directions for future ESL research and classroom procedures.


In this study a new learner of foreign language is described. Different from his/her counterpart in the past, the new learner has new needs and demands a new approach to meet those needs in the classroom. This first part of study is regarding the change in foreign language i.e. 'a new clientele of language learner.'

The second topic addressed in the study has to do with a more effective approach to teaching the new as well as the traditional learner of foreign languages.
This study has attempted to apply what Madeline Hunter considers the essential elements of instruction to the teaching of foreign languages. The study included discussion on classroom management, motivation and reinforcement theories, active participation, transfer, practice anticipatory set, mnemonics, closure, lesson design and special uses of VCR, topics which Hunter considers as principles of learning.


The purpose of this study was to determine and understand the process and effects of curricular change with the context of a particular classroom from the perspective of the teacher and students who experienced the change. The study has focused on the seventh grade English teacher who voluntarily and independently classified the entire curriculum and approach to instruction. After ten years using a very traditional approach to English instruction the teacher implemented a process-oriented, workshop approach, as described by Mancie Atwell in her book 'In the Middle: Writing, Reading and hearing with Adolescents.' The investigator was a participant observer in the classroom throughout the year of implementation. Ethnographic techniques were used by the researcher. In addition to it she used participant observer, interviews and use of documents.

The teacher has shown concerns to a perceived need to the effectiveness of the innovation, the need for approval and help from colleagues and
the principal, conflicts between innovation and the total context of the school and feelings of isolation from the English teachers in the school district. The teacher could prove her ability to implement the innovation because of her commitment, sense of profound difference between the innovations and traditional approach.


The study reveals the importance of input in foreign language learning. It suggests that, to provide sufficient communicative foreign language input in the context of school language classrooms, learners must be taught through the medium of the target language. The research indicated that teachers who share a mother tongue with their learner often find it difficult to avoid breaking into the mother tongue to deal with classroom management. When they do so, they not only restrict the amount of meaningful input to which the learner is exposed, but also risk showing down the acquisition process.


The purpose of the study was to determine the effectiveness of computer-assisted instructions in teaching English as a foreign language in Saudi secondary schools.

The findings of the study indicate positive attitude of the teachers towards Learning English as a foreign language via computer instruction.
It also proved positive effect of computer instruction on pupils achievement in English as a foreign language.

(9) Reyes-Borilla, Moria Alejandra. **The effects of the Natural Approach on English oral communication skills in third-grade learning-disabled students.** Ph.D., Fontham University, 1991.

The study was done to determine the instructional effects of the Natural Approach on the English oral communication skills of third-grade learning disabled students.

It found out that learning disabled students can learn English with an instructional methodology like the Natural approach.

The Natural Approach Treatment (NAT) and the Audio-lingual Approach Treatment (AAT) showed significant instructional strengths for the acquisition of English as a second language in learning disabled students.

Students under NAT treatment showed a significant difference in the Analogy Subtest by age group.


This investigation was based on the following 4 questions:

(1) What teaching methodologies for English as a second language are being used most widely in American intensive English programmes for adults?

(2) Is there any relationship between students' English language proficiency levels and ESL teaching methodology?

(3) Does the relationship exist between class size and ESL teaching methodology?
Does relationship exist between ESL teaching institutions’ memberships in national interview programme professional associations and ESL teaching methodologies used by these institutions?

Major findings for the questions investigated were as follows-

Que. (1) AAIEP (American Association of Intensive English Programme) institutions used as average of 6.94 methods and UCIEP used 6.77. The notional-functional approach (which really passes any method that integrates grammatical and functional approach and is also known as "Communicative Language Teaching") is widely used for the basic and intermediate English language programme for lower levels. The content based method is the most widely used for adult students.

Que. (2) There were significant negative relationship i.e. (p=<.01) for all three language proficiency levels in the Audio-lingual method and the intermediate and advanced level in the total physical Response method. Highly significant positive relationships were found for the intermediate and advanced levels in the Content-Based method.

Que. (3) No significant relationships were found.

Que. (4) Highly significant negative relationships exist for 10 members for the use of the Audio-lingual method at the basic intermediate levels and for the use of Total physical Response method at the advanced level; however no such relationships exist for the UCIEP members.


In the process of curriculum development, needs assessment is very
essential part. The study deals with it.
The data collected revealed wide-spread interest in offering foreign language study to more students. Foreign languages were generally seen as positive contributors to the overall development of the elementary public school child of Chicago.
The study further indicates the need to address several constraints e.g. unavailability of qualified trained foreign language teachers in the city public elementary schools, lack of standardized foreign language instruction programmes and evaluation procedures, lack of adequate funding, space in the school buildings and co-ordinating services for monitoring and evaluating teaching methods.
The study has shown a variety of differences in methods of teaching and teaching material for foreign language in the school system. If the differences are considered further in-depth investigation is needed for each school to see if any effective foreign language programme is to be introduced.

In February-March 1990, a group of thirteen Japanese female students from Saitama Women's Junior College in Saitama, Japan, attended a one-month intensive ESL programme at Sam Houston State University in Huntsville, Texas. The goals for the students were to improve their conversational skills.
The curriculum was based on the whole language and natural approach theories and authentic discourse was achieved through the use of pen-pal letters, dialogue journals, the staging of the play 'The - Diary of Anne Frank and regular interaction with native English speakers. During the programme, Whole Language & Natural Approach principles often conflicted with Japanese view of gender individual expression, and group dynamics. In spite of such cultural differences the programme clearly demonstrated the positive correlation between risk-taking and language acquisition, as well as the usefulness of Whole Language and Natural Approach methods in EFL programmes for Japanese students. The students have achieved significant improvement in their English language skills during the programme.


The study was based on the survey of three groups of ESL/EFL (English as a second language and English as a foreign language) teachers perceptions of Chinese Junior high EFL textbooks. The study aimed at comparing the teachers perception and provide curriculum development and textbook writers with some knowledge of teachers' perceptions and evaluations and suitability of the textbooks.

It has been revealed through the study that American native ESL teachers tended to be critical of the EFL textbook materials than the Chinese EFL teachers and that the perceptions of Chinese EFL teachers who received advanced training in language teaching mirrored those of native ESL teachers.
Despite cultural differences, all the three groups have expressed negative views on the textbooks. They opined that adequate alteration to listening, speaking and writing skills has not been given in the textbooks. The integration of language skill also not found adequate. The textbooks were dominated by linguistic competence and communicative competence was neglected. The textbooks also found inadequate while including socio-cultural content and presentation of English speaking countries and peoples.

A majority of the survey i.e. 92% teachers agreed that the textbooks need extensive improvement and 61% viewed that new textbooks emphasizing communicative competence should be prepared to replace the old ones.


The purpose was to investigate changes in the actions and perceptions of secondary level students and teachers when they shift from a traditional approach towards a whole language instructional mode.

To start with, the researcher recorded the regular teaching practice of both the teachers. Then, two surveys were completed by the researcher and students related to "actual" and "preferred" classroom climate. They expressed general views about learning environment which they liked and which they imagined.

The researcher studied about co-operative learning, whole language
theory and classroom control. Then the teachers were given training and they experimented accordingly and tried to change traditional teaching method to more interactive one. Both the teachers discussed about the changing process with their students and noticed improvement. During the process, the researcher observed classes on alternative days and total 3 days per week.

**Main findings of the study:**

(i) The study has shown remarkable change in actions and perception of students and teachers.

(ii) Students became enthusiastic and participatory.

(iii) Group work found to be important for the active participants.

(iv) It was a kind of self motivation to the teacher to conduct research in their own practice. The study also proved to be fruitful on the part of the students as it gave opportunity to them to use language with ease and increased their self-esteem.


This study was undertaken to find out the effect of situational simulation in Teaching English method as a foreign language on 7th grade students in Taiwan when the formal English curriculum begins. The method used meaningful units of word clusters, readymade sentences and idioms for language acquisition. 'Role-play' was also undertaken.

**Main findings of the study:**

Situational Simulation of Teaching English (SSTE) Method was more effective than traditional one for teaching of English as a second language.
**Main findings of the study**-

(i) The observation phase-In order to describe minutely the methods and contents, the researcher observed the classroom teaching for three days
(ii) Interview phase- The teachers' interviews were taken regarding their attitudes towards research and use of research.

**Main findings of the study**

(i) Teachers considered their own past experiences for the decisions about classroom practices.

(ii) Some other teachers knew about research finding relevant to their field.

(iii) Some teachers viewed that researchers were unfamiliar with the classroom contexts in which the teachers work.

(iv) The constraints regarding the teachers' practice were class size of 30 or more, unmanageable behaviour of the class and lack of support from administrators.

(18) Campbell Anne Elizabeth. *Once the door is closed : An ethnographic description of one content based English language program as four teachers implemented it*. Ph.D., University of Florida, 1992.

The study was done to document and understand the programme implementation, process from the teachers' perspectives and to examine these perspectives with the help of appropriate research.

The research is an ethnographic study of the development and implementation of content-based English programme to teach South-east Asian teachers in an urban school district. The participants were 4 teachers. The researcher has taken efforts of 900 hours for field work.
Main findings of the study

(i) Various factors were responsible for programme implementation. i.e. district policy and no educational facilities or leadership in schools.

(ii) Implementation process is affected by the problems faced by the teacher.

(iii) The programme will be implemented in a different way by the teachers who do not understand it properly.

(iv) Individual teacher seems to be enthusiastic for conducting programme for his students.

(v) Teachers who have differences regarding language, culture or life experiences with their students can teach these students.


The Japanese Ministry of education conducted a survey about University education. It found that the students were not satisfied with the quality of English construction. This study was aimed at finding out what exactly happened in reading courses in comparison with the conversation courses.

Main findings of the study

(i) Teacher-to-teacher and student-to-student interaction was more frequent in conversation courses than in reading courses.

(ii) ESL teaching should be more interesting for these students.

(iii) Instead of taking reading and conversation courses separately, they should be combined.
(iv) Students should be made compulsory to speak English than in Japanese while the reading course is going on.

(v) Content should be interesting for conversation.

(vi) Audio-visuals, should be used.


The study aimed at finding out the impact of English as a second language methods course on the teachers from St. Vincent, West Indies. The course was arranged during two consecutive summers in Kingstown, Duration of each was two weeks. Expertise was tutors from Canada and St. Vincent.

The workshop was helpful to untrained teachers to reveal the difference between vernacular dialect and standard English. Many teachers claimed that they no longer treated the local dialect as an interior version of standard English.

It was found from this study that the participants needed many things to improve e.g. their personal skills in using standard English, acquire basic training before teaching.


An increased awareness is found in the last decade about the use of technological material for education. In spite of rapid advancement in the technology, the software available for English as a second language (ESL) is still based on behaviourist approaches to language teaching.
The programmes were not very interactive. So, in order to enhance learners' communicative ability in English more interactive software programmes were to be prepared. Hyper card is a computer programme which integrated texts, graphics, sound and human speech.

The present study has designed and evaluated Hyper card computer application for ESL learners. One part of this study throws light on how hyper card is used for designing software with communicative language activities.

The other part of it shows evaluation of the software to see how the learners interacted with each other with the help of the software.

The study points out the fact that English was produced only when it was necessary for the task. In a way, only using Hypercard can't develop communicative ability among the learners. Hence, well planned activities should be developed for the learners to interact in the target language at the computer.


It was observed that, of all the advanced countries in the world America seems to give very less priority to foreign language study.

The present research was devoted to understand this less importance given to foreign language study. The research minutely studied the reasons, changes occurred in second language teaching and learning and also throws light on what social condition or international event has made such condition of second language instruction.
Findings showed that language study should be given importance and students should be encouraged to follow the same for second language acquisition.


The study found out whether adults learn second language with the same first language (L1), can assist each others' second language acquisition (SLA) if they have three conditions i.e. input modified toward comprehensibility, negative input and the production of output which is comprehensible, when they are assigned communicative tasks.

The adult learners were able to provide all the three conditions essential for SLA. The study has indicated that positive change is observed in SLA if the first language is shared in foreign language classroom.


The study was based on the view that a learning environment must be based on connections. Skill & drill approaches were not so effective for teaching as they present pieces of information skills were not properly understood or connected to students' understanding. They also don't connect to the previous knowledge of the students. The students chose 'were' and 'was' when a skill test was there just to get a mark and not any new, meaningful knowledge.
The study revealed that even if the teachers, while making connection are affectionate in a skill and drill approach, they are not very effective or meaningful. If the students are target in a workshop, class will benefit more. At risk students will be active in the workshop.


The present study tried to investigate how teachers' beliefs affected their instructional practices. Their beliefs were regarded as tools. The study aimed at determining their beliefs about language teaching, examining the effect of those on their teaching and factors responsible for inhibition of the translation of beliefs into practice.

Main findings of the study

(i) The teachers' beliefs were developed through professional and personal experiences.
(ii) Translation of beliefs into practices was limited to area like writing grammar.
(iii) Their beliefs were not based on any formal theories of language teaching
(iv) Teachers have to examine their beliefs.


The study was based on two research questions:
(i) In what way content-based language classes differ from skill-based language classes and academic content classes from the perspectives of students, syllabus and teachers.
(ii) How did students progress in skill-based, content-based and academic classes.

The assumption was proved to be true that content-based language courses are effective for the development of necessary language skills among the students.


The purpose of he study was to derive implications for program development for English speakers of other languages. (ESOL)

We find, on this research the bearing of Chomsky and Bloomfield. They both concerned with effective use of language. According to them phonology, syntax, semantics and effectiveness are the most important features of language. Their methods of investigating language are different. They also differ in considering the impact of heredity and environment in language acquisition.

Implications derived- If Bloomfield is concerned, an environment in which man learns language via stimulus-response connection is required. If Chomsky's theory is concerned, emphasis on 'Language Acquisition Device' is necessary for language acquisition.


The purpose was to examine an ESL speaking class from social interaction point of view.
The research explored that ESL classes had 3 parts in which speaking opportunities took place. Teacher created formal and informal speaking opportunities. Formal were planned and the informal one were general (not related to academic activities.) Activities generated by the students helped them for lesson construction but these were a few activities compared to the teacher-created one. Sometimes they were repeated and overlapping. It was also found that the use of textbooks in these speaking activities had impact on learners language acquisition.


The study focuses light on how discussions were planned and undertaken in the secondary English classrooms and how an experienced teacher formed a community of discussants.

It was observed through the three discussions that the teacher motivated the students to initiate topic, express their views in the first discussion. In the second discussion the teacher encouraged them to exchange their views on the concerned topic in a coherent fashion. The teacher modelled how to raise the level of discussion in the last one.

It was indicated from the study how effectively teacher can plan, design and implement discussion activities by forming class as social community and by creating intellectual environment.


The study seeks to find out the relevance of notional-functional approach
in a second or foreign language situation. The research was done to find out the secondary teachers attitudes towards this approach.

**Main findings of the study**

(i) Teachers had given great importance to grammar.

(ii) Many others opinion was that communicative competence will not enable the student to be skilled in using language.

Finding from chi-square test- The chi-square test had shown that teachers previous experience and formal training might have led them to their views towards the syllabus. It included syllabus issues like the integration of language skills, the organization of the syllabus according to themes and functions, emphasis on accuracy in students' compositions. But these result were not enough to conclude about teachers attitudes.


Mata motivation is learners' awareness and knowledge about their own motivation. It is higher level motivation. The study aimed at investigating Mata motivation in a self-regulated second language learning. The study has thrown light on the nature of motivation. It also tried to see linkages between learner's Mata motivation and their second language learning behaviours. Linkages were the adequate language skills provided to the learners for using second language spontaneously.


Co-operative learning method of teaching EFL was implemented in a
Mexican University for one year. It was implemented on four teachers and their students. The Programme was decided in five section of English from I to III. It included class observations, teacher and students’ interviews, comparison of research and non-research students’ performance on a writing task. In spite of some failure, co-operative learning method worked well and achieved expected changes. It became a part of routine class work.

Students were divided in groups and group work was carried out. It helped them in expressing their experiences. Students’ listening comprehension was improved.

Teachers worked as a monitor, planner and executer. It helped for teacher-student communication. Communication between teacher and student became more open. Students felt relaxed and teachers work became easy and less-tiresome.

Co-operative learning method was helpful to the teachers also. Teachers became free and work-oriented and result-oriented. They often engaged meetings and used to take joint decisions.


The study mainly focused on understanding teachers’ perceptions of various aspects of the new curriculum of English for std IX and X. The research aimed at

(1) Identifying the strength and weaknesses of the new curriculum of English as perceived by teachers.

(2) Informing policy decisions at board level.

(3) Providing further interim evaluation as the project becomes operational.
Main findings of the study

(1) The curriculum of English in Maharashtra is not based on a particular methodology, though it is gradually becoming learner centred.

(2) Teachers and learners in teacher centered classes will take their own time to switch over to some new techniques such as pair and group work.

(3) Awareness of change among the teachers created by in service training programme.

(4) Teachers have tried to understand the implications of new approach. Teaching was becoming learner-centred.

(5) Pair and group work proved to be beneficial.

(6) Teachers had realized the importance of using English in their classrooms, restricting the use of first language.

All the above conclusions showed that a change in teaching procedures was being occurred as a result of training.

2.4 THE RESEARCH STUDIES CONDUCTED IN INDIA

The following research studies have been done in India and investigated different aspects of English language teaching.


This research has studied the nature of communicative competence in relation to learning a language for specific purposes. It has also provided some guidelines for designing a course in English for official purposes (EOP) for undergraduates in Tamil Nadu, India.

( 64 )

The study explored linguistic and communicative abilities of higher school teachers of English in relation to their classroom functions. The sample selected for this research consisted of 60 trained graduate teachers (TGTs) and post graduate teachers (PGTs) Four types of ability tests were administered for them i.e.

(i) Speaking ability
(ii) Writing ability
(iii) Sensitivity to pupil errors.
(iv) Sentence complexity

The researcher also studied teachers' competence. It was found between the subjects' speaking and writing ability. Their speaking performance was better than writing one.

(3) Souamini, P.A. Course design based on Communicative Approach for English language teaching in regional medium high schools, Ph.D., Education Andre University, 1984.

A course based on Communicative Approach for English language teaching was designed for this study. The sample selected for this study was students of IX to X from regional medium high school. Science content was used for the study. The researcher has also used English proficiency tests I, II, science pre-test, post-test and questionnaires were used for the study. The parallel group experimental design was also employed.
Main findings of the study

As Communicative Approach was used, the achievement in pre-test and post-test of science group showed significant improvement.

Following were the educational implications of the study.

(i) If Communicative Approach is used for teaching English, it will be helpful for the students to achieve receptive and productive knowledge.

(ii) For proper development of communicative skills suitable communicative tasks/activities should be provided.


The research was an experimental study, which was done to develop linguistic creativity among the students. The researcher had tried creative thinking programmes, creative methods, divergent thinking programmes and teaching strategies for languages.


The study aimed at finding out the communicative needs of the learners of secondary schools, in written English and develop their competence in the same. The study was an effort to develop secondary school learners' communicative competence and to compare the efficacy of the TLT (Traditional Language Teaching) and CLT (Communicative Language Teaching) approaches in developing learners' communicative
competence in written English in social context. The study makes it clear that CLT is more effective in developing the skill of producing socially appropriate expressions in the learners.

The researcher used normative survey method and pre-test-post-test experimental method for the study.

Specific Objectives of the Study

(i) To develop students' communicative competence in written English.
(ii) To find out students' communicative needs in social context which motivate them to communicate through written English.
(iii) To develop new strategies for developing students' communicative competence in written English.
(iv) To study the comparative efficacy of the two teaching approaches (the traditional and Communicative Approach) for developing communicative competence in written English.

Main findings of the study

(i) The students who were taught by CLT and TLT approaches scored significantly higher than the students who were not given any special experimental treatment.
(ii) The presentation of the language and its items in life like and social context helped the learners in learning linguistic appropriacy.
(iii) Informal atmosphere facilitated learning in the classroom.
(iv) A lot of exposure to 'real' language helped the learners to be linguistically accurate, socially appropriate and communicatively competent.
(v) Diagnostic testing and CLT both proved to be useful for finding out learners' communicative needs and written communication.


The study aimed at finding out the existing level of 'listening' and 'listening comprehension' competencies in children studying in std. I having English as medium of instruction. The researcher used criterion referenced test (CRT) to assess an individual child's performance level regarding listening skill. The researcher had specific research questions in her mind which were related to the factors like sex, parent's education, socio-economic status of the family, home-environment of the children, support in studies, pre-primary schooling and teachers' awareness about listening competencies. The sample selected was 325 children of the 50% English medium schools of Pune city.

Main findings of the study

(i) 80% children scored mastery in CRT in the sample of 325 children.
(ii) Pre-primary schooling has positive significant effect on achievement of listening skill.
(iii) There was positive correlation between parents' education and child's achievement.
(iv) There was no conscious effort to teach listening in the schools by the teachers.
(v) There was a positive gain in the average achievement in 'listening' and 'listening comprehension' of Std. I children after undergoing the training programme.


The research has mainly focused on observing the effects of language on the performance of students. So, the objective was to study the performance of the students of the experimental group and the control group.

The sample selected for the study was 1825 students from English medium schools in Pune city.

Main findings of the study

(i) There was a significant difference in the performance of the students of the experimental and control group.

(ii) The teachers had faced following problems while teaching English.

(A) Children were weak in grammar, expression and vocabulary.

(B) Lack of interest in reading and writing.

(C) Mother tongue influence on pronunciations.

(D) Inadequate time, large number of students and ample correction.

The study aimed at analysing the syllabus at Higher Secondary stage and identifying the communication skills in the light of objectives of teaching English in the new pattern. The researcher conducted this research in order to find out the students' strengths and weaknesses in the particular competence (skill) and to develop communicative competence in writing skill.

The method adopted for this research was experimental method. The researcher considered the merits and demerits of all the three experimental designs and selected pre-test-post-test equivalent groups design.

Main findings of the study

Major findings were related to different competencies like summarizing, note-making, responding to advertisements, competence in drafting and interpreting telegraphic message etc. These findings were as follows-

(i) Informative passages with the help of transparencies, drilling, pictures, multiple choice exercise were quite effective to improve summarizing.

(ii) Group work motivated learners to think.

(iii) Substitution tables, role playing, demonstration in generating and extending ideas, charts etc created interest among them and helped them to express on their own.
(4) Tape recorder, group discussion, group drilling helped them for note-making.

(5) Newspapers and magazines, T.V. and radio advertisements, group work, exercises like analysis of advertisements, tenses, simulation, individual drilling helped the students for accurate advertising.

(6) The presentation of the language and its items in life like situations and social context, real telegrams, pair work, providing exercises in abbreviations in telegraphic messages, graded exercises (pre-communicative activities) etc created interest among students for learning telegrams and helped to develop skill of drafting and interpreting telegraphic messages.

(7) A lot of exposure to 'real' language helped the learners to be linguistically accurate, socially appropriate and communicatively competent.

As far as conclusion related to retention of competencies is concerned, it was found that competencies developed were retained. Students had not missed significant parts related to competencies in written English.


The present study was an experimental research in which the researcher had collected, analyzed and categorized the common errors committed by the students of std. VIII of Marathi medium schools while speaking English language and identified the causes of errors and prepared a programme to improve their English speaking skill.
The programme was determined by comparing the pre-tet and post-test scores of the experimental groups and between the post-test scores of the experimental and control group.

**Main findings of the study**

(1) There was no one-to-one relation of errors with the causes of errors.

(2) An error may be the outcome of various causes.

(3) Direct method proves to be effective while teaching speaking skill.

(4) Teaching each sound first by making the students familiar with the articulation of the sound and contrasting the sound with other sounds help to sensitize the students to minimal difference between significant sounds of English.

(5) Getting students to make the sound, both in isolation and in words and giving them practical hints enable them to produce the sound correctly.

(6) Creating a suitable situation is helpful to improve communicative competence.

(7) The programme proved to be very effective for identification of errors, their analysis and categorization and causes of errors.

(10) Khainar S.A. **The study of specially designed course materials as an adequate means for bringing about changes in English language teaching situation in India.** M.Phil., YCM. Open University, Nashik, 1999.

The study aimed at designing course material for bringing about change in teaching learning situation of English language. The study had
following objectives

(1) To find out the level of teachers understanding of Communicative Approach.

(2) To find out whether the teachers themselves are convinced about the importance of language teaching vis-à-vis literature teaching.

(3) To find the ELT class at +2 level has fully or partially turned into a learner centred class.

(4) To see whether the pair work and group work has become regular feature of ELT class at +2 level.

Methodology

The researcher has used survey method for the case study of Std XI and XII textbooks of English of Maharashtra Board. Questionnaires were administered both for the teachers and the students and data was collected. She also used classroom observations to get the data.

Main findings of the study

(1) It was noticed that 50% or more of the classroom time was consumed by the teachers themselves.

(2) The speaking interaction within the class was restricted to questions and answers.

(3) Majority of teaching time was consumed by literary texts taught with conventional methodology.

(4) No audio-visual aids were used in the class other than the blackboard and the chalk.
The teacher taught the new texts with same conventional methodology and was not willing to modify the same.

The typical ELT (English Language Teaching) class is teacher centred. There was no group work or pair work in the class.

In evaluation the teacher recommended the questions that could not evaluate the communicative ability of students.


The objectives of the study were

(i) To analyse Unit 1 from IX std textbook of English and identify the environmental concepts in it.

(ii) To prepare a package of communication strategies for teachers (PCST) to communicate the identified environmental concepts to IX std. adolescents while teaching.

(iii) To evaluate the usefulness of PCST in communicating environmental concepts among IX std. adolescents.

(iv) To make appropriate suggestions for improving PCST package for effective communication of environmental concepts through teaching of English to IX Std. adolescents.

Methodology

The survey method was used for this research work. A sample of nine high schools i.e. 20% were randomly selected from aided 52 high schools for the study. The researcher grouped environmental concepts and identified the appropriate media and the strategy for communicating
them through 12 lessons in English and were planned by developing 12 lesson plans. PCST was applied. Teachers interviews were taken and the data was analyzed.

**Main findings of the study**

1. The analysis of unit 1 of IX Std. textbook helped to understand the environmental concepts in it.
2. Communication strategies in the form of 12 lesson plans proved to be fruitful to communicate the environmental concepts.
3. Material like pictures, transparencies, realia which was used for actual lessons, could help the students to understand and group the environmental concepts.
4. Activities like pair work, group discussion, dramatization, role play helped for effective communication in adolescents of std. IX.
5. The PCST package proved to be effective for communication of environmental concepts in std. IX

**2.5 REVIEW OF ARTICLES PUBLISHED IN JOURNALS AND ENCYCLOPEDIAS**

The following articles published in renowned journals and encyclopedias and some books included related information about various aspects of English language teaching.

2. Ellis Rod, 'Understanding second language acquisition' (1986)
Points emerged from the review of articles

(1) Some of the articles were helpful for the information about conversational skills. They also discussed about necessity of teaching conversational skills to the students.

(2) Some of them dealt with the significance of communicative activities to develop communicative skills.

(3) Principles and essentials of second language acquisition were also discussed.

(4) How to develop interest in English language learning is focused.

(5) Some of the articles focused light on the roles of teacher in Communicative Language Teaching.

(6) Importance and benefits of communicative language Teaching as well as principles of CLT were discussed in some of the articles.
2.6 CONCLUDING REMARKS ON THE RESEARCH STUDIES

The researcher has reviewed above research studies done in the fields of English language teaching as well as Communicative Language Teaching. It is found that these studies have focused some aspects of English Language teaching. To have an at-a-glance idea of common features and major findings of the studies, they are summarized in the following points.

(1) Most of the research studies were conducted by survey research method and a few studies by experimental method.

(2) Different attitudes, views and perceptions of the teachers and students about the syllabus of English, text-books, and Communicative Approach to English language teaching were studied. Both teachers and students favoured books and Communicative Approach for teaching.

(3) Many process-oriented courses, workshops, content-based English language programmes were prepared and implemented to teach English language. All these activities were found fruitful.

(4) For developing linguistic ability of the learners some courses, activities, models developed with the help of communicative skills have shown positive results.

(5) Simulation, discussion, role-playing in Communicative Language Teaching helped the learner to develop their communicative ability.

(6) The natural, functional way of teaching proved to be more effective than the formal way of teaching language.

(7) Learner-centred teaching found to be more effective than the traditional one.
(8) Teacher played a role of facilitator instead of dictator and this encouraged the learners.

(9) It was noticed that there was a scarcity of competent teachers in India to teach English with Communicative Approach.

(10) Use of computer to teach English, use of target language, interactive and co-operative learning had positive effect on learning English language.

(11) There were very few studies done directly on Communicative Language Teaching.

2.7 IMPLICATIONS OF THE PRESENT STUDY

This is the era of innovation and the field of teaching is no exception for this, especially English language teaching. Teaching English with Communicative Approach is an innovation in the field of English language teaching. A new curriculum has been introduced in the state of Maharashtra in 1988 and from June 1993 the textbooks were also prepared, based on the linguistic skills i.e. Communicative Approach. In fact, teaching English with this new approach was a great challenge in front of the teachers of English language.

They had a lot of doubts in their minds about using this approach for teaching English. They did not have clear idea about this approach and therefore found it very difficult to teach English with the help of Communicative Approach.

There is a lot of literature on methodology of teaching English as a second language and some studies on different methods of teaching English have
also been done both in India and abroad, yet not much work has been done considering teachers' problems in CLT. The present study has been carried out in keeping the view at the centre i.e. teachers problems while teaching English with Communicative Approach.

As a matter of fact, with the help of training, guidance and handbooks the teachers are trying their level best to implement Communicative Approach for teaching English yet they face a lot of problems while implementing the same. Hence, to find out teachers problems was important for this study.

After reviewing the research studies, it was found that various methods, activities were implemented to teach English as a foreign language but there is not a single research which has focused on finding out the problems of the teachers while teaching English by Communicative Approach. Hence, it was the need to locate the teachers' problems and find out the solutions to the problem. The present study had all such implications.

**2.8 SUMMARY**

This chapter can be summarized by stating that the chapter has very well thrown light on the purpose behind review of related literature, the research studies conducted abroad and in India for Ph.D./M.Phil. degree of various universities and some articles published in educational journals. The Chapter also reveals the information about Communicative Language Teaching which was available on Internet. The study of all these things proved to be very much useful for the present study.
2.9 REFERENCES


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