Chapter - II

REVIEW OF THE PREVIOUS STUDIES
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2.1 General

This chapter reviews some of the studies related to teaching English as a second language in general and teaching English as second language in India in particular. This review helped in constructing the hypotheses.

2.2 Teaching English as a Second Language in General.

Studies related to teaching English in general have been reviewed in this section.

1. EL lers GMN : (1959 ) 'The Oral Approach to English as a Second Language'

This book stresses on conversation, sounds of language, its numerous patterns, thoughts and intonation. It says that the spoken language or conversation is important as it becomes the actual language itself.
At the same time, this book points out that a mere conversation in school during the teaching hours will not enable a pupil to acquire a command over English. Free conversation among pupils gives them an opportunity to use the language freely. If new words and new patterns of English are used to fulfil its true function, it means that acquisition is achieved.

The book also stresses the ways to acquire good speech. It stresses that good speech means fluency, grammar and correct pronunciation of the sounds. The ways to teach good speech in English in the class room are applied phonetics and training in the effective use of the organs of speech. The systematic training in phonetics makes the language alive. The science of phonetics alone teaches the sounds of a language objectively, viz by isolating each individual sound and indicating precisely the function of speech organs in pronouncing it. Thus phonetics is indispensable in teaching a language.

The book insists that students should be given the necessary intensive practice for pronouncing the sounds and the sound combination of English. A valuable means of making students practise pronunciation of the sounds of English is the oral reading lesson. Choral speaking is another valuable form of training in the sounds of English and in good English speech generally.
In conclusion, the book stresses good speech and pronunciation as pronunciation is the basis for good speech. As the present study insists on Communicative Language Teaching, the book relates to build up communication through good speech.

2. Richard Rossur & Rod Bohitho (1990), 'Currents of Change in English Language Teaching'

This book suggests developing conversation of English outside the classroom.

Teaching of English becomes more a process of developing self-awareness of the world outside the classroom. It begins to become the 'practice of freedom'. The teaching of English at primary and secondary school level for general purpose need not be a waste of time and resources and becomes a process of increasing consciousness of one's society. Teaching of English encourages the individual's capacity to act on changing the environment for the better.

The present study recommends for communication skill. Communication skill is developed inside the class as well as outside the class. As the book reviewed here deals with developing conversation of English outside the classroom, it helps to construct the ideas of the present thesis.
3. **Wilkins D.A (1982)' Linguistics in Language Teaching'**

This book points out that most language teachers are probably more conscious of the diversity of language learning abilities that their pupils display. It stresses that language teachers may adopt any method of teaching, since foreign language learning can be considered a matter of both nature and nurture.

Learning a language requires the operation of an innate capacity possessed by all human beings. This capacity will function most effectively when certain external conditions are met. Success in learning a foreign language through instruction will vary from individual to individual and from group to group. People differ in their ability to acquire a new pronunciation system. It is hardly surprising that those who are weak in this ability will not score well on any language achievement test that includes a test of pronunciation.

Regarding Linguistics in language teaching, the language teacher is entitled to modify what he uses in the light of his different ends. The book stresses that language teaching decisions have to be taken at many different levels defining the goals of learning, determining the broad methodological approach, assessing the value of particular techniques and organizing the language content.
In short, the book stresses that teaching linguistics is more important than in which way the language teaching is taught. As the thesis deals with the linguistic study of the techniques of teaching English, this book relates much to develop the thesis.

2.3 The Position of Teaching English in India.

The position of teaching English in India is discussed in this section.


The article says that teaching English in India at present is very important and insists on the technique of using audio and video aids in language teaching. There is a big demand for English at the State and national levels. It is important to identify the English requirements of various groups of students precisely and to provide for each group, the pattern of courses which will be relevant to the needs of learners. They do need English for academic purposes - for their creative writing and also for writing reports and papers for a global audience, for participation in national and international workshops, and for getting into All India services. The demand for English from business houses and industrial establishments with international links has been increasing every year during the last ten years.
The article says that one of the ways to help teachers and learners to have access to English is by producing a package of prototype textbooks and also model lessons on audio and video tapes which may be adopted or adapted to suit regional needs. These materials should be tried out in different situations. Orientation and refresher courses should be organized for teachers and the system of evaluation should be updated keeping in view the objectives of the new teaching materials. It points out that the time has come to demonstrate that theory-generated dichotomy between 'process' and 'product', 'tasks' and 'activities', 'use' and usage, 'accuracy' and 'fluency' have precious little value for teachers, for they are not only interrelated but mutually reinforcing concepts.

As the present thesis recommends for the new techniques of teaching English, this article suits much by insisting even model lessons in English Teaching should be adopted on audio and video tapes.

2. Research in the Teaching of English: Central Institute of English & Foreign Languages (1986), 'Currents of Change in English Language Teaching'

The book reveals some facts about the present condition of English Language Teaching and insists on conversation practice. Many ELT teachers are not native speakers of English and most were themselves
ELT students at one time or another. All teachers irrespective of their linguistic background can do something to increase their awareness of their attitudes towards ELT students and ELT instruction. The students deserve careful consideration and in search for the modern methodologies. It is pointed out that one has to rely on communication practice for the purpose of acquiring a working communicative competence in real situations. Written or spoken English means communicating something through the spoken or written mode of English. Many times, the students are not communicating anything.

The book says that communication is that in many language text books, students are often instructed to give only affirmative or negative answers, or full or short answers. In pattern drills, students are often required to give only one form of response, the only correct one. Even in so called conversation practice, students often simply recite a pre-written dialogue or utter sentences according to some prescribed pattern. Hence, there is no freedom, choice and predictability in this.

The book stresses that the questions asked by the teachers should have the communicative value of eliciting feedback and of displaying knowledge of a piece of information. The answers show whether the student does possess the knowledge in question or not. In many kinds of learning, there is an element of mechanical repetition that makes the activity at times very different from the goal behaviour that is ultimately envisaged.
There are some important points in the book. The Communicative Approach seems to have a two stage approach that needs analysis.

1. Find out what the learner needs to know.
2. Teach it

A more valid model would have four stages.

1. Find out what the learner needs to know
2. Find out what he or she knows already
3. Subtract the second from the first
4. Teach the remainder

If one approach fails to give sufficient importance to phonetics, or moduleverbs or functions, the next approach teaches only phonetics. It teaches moduleverbs for thirty minutes a day, or announces that functions are more important than grammar. Teacher should have views on the innovations they are working with, implying changes of role in the classroom, changes in their view of language and in the role of teaching materials.

The research book points out that conversation should be in a free situation. It should be practised properly so that the teachers...
should be trained in conversation practice. As the present study deals with communication skill, the book helps to point out the importance of communication skill.


The book stresses the important technique of teaching spelling and vocabulary.

Some steps are suggested for learning spelling in a better way.

Studying only a few words at time, seeing the word used in a sentence, pronouncing each word aloud, studying each part of the word syllables, prefixes, suffixes and any special letter combinations, applying appropriate phonetic principles, Copying the word carefully, writing the word from memory, trying rewriting each word from memory, restudying any troublesome words and taking a post test on the words studied in the above manner are some of the steps.

The book stresses that instead of using a prepared text, it is better to teach language skills with on the spot sentences which the class and teacher make up together. It says that the class should listen to a tape of the teacher or someone else reading a paragraph from a student's
paper, as originally written. Then they should hear the same paragraph rewritten according to the rules of good grammar. Students should follow along using mimeographed copies of both versions of the paragraph. From this, the teacher can launch a discussion of why the second version sounds better. This auditory and visual discrimination exercise enhances learning.

The book points out some ideas to enhance vocabulary. Vocabulary learning is more developed if students teach one another. Each student selects several words to teach using pictures, records and the like for reinforcement. After one student has taught a set, he switches roles with his partner. To increase vocabulary and motivate slow learners, the teacher should pick a weekly topic based on student interests, bringing in current magazines or newspaper articles dealing with that topic.


The book suggests the following ideas to develop reading skill. To improve reading skill, the teacher has to read while the students listen and follow in their books. Many graded Readers contain glosseries, list of new words, idioms, exercises in comprehension and structure, chapter by chapter questions to focus on important points for
understanding questions for pair work and questions for class discussion. Students can be directed to whichever of these are useful and relevant and teachers can exploit many of the exercises for class activity.

Reading can be of several types in the class room. The book points out that two types of reading are important to improve the reading skill. To promote silent reading in the class room is one type.

Group reading is another type. Cassettes are particularly effective for this kind of activity, both with dramatic scripts and with stories where there is a good deal of conversation.

5. **Sharma Naintara (1983)** "Position of English Language Teaching in India"

The book points out that the only method practised was the Direct method which was practised only in English Medium schools. The Regional medium schools practised the Grammar Translation method. It also points out as per the Report of the International Seminar held in Ceylon, properly graded structures and graded vocabulary are important to the modern language teacher. It insists that the maximum period of time needed to teach a language properly in a normal school system should be six hours a week for six years.
The following principles were laid down and the Indian Government was perhaps the first to put them into practice.

1) The approach should be primarily oral.

2) Active methods of teaching should be used as far as possible.

3) The greatest possible use of English should be made in classroom.

4) The difficulties of English in the matter of pronunciation, vocabulary, grammar should be carefully graded and presented.

5) The teaching of English should be considered more as imparting of a skill than as the provision of information about forms.

As per the report of the All India Seminar held at Nagpur in 1957, Sharma points out that in favour of the syllabus based on structures, it would be more conducive to the efficient teaching of English in India at present than the traditional types. The report said that the vocabulary approach which was being practised in many parts of the country was
not effective because it emphasises a more mastery of words without leading to an adequate command over language. It leads to undue emphasis upon the terminology of grammar and not on language.

Therefore a more scientific and effective method of teaching was required and the structural approach was suited to teaching the fundamentals of the language effectively. It also suggests that the oral work required at the present stage makes a very high demand on the competence of the English school teacher and the defects of the structural approach can be remedied by meaningful contexts or situations. It recommends for the communicative movement gradually.

As the present research recommends for communicative skill, this book relates more in this aspect.

2.4 Previous Studies Conducted in Tamilnadu and other States

In this section, previous studies related to teaching English done in Tamilnadu and other States are discussed.


The article stresses the importance of communicative approach. It says that the language teachers have to play a vital role in
the teaching of languages especially with reference to the methods of teaching, quantity and quality of teaching. They have to plan material preparation meant for teaching in a more serious way and have to prepare lessons texts etc. so as to suit the geographical - environmental knowledge of the learners. They have to identify and evaluate the attitude of the learners in order to reinforce them. At the same time they have to give due recognition to those teaching items prescribed in the syllabus for the course.

The article stresses that communicative approach to language teaching becomes vital. Language skill and communicative skill are two important skills in the teaching learning process. One comes across the components viz. learners, teachers, learning materials, teaching methods, teaching aids, etc, on the one hand and networks on the other hand. Along with these factors such as background of the students, teachers, school/learning environment, teacher student rapport, attitudes towards teaching - learning and so on also play a vital role in the formalised teaching activity.

The author insists that this is the era of information explosion and modernisation in different domains of knowledge and formal activities of the society. Due to this, several changes and developments take place in all spheres of our social functioning. This type of development and change brings into the language a kind of reformation in the form of
language modernisation. The result is that a considerable amount of
deliberate language planning becomes necessary to make language useful
and fit for modern communication.

The article also suggests that there are several channels of
mass communication which need to be reinforced and modernised.
Though it is possible to develop language use through such processes
of language planning, it will be quite easy and effective, if language
teaching methods and materials are modernised - reinforced and
implemented from the primary level onwards with reference to curriculum
planning related to language teaching - learning in the Indian multilingual,
multi cultural, multi-ethnic contexts.

As the present study deals with the development of
communication skill, this article suits more to enhance the skill.

2. Elango . K. (1994) 'Is English Safe in the hands of
English Teachers of Today?'

The article starts by appealing about the kind of image that
the English teachers hold of themselves. It is,
"The linguistic competence of mine is inadequate. It is not up to the expectation of at least advanced learners. Despite my decade's experience I have not yet gained the professional competence: I am unable to use different teaching methodologies and unable to anticipate learners' requirements and demands and respond to them adequately".

The article says that the quality of language skill is decreased at present when compared with the days of forefathers. It points out that the average academic performance and the choice of teaching have close ties with the socio-economic background of English teachers. Many teachers hail from rural, lower middle-class families. The underprivileged rural educational background stood in their way of gaining linguistic competence throughout their primary and secondary stages. English was like any other subject in their curriculum and the only exposure that they had to the language was in the classroom. Hence, at the tertiary level, they had to invest much of their energy and time in acquiring the basics of the language and the inadequacy was to be carried over into their profession too. Their alienation with the language makes them take an easy recourse to the use of mother tongue in all communicative situations excepting the compulsive situations, hence their language remains stunted. The English teacher without any formal professional training becomes a professional.
As the present study suggests Reorientation Courses and Inservice programmes for teachers to improve communicative language teaching the article relates much by insisting the similar ideas.


The thesis suggests that the communicative approach is based on the view that the learner should know not only to write correct sentences but also how to use them appropriately in communication. It advocates the communicative syllabus. The present day syllabus concentrates more on usage rather than of use.

As the research study recommends for communicative syllabus and communicative approach the thesis reviewed here relates more in insisting the same idea.

2.5 Contribution of the Present study

All the studies discussed so far help to construct the present study and this study varies significantly from those as it deals with the current approach of Communicative Language Teaching at the Higher
Secondary level in the present language teaching context, changed objective pattern of English Language Teaching, syllabus, textbooks and evaluation, errors committed by the students, solutions and modifications for the successful conduct of communicative teaching.

The teacher of English should possess language ability, psychological insight, social and cultural awareness. The teaching of English is to be viewed in universal utility. The communicative language teaching provides this utility and so needs useful interaction in the classroom. This study suggests not only the techniques to be followed but also the remedial measures to be adopted.

The position and the activity of the teacher at the Higher Secondary level, the techniques adopted by him, the sources and the resources provided to him, the limitations of the sources are discussed in detail. The new requirements for the successful communicative language teaching specifically at the Higher Secondary level are pointed out. It probes into the new syllabus, text books, question papers and the present method of teaching and suggests the new techniques and solutions to be followed in future.

2.6 Hypotheses

The following four hypotheses are framed in confirmation with the aims of the present study.
1. The new methodology advocated for English Language Teaching is not fully followed in the classes at the Higher Secondary level in the State of Tamilnadu.

2. The new text books do not fulfil the demands of the principles and objectives of English Language Teaching laid down by the new methodology.

3. Students studying in Rural area are not so good in communicative skill when compared with those studying in Urban area.

4. Teachers of English working in the schools of Rural area do not exhibit efficient Communicative Language Teaching when compared with those working in Matriculation schools of Urban area.