CHAPTER - I
INTRODUCTION

“Education is the manifestation of the perfection already in man”
1.00 Introduction

The introductory chapter enters into the basic important aspects of the research report. It includes the background and need of the research, significance of the study, statement of the problem, objectives, hypotheses, scope and limitations of the research.

1.10 Language and its Features

It is distinctive feature of language is that human language uses the duality feature (concurrent system of sound and meaning) among all the animal communication. Language is species specific. It is uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another. (Bolinger, 1968, p.3)

Human beings are the only creatures that use language as the main tool for communication. Also, language as the most advanced popular and developed tool for communication. There are other tools for communication, such as- signs, symbols, gestures, expressions, dance etc. Out of them, language is the most developed, advanced and popular tool for communication.

Language has become an integral part of human life. Language works everywhere, wherever man; there is a language.

Language is the medium through which the child acquires the cultural, moral, religious and other values of society. (Klein, 1986, p.6) Language has been defined in different ways by the linguists.

According to Bolinger, language is “A system of vocal-auditory communication, interacting with the experiences of its users, employing conventional sings composed of arbitrary patterned sound units and assembled according to set rules”. (Pandit, Kute and Suryawanshi, 1999, p.1)

Wardhaugh defined language as “A system of arbitrary vocal symbols used for human communication. (Pandit, Kute and Suryawanshi, 1999, p.2)

Bloch and Trager states that “Language is a set of arbitrary vocal symbols by means of which a social group communicates (Bose, 2002, p.1)
1.11 Language as a System of Communication

Human beings use language as a primary tool of communication among themselves. One man shares his ideas, thoughts, feelings, emotions, wishes, experiences etc. to another man by using language. Thus, language works as a system of communication for human beings.

1.12 Language as Arbitrary

Language is mainly used in the form of speech which travels in the form of sound waves that through the air from one person to the other. The sound waves and its meaning bearing an arbitrary relationship. It is a matter of convention. There is no relationship between a particular symbol and the object denoted by it. Hence, this arbitrariness in the relationship offers a wide field of uniqueness and variety from which a man uses language that enjoy an openness and freedom.

1.13 Language as Vocal

The primary medium of language is vocal symbol which are made up of speech sounds. These sounds are called oral symbols of communication that produced by human beings through various movements of the vocal organs. Thus, language is primarily vocal; writing is only secondary.

1.14 Language is Learnt

Language is an activity of learned that comes after birth. The child learns it over a long period of time. Language learning is started for a child with various isolated sounds and gradually acquires the total sound system according to the needs.

1.15 Language is Change

Human language is very significant and important. But, changes take place in all aspects of language among the human beings. As per the speakers needs, it constantly changes and develops. New words are borrowed and absorbed in a language from time to time.

Vocabulary is the least stable part of a language. Changes also take place in sounds and grammatical system of language that a person applied as a reliable and firm.
1.16 Language is Unique

Each language is unique. Never one language is similar to other. No two languages have the same in sound, and grammatical or lexical systems.

1.17 Language is Social Behavior

Language is also a social behavior that a child picks up the language in his environment. It is not inherited only in the biological sense.

According to the nature of language, there are many languages all over the world. Among them, English is the most common, popular and important language. It is considered as an international language, window on the world, library language and also as a link language.

English is considered, either as a native language, as a second language, or as a foreign language.

The term ESL (English as a Second Language) is used to refer to situations in which English is being taught and learned in countries. Second language is one that becomes another tool of communication along with the first language. It is typically acquired or learnt in a social environment in which it is actually spoken or in tutored settings. Thus, English has been taught as a second language in most of countries, i.e. India, Nigeria etc.

English as a foreign language (EFL) is used in contexts where English is neither widely used for communication, nor used as the medium of instruction. Brazil, Japan, Korea, Thailand and Mexico are countries where English is taught as a foreign language, either as part of the elementary and high-school curriculum, or in private schools and other educational settings. In most EFL settings, there is limited exposure to the language outside of the classroom. (Ronald Carter, David Nunan, 2001, p. 2)

English is taught as foreign language where English has no internal function, but it is learnt there for employment opportunities and to be adapted themselves with the computerized world.
1.20 **Origin of English**

English belongs to the Indo-European family of languages. Within this family, English is a member of Germanic branch. The Germanic branch may be divided into three groups or subdivisions: East Germanic which consisted of Gothic, now an extinct language; North Germanic under which we include the Scandinavian languages; and West Germanic which consists of High German, Low German, Frisian and English.

The Angles, the Jutes and the Saxons were the three tribes that settled in England. The Angles come from Denmark, the Saxons were from Holstein in the south, and the Jutes were from the north. Linguistic and religious associations between these tribes resulted in a bundle of related dialects, which we presently call English.

1.21 **A Global Language or Languages**

The rapid expansion in the use of English language, it considered as the medium for global communication. English is beginning to detach itself from its historical roots. In the cause of doing so, it is also becoming increasingly diversified to the point where it is possible to question the term ‘English’. The term ‘world Englishes’ has been used for quite a few years now, and it is conceivable that the plural form ‘Englishes’ will soon replace the singular ‘English’.

1.22 **English and Standards**

English in different contexts and for different purposes are neutral. However, the reality of day-to-day teaching and learning of English brings with it a series of interrelated social and political questions.

Non-native speaker varieties of English have also developed around the world, particularly in former colonial territories. Such varieties normally exist along a continuum which includes standard version of the languages which are taught and learned in school and which are recognized internationally to be of economic and political significance. Individual learners are also conscious that their own social mobility and economic power can be enhanced by access to a standard international variety of English. However, some of these varieties of the language may be deliberately spoken in ways which are markedly different from the standard native
speaker versions. Speakers using such varieties may do so in order to identify themselves with a variety of the language which is perceived as theirs and not the property of others.

From the terms of native speaker variety and non-native speaker varieties of a language are also neutral and unproblematic. Furthermore, English language has been selected by the Government as a medium of instruction in schools. It may even be chosen by some families as a main language spoken at home, although the mother tongue of these speakers may be a Malay or Tamil or Chinese language. The choices may reflect recognition of the socio-economic power of the language, but such contexts and practices also raise questions about the status of a native speaker of a language. Learners of English as a foreign language often need English as a tool of communication; however, in some ESL territories differences and distinctions between standard and non-standard varieties and native and non-native speakers of a language become blurred. For economic reasons, learners need an international standard version of English but, for more personal and social reasons they need a variety through which they are more able to find an expression of their own identity, or even their national identity.

In contexts of teaching and learning their needs may not be entirely met either by a particular national variety because different national varieties carry with them political and ideological baggage. Some countries may, therefore, elect to teach American English because a British English variety was the language of a colonizer. Other countries may elect to teach British or Australian English for reasons ranging from geographical proximity to ideological opposition to aspects of the foreign policies of the United States. And individuals may make other decisions for purely personal reasons. There are thus immovable issues of cultural politics in all parts of the world from which discussions of the teaching and learning of English cannot be easily uncoupled.

1.23 Teaching English in India in Pre-independence era

The English language starts with the advent of the East India Company in India. The East India Company spread its wings first in the Southern Peninsula. The printing press was first established in the 17th Century but it was largely confined to the printing of the Bible or other Government decrees. It was in 1779 that the first
English newspaper named Hickey’s Bengal Gazette was published in India. The breakthrough in Indian English literature came in 1793 AD when Sake Dean Mahomet published his book titled ‘Travel of Dean Mahomet in London’.

The Indian writings in English were heavily influenced by the West art form of the novel. The early Indian English writers used unadulterated Indian words to convey their primary Indian experiences as the readers were mostly British or British educated Indians.

In the early 20th century, a new breed of writers emerged who were essentially British and were born and brought up in India. Their writings were colored by Indian themes but the ways of storytelling were primarily British.

British educated Indians absorbed and internalized such characterizations of themselves and their past. Gandhi appeared to be colonized sycophant of the British education system and said to General Smuts, “General Smuts, Sir, we Indians would like to strengthen the hands of the Government in the war. However, our efforts have been rebuffed. Could you inform us about our vices so we would reform and be better citizens of this land?” to which General Smuts replied, “Mr. Gandhi we are not afraid of our vices, we are afraid of our virtues”.

The charter Act of 1813 decreed that English would be taught in the Indian Education system although not as a replacement for indigenous languages. Instead, it was anticipated that English would co-exist with Oriental studies as a means by which moral law could be reinforced.

The 1817 publication of John Mill’s ‘History of British India’ proved to be a defining text in the theories of how education policies should be formed (ed. Horace Hayman Wilson : London, Piper, Stephenson and Spencer, 1858). Mill firmly believed that the Indian culture and tradition was of relevant value for an advancing nation.

In 1835, Lord William Bentinnet revitalized the earlier Charter Act with his New Education Policy which determined that English should be the official language of the courts, diplomacy and administration. Prior to this Persian was accepted as the language of diplomacy. Bentinnet’s motive was ostensibly to “regenerate” society, but the ramifications were boundless.
In 1854, Sir Charles Wood published his “Education Despatch” which was aimed at widening the availability of Western Oriented Knowledge. Universities were established under the London examining model in Calcutta, Bombay and Madras.

Lord Ripon’s Hunter Commission of 1882 advocated that there should be increased provision of education at the primary level and for women to raise the third level entry standards. The inevitable result was that an Indian-based education was viewed as being second rate in comparison to an English based education. With the focus being on quality rather than on quantity an Indian intellectual elite did not develop quite as intended.

1.24 Teaching English in India in Post-independence era

After getting independence in 1947, the people of India began to feel their problems in more realistic way. They began to think keenly about politics, economics and even about education. They wanted complete independence in every field i.e. political, cultural, economic and educational fields.

Pandit Nehru has expressed his views in connection with continuation of English. He said, “Indian Languages have suffered psychologically and otherwise because of English, yet they have gained a great deal to form contacts with the wider world however, English cannot be in India, anything a second language in future”.

Gandhiji said, “Of all the superstitions that India has, none is so great as that a knowledge of the English language is necessary for imbibing ideas of liberty and developing accuracy of thought”. From these above expressions it is revealed that our national leaders, who were the product of English education, were supporters for English as a foreign or second language. However English continued to occupy an important place in Indian education system.

After independence various commissions and study have given their views about the study of English language in India. For example –

(i) The Radhakrishnan Commission (1948) emphasized the need for the continuance of the study of English.
(ii) The University Education Commission (1949) emphasized that “English will continue to occupy an important place in India’s academic and intellectual life. English should be studied in High Schools and in Universities in order that we might keep ourselves in touch with the living stream of ever-growing knowledge”.

(iii) Kothari Commission (1964) emphasized the role of English as a ‘Library Language’.


(v) Prof. Gokak said that study of English should be continued.

The English education system was started by the British in the year 1835 after they came to India. At that time, English played an important role in school curriculum. It was taught as a compulsory subject. The situation was same up to 1947.

After Independence, the position of English has undergone a great change. However, as far as the language planning in India up to 1960’s is concerned, the relative status of English, Hindi and other regional languages was not clear to the people in India. Hence, the thinkers gave it a thought and as a result the three language formula was introduced.

Kothari Commission (1964-66) has suggested the three language formula in which English has been placed as a second or third language.

Realizing the importance of English, it has been taught in the schools and the colleges as second language or third language compulsory in India in general and in Tamil Nadu in particulars English has been included as one of the subjects in school and college curriculum and also occupies as a medium of instruction in creation schools. Hence, it is the predominant tools of instruction in higher studies.

In the state board schools, English has been introduced as one of language subjects from the third standard along with other subjects, and it is the medium of instruction in certain schools of the state board after primary education. In the matriculation schools, English is the medium of instruction in addition to the English
language subject where all the subjects i.e. science, social sciences, commerce etc. are taught through English starting from the primary education.

Further, the secondary English syllabus includes the prose, poetry, grammar exercises, listening and reading comprehensions, speech practice and communication, developing writing skills and other tasks. The teaching of English has been used as a second language in India and not a foreign language. It has been used as an official language, a medium for higher education, the national and international link language, interpersonal and inter-institutional communication, a language of business, a language of competitive examinations and a language of professionals.

English as a second language at secondary level aims are –

* To develop abilities to young learner in terms of right expression and apt communication in English,

* To develop appropriateness and fluency in both oral and written expressions,

* To enhance reading and listening comprehension ability, and

* To inculcate in the learners mind, the sense of aesthetics, appreciation, human values and administration things, beautiful and joys.

1.25 Importance of English Language

English is also known as a progressive language because it has its past, present and future. English too has borrowed words from various languages. It is a dynamic language for worldwide communication because nearly half of the world speaks and understands it. Any countries like U.S.A., Australia, Canada, New Zealand, South Africa, United Kingdom use, English as the first language. Again, many people from India, Africa, France, Russia, Malaysia, and Nigeria use English as a second language.

Modern English is sometimes described as the global ‘lingua franca’. A working knowledge of English is required in certain fields, professions and occupations. It is the only language which is widely known as a link language. It is an important language for social cohesion. It is also a language of trade and commerce,
science and advanced technology, medicine, computer etc. In a way, it is the world’s most important language. Hence, English is treated as a language of a global village.

Pandit Nehru’s remarked that it is a window on the world. It is a window through which one can watch the world and understand it. F.G. French has rightly pointed out the importance of English that the rapid spread of industrial development, science and technology, international trade and commerce and the close interdependence of nations; English has become a world language.

Due to such importance it seems that English communication is the most effective way to open various doors of opportunities in most of the fields. It is English that has made possible the exchange of teachers and students in different parts of the world. Again, it opened the doors of world-wide opportunities for employment.

1.26 Teaching Language Skills

Language is a skill subject and not a content subject as history or science. Language knows and doing things; it is both ‘knowledge’ and ‘skill’. Again, Thomson and Wyatt said that the power of expression in a language is a matter of skill rather than of knowledge; it is a power that grows by exercise, not by knowing merely meanings or rules. (Teaching of English by Four Authors, p. 22)

Language therefore, has to be learnt through constant and sustained practice. Students have to be provided ample opportunities to use the language.

There are four language skills; such as- listening, speaking, reading and writing (LSRW) has to be mastered. The former two skills are known as oracy and the later two are known as literary; both oracy and literary form linguacy.

Among these four skills, listening and reading are used as the channel of receiving information. Thus, these two skills are called as receptive skills. The remaining two skills, speaking and writing are used as channels of sending information. Thus, these two skills are labeled as productive skills.

1.26.1 Listening Skill

Listening is a prerequisite to other skills of language. The activity of listening is not an act just recording the speaker’s utterances and repeating them as a tape
recorder as they are. It is a process of making meaning out of spoken language. Listening is necessary to develop the speaking skill. Listening in English is attending to and interpreting oral English. Listening prepares the students to understand the speech of the teacher of English as they speak naturally in a normal speed and normal manner.

In the classroom, student listens to in order to repeat and to understand. In listening to repeat, students imitate and memorize linguistic items such as words, idioms and sentence patterns. This is an important beginning task and focus of listening exercises. However, it is listening to understand that is real listening in its own right.

The term listening is used in language teaching to refer to a complex process that allows us to understand spoken language. Listening, the most widely used language skill, is often used in conjunction with the other skills of speaking, reading and writing. Listening is not only a skill area in language performance, but is also a critical means of acquiring a second language ($L_2$). Listening is the channel in which we process language in real time employing pacing, units of encoding and pausing that are unique to spoken language.

As a goal-oriented activity, listening involves ‘bottom-up’ processing (in which listeners attend to data in the incoming speech signals) and ‘top down’ processing (in which listeners utilize prior knowledge and expectations to create meaning). Both bottom-up and top-down processing are assumed to take place at various levels of cognitive organization: phonological, grammatical, lexical and propositional.

In a classroom situation, in order to listening to repeat; students have imitated, memorized and understand the linguistic items such as words, idioms and sentences patterns etc. This is an important beginning task and focus of listening exercises. The learners have continuous opportunities for integrating listening with other language and academic learning skills, and for using listening for authentic purposes. Listening involves:

- Receiving the systematic sounds of the language.
- Processing and constructing sounds into words,
• Giving meaning to the words and getting meaning from the words received,
• Ability to interpret and comprehend the speaker’s utterances, etc.

Thus, listening has rightly assumed a central role in language learning. The skills underlying have become more clearly defined.

1.26.2 Speaking Skill

Speaking is another way of using language. It is also more complex skill than listening. It is an act of creativity. Speaking in a second language (L₂) involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical and discourse patterns. In addition, some of the processing skills needed in speaking differ from those involved in reading and writing.

Speaking in an L₂ has occupied on peculiar position throughout much of the history of language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse. There are three main reasons for this.

The first – is tradition: grammar-translation approaches to language teaching still have a huge influence in language teaching, marginalizing the teaching of communication skills.

The second is technology: only since the mid-1970’s has tape-recording been sufficiently cheap and practical to enable the widespread study of talk – whether native speaker talk (Charter and McCarthy 1997:7) or learner talk and use of tape recorders in the language classroom.

The third reason for its peculiar development might be termed ‘exploitation’: most approaches to language teaching other than grammar-translation (the direct method, the audio-lingual approach) as well as more marginal approaches (such as the Silent way, Community Language Learning and Suggestopedion) exploited oral communication centrally as part of their methodology: not as a discourse skill in its over right, but rather as a special medium for providing language input, memorization practice and habit-formation (Howatt 1984: 192-208). Most of the
focus in teaching oral skills was limited to pronunciation. As Howatt comments of
the late nineteenth century Reform Movement, ‘it was essential that the learner’s
pronunciation should be correct before moving on to texts’ (Howatt 1984 : 172)

Speaking is mainly associated with pronunciation, and with getting new
language noticed and integrated into the learner’s competence. Speaking as a skill in
its own right with speaking as a central medium for learning continues in current
developments. It has been shown to help automaticity memorization, and the
formation of associations between different elements of language.

For developing the oral L2 skills, it is useful to consider the nature and
conditions of speech. Most current approaches draw on a psycholinguistic skills (or
‘information’) processing model. Levelt (1989) proposed that speech production
involves four major processes, i.e. conceptualization, formulation, articulation and
self monitoring.

Conceptualization is conserved with planning the message content. It draws
on background knowledge, knowledge about the topic, about the speech situation and
on knowledge of patterns of discourse. The conceptualiser includes a ‘monitor’,
which checks everything that occurs in the interaction to ensure that the
communication goes to plan. This enables speakers to self-correct for expression,
grammar and pronunciation.

In formulation process, after conceptualization the formulator finds the words
and phrases to express the meanings, sequencing them and putting in appropriate
grammatical markers (such as inflections, auxiliaries, articles). It also prepares the
sound patterns of the words to be used.

The third process articulation involves the motor control of the articulatory
organs; in English: the lips, tongue, teeth, alveolar palate, velum, glottis, mouth
cavity and breathe.

The self-monitoring is concerned with language users being able to identify and
self-correct mistakes.

Automation is necessary for an elementary L2 speaker to manage the speech
fluently and accurately to pay attention to all these processes simultaneously under
pressure of time.
Speaking skills are also affected by the context. Speaking is typically reciprocal: any interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to each other contributions in terms of whether participants have equal speaking rights, or whether one of the speakers adopts or is accorded special rights, such as in doctor-patient, teacher-pupil, professor-student, examiner-examinee, parent-offspring, and adult-child interactions. Further, speaking is physically situated face-to-face interactions: usually speakers can see each other and so can refer to the physical context and use a member of physical signals to indicate, for instances, attention to the interaction, their intention to contribute and their attitude towards what is being said.

In most speech situations, speech is produced ‘on line’. Speakers have to decide on their message and communicate it without taking time to check it over and correct it: any interlocutors cannot be expected to wait long for the opportunity to speak themselves. Hence, time pressure means that the process of conceptualization, formulation and articulation may not be well planed or implemented, and may pauses and corrections

In addition to knowing the language, the speaker must think of an idea the wishes to express, either initiating the monologue or conversation or responding to previous speaker. The activity of speaking involves:

- The consciousness of the grammatical, lexical and cultural features of the language,
- Ability to speak without grammatical errors,
- Where, when, how, what to speak awareness,
- Correct pronunciation and ability to present in understandable way, etc.

Hence, oral language differs from written language both in process and product (although of course spoken language can resemble written language and written language can simulate spoken patterns). The implications for teaching is that oral skills and oral language should be practiced and assured under different conditions from written skills, and that, unlike the various traditional approaches to providing oral practice, a distinct methodology and syllabus may be needed.
1.26.3 Reading skill

It is one of the parts of language behavior beyond the learning of specific skills or strategies. The teaching approach promoting the reading skill is called phonics. Readers are helped by making analogies between new and known words, making wider use of their linguistic knowledge than is involved in grapheme to phoneme decoding alone. The term bottom up has been used for approaches to reading which emphasize text-based features at word and sentence level.

Anderson (1984) concludes that the early stages L2 knowledge is a stronger factor than L1 reading ability. L2 readers need a minimum threshold level of general L2 language competence before they can generalize their L1 reading abilities into L2. Where proficient L2 learners are good readers in their L1, the consensus view is that reading abilities can, indeed, be generalized across languages even in the case of differing scripts.

A large body of reading research especially in the field of cognitive psychology is concerned with the ability to decode words and with the particular skills judge to be prerequisite to fluent, independent reading. Weir and Urquhart (1998:59-62) discuss the role of grammatical processing by L2 learners, claiming this as a neglected area of research. The genre theorists (e.g. Martin 1989; Cope and Kalantzis 1993) seek to make explicit to learners the salient grammatical and lexical features not just of written texts in general but of different types of texts.

Another research on readings process is concerned with the strategies or resources which readers employ in reading and learning to read. Goodman (e.g. 1967) and Smith (e.g. 1971) are known as ‘psycholinguists’ on the grounds that they view reading as a best seen not as the matching up of visual symbol to sound realization in a linear manner, but as a process heavily mediated by the reader’s ability to make informed predictions as he or she progresses through the text. Both Goodman and Smith see the reader as making use of three systems represented by three levels of language within the text.

Goodman terms these ‘graph phonic’, syntactic’ and ‘semantic’: First, readers make use of their knowledge of the visual and phonetic features of English, second, they draw on knowledge of syntactic constraints (such as possible word order), and,
third, they are aware of semantic constraints related to knowledge of words meanings and collections.

More recently there has been interest in reading as a social, critical process (Wallace 1992; Baynham 1995). This strand of equity pays greater attention to social and ideological factors which mediate in readers’ access to text. L_2_ readers, in particular, may bring different kinds of cultural and ideological assumptions to bear on L_2_ texts, thereby offering, it is argued, fruitful challenges to mainstream or conventional readings.

Reading may be divided into two types - oral reading and silent reading. Oral reading, like other speech work, is a useful means of mastering the language code. It is motivating for students of all levels and can therefore be used to practice the structures. It is also an effective device for quick testing of reading comprehension and for improving pronunciation. Silent reading, on the other hand, means reading complete silent without even moving the lips. Some psychologists believe that it is not possible to read without giving some phonetic value to the graphic symbols and therefore even in silent reading the reader has to ‘sub-vocalize’ i.e. mentally pronounce the words. Oral and silent reading refers somewhat related to the mechanics of reading. But reading is “appreciating the sense of what is written: we read for meaning” (Crystall, 1987).

While reading, a reader interacts with a text, decides it and constructs meaning in the process. The reading activity updates one’s knowledge and it is an important tool for academic success. It is simply say that the understanding of written symbols which consist of recognition and comprehension skills. To perform the reading activity one should have:

- The knowledge of the language,
- The knowledge of the writing system,
- Ability to recognize the phonemes,
- The ability to interpret and comprehended the texts, etc.

1.26.4 Writing Skill

Writing is a manual skill and an individual effort. Individuals compose their thoughts often in privacy and then induce their thoughts to writing, using the strict
conventions followed in the language. Writing is an individual effort or work, but it must follow the rules laid down.

Teaching English second language (L2) writing differs from teaching other language skills. As late as the 1970s, L2 writing was not viewed as a language skill to be taught to learners. Instead, it was used as a support skill in language learning to, for example, practise handwriting, write answers to grammar and reading exercise, and write dictation.

Since the mid-1970’s has tape-recording been sufficiently cheap and practical to enable the wide spread study of talk—whether native speaker talk (Carter and McCarthy 1997:7) or learner talk—and use of tape recorders in the language classroom. Due to the difficulty of studying talk it was easier for teachers, methodologists, applied linguists and linguists to focus on written language than spoken language (for nearly 20yrs the TESOL [Teaching of English to speakers of other languages] convention has run annual colloquia on the teaching of reading and writing, but not on speaking or listening).

In the 1970s many English L2 language programme writing classes were, in reality, grammar courses. Generally, the current traditional approach in English L2 is reflected on the teaching of organization patterns common in English academic prose: topic and thesis sentences, paragraph and essay modes (e.g. process, comparison-contrast, cause effect). In English L2 pedagogy, the approach of ‘expressive’ in which writing was taught as a process of self-discovery; writers expressed their feelings in a climate of encouragement is entered the classroom as the ‘process movement’: a concentration or personal writing (narratives, journals), student creativity, and fluency (Zamel, 1982).

At the start of the twenty-first century, writing classrooms have achieved a more balanced perspective of composition theory; new pedagogy has begun to develop: traditional teacher-centred approaches are evolving into more learner-centred courses, and academic writing is viewed as a communicative social act. Despite diverse pedagogical perspectives, most English L2 students writers practice individualized processes to achieve products; courses focus more on classroom community and student responsibility through peer response activities, student selection of topics and evaluation criteria, and collaborative project writing.
During the recent time, recognition of the importance of L₂ writing in school settings. The necessity for better teacher preparation in L₂ composition has resulted in more courses or at least course work in graduate TESOL programmes and in more developed materials for L₂ writing instruction. Further, there has also been a dramatic increase in text book writing, conference presentations, and published research and commentary about English L₂ writing.

In the field of creative writing in a classroom, the context of literature in language teaching, and approaches to writing have been taken that involve strategies. Such as-

- Re-writing from different viewpoints;
- Shifting registers to explore changing communicative effects;
- Writing prediction and completions to texts as part of a process of detailed text study; and
- Cross-genre writing (e.g. from poetry to prose and vice version).

These activities may also be integrated with other competencies; e.g. talking about the content and the planning process prior to and during composition, often in an L₁, can lead to greater confidence in the writing process. Such activities encourage learners to write their way into more precise, interpretive readings while at the same time fostering greater attention to forms of writing, to reflection on what is involved in the creation of a text and to adapting writing style to the audience and context of writing.

Recently, the pedagogical practices necessary for students to increase their writing competence have been hotly debated. Times have now changed, English L₂ writing teachers are better prepared, language programmes recognize the value of L₂ writing competencies, and students are more aware of the writing required in school settings. Same pedagogical issues are also similar across language programmes, such as how to provide the most appropriate instruction, how to respond to student work in ways that help their language progress, and how to assess students fairly. Several resource books for English L₂ writing teachers offer substantial information about theory and practice, methods and materials, as well as varied pedagogical perspectives.
As ESL (English as a Second Language) research and practices have developed, many techniques and methods have proved successful in English L2 writing classrooms; e.g.:-

- Careful needs analysis to plan curriculums (Reid 2000);
- Co-operative and group work (including collaborative writing that strengthen the community of the class and offer writers authentic audiences);
- Integration of language skills in class activities;
- Learning style and strategy training to help students learn how to learn (Reid 1998); and,
- The use of relevant, authentic materials and tasks.

In addition, teachers have learned that in the same way that is size does not fit all, so also one technique, approach, method or material is inadequate in the classroom. As a consequence, eclecticism (the use of a variety of approaches that permits teachers to extend their repertoire), once frowned upon, has become essential for effective teaching.

1.27 Developing Writing Skill

Writing may be very important for one group of students but much less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern. It becomes an important aspect of students’ expression at higher stage.

Writing is the most efficiently acquired when practice in writing parallels practice in the other skills. Writing provides an excellent consolidating activity. Writing is also useful for setting homework exercises and for some class text. It has been suggested that writing is hailed a service activity for most students rather than an end in itself; the teacher will find that the problem ‘how much writing’? Soon solves itself. The type of writing in which the students are engaged will become more sophisticated as they acquire greater facility in the exercise of the other skills.
1.27.1 Mechanics of Writing

- Making strokes with proper hand movements. This means to know from where to start a
- Letter and where to end it.
- Write letter of appropriate size and proper shape.
- Write letter in words with proper space.
- Write words in sentence with proper space.
- Write sentence in paragraph with proper space.
- Write correct spelling in words.
- Write capital letter correctly.
- Write legibly and neatly.

1.27.2 How to introduce Writing

In the beginning, the teacher must teach everything by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing practice in pattern drawing. The teacher must give practice in writing script because it is simple and easy. It helps the students to write correct spelling because they have the reproduce the visual image that they get while reading. The teaching of print script is profitable also because it gives less strain to the muscles because effort is not to be made to join letters.

1.27.3 Objectives of Writing

a. To make the pupil teachers aware of salient features of different kinds of writing; e.g. letter/report/dialogue/summarizing.

b. To make the pupil teachers aware of the difference between spoken communication and written communication.

c. To introduce the pupil teachers to the different tools available for reference and dictionary.

d. To develop writing skills.
1.27.4 Aims of Writing Composition

Written composition exercises develop the writing ability. Writing ability involves:

i. Mechanical skills, hand writing, spelling, punctuations etc.
ii. Ability of expressing ideas in correct English,
iii. Ability to present the matter in well organized manner with logical sequence, coherence, appropriate linking words, paragraphing etc.

1.27.5 Means of Developing Writing Skills

Writing skill are developed in pupils

i. By providing them with constant practice,
ii. By giving them the matter directly to compose,
iii. By taking the pupils through a graded.

Course of composition exercises (because writing skills are acquired by starting from simple to complex ones)

1.28 Procedure of Teaching of Writing Composition

A procedure for teaching of writing composition is suggested here-

(A) Before the class
i. The teacher should limit the scope of the subject for writing composition.
ii. He should have an idea of the complete composition (its content and its form)
iii. He should decide in advance the language (structure/ lexis) for that composition,
iv. He should prepare questions in advance that help in writing composition.

(B) In the class
i. The teacher should motivate the pupil by giving introduction of the topic and subject matter in an interesting manner.
ii. He should encourage the pupil to think about the subject and build up context.
iii. He should ask the questions that can help the pupils to construct the sentences.

iv. He should write the keywords and sentences on the blackboard.

v. After the oral preparation, he should get the pupils to write the composition.

(C) **After the Class**

i. The teacher should correct the exercises.

ii. He should classify the common errors of the pupils relating to structure and vocabulary.

iii. He should plan for remedial teaching.

Thus, writing is the most effective means of communication. Even oral preparation leads the path of actual writing. In oral preparation the teacher provides motivation and clear idea of what they are going to write. He helps them with necessary language and guides them in organizing and arranging the content in the right sequence. But, Thirumalai (1977) discussed written language differs from oral language in structure and made of functioning. The acquisition of oral speech itself is the acquisition if signs (symbols). The acquisition of writing is a step further and the learner must now transfer the symbolization he/she acquires in the process of speech acquisition to written language.

A person who can express himself in written English can-

- Write the letters of the alphabet in reasonable speed.
- Recall appropriate words and put them in sentences and spell the words correctly.
- Use appropriate punctuation marks. Link sentences with appropriate sentence connectors and sequence signals.
- Organize thoughts and ideas in logical sequence and suitable paragraphs around topic sentences.
- Use the form and register appropriate for the subject matter and the audience.
- Evaluate the significance of a word or a sentence in the overall content of the written passage.
However, all these four skills of language are the bases for communication. Hence, they form the base for the language proficiency, the ability to use the knowledge in different tasks.

1.29 Methods and Approaches used for teaching English

All language have their different characteristics and yet something common which should be considered at the time of teaching. Hence teaching method plays a vital role. In the process of learning and teaching a method of teaching is very important. It is a tool in the hands of the teacher. A teacher with a good and a right method of teaching is liked by all the students. Selection of the right method ensures success of the teacher. It helps in the achievement of goals.

Europe and Asia had a long tradition of teaching and learning foreign languages. Memorization of vocabulary and translation of sentences often formed the major part of such learning process in the past. Ancient languages such as Sanskrit and Pali were mastered in Asia through the processes of memorization of texts and vocabulary lists. Learning vocabulary lists indeed formed the core of language learning.

The progress of Reformation in Europe brought within its wake change in methods of learning foreign and classical languages. Erasmus, a contemporary of Martin Luther, in the fifteenth and sixteenth centuries, argued that speaking the foreign language should begin early in one’s attempt in learning it. Good and understandable oral communication, he said, was the important thing to master. Next in importance was reading and then, writing came at last.

Erasmus wanted that the language should be learnt through exposure to interesting and practical conversations and stories accompanied by visuals such as picture. Martin Luther was opposed to excessive drill on rules for producing sentences. Instead of memorizing rules for the production of sentences, he asked for the actual production of sentences themselves as appropriate practice to learn a language. William Bath (1565-1614) focused on teaching vocabulary through contextualized presentation, which was further elaborated later on by Comenius.

Comenius recommended that we do not introduce a content topic, if for the understanding and expression of which the students do not yet have some parallel
linguistic mastery in the language they are learning. He also recommended that new words be introduced to the students with the visuals of objects or phenomena they represented. He asserted that words should not be learned apart from the objects to which they refer.

Comenius held that the subject matter of lessons should have appeal to students, that modern languages should have priority over classical languages, that language should be learned by practice rather than by rules (though rules were seen as complementing practice), and that the subject matter of initial exercises should already be familiar to students (O’Grady et al 1993). In subsequent centuries several methods came to be used.

Over the years, there have been different methods employed for the teaching of English as a second language. Before 1960s, English was taught for literacy purpose. The syllabus consisted different stories, poems, anthologies etc. Main focus was teaching English for literary purpose and not for functional one.

From the historical perspective, it is also see that the concerns that have always been at the centre of discussions on how to teach English language. Changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they have also reflected changes in theories of the nature of language and of language learning.

Kelly (1969) and Howatt (1984) have demonstrated that many current issues in language teaching are not particularly new. Today’s controversies reflect contemporary responses to questions that have been asked often throughout the history of language teaching.

Over the years there have been different methods employed for the teaching of English as a second language. Let us see the approaches and methods of teaching English are as follows:

1.29.1 The Structural-Oral-Situational Approach (S-O-S Approach)

The Structural Approach was developed at the University of Michigan and other Universities. It came as an alternative to the direct methods of teaching English
as a second language. It had its roots in Army-Training Programmes during world war second (1939-1945). The prominent linguists of this approach were Charles Fries, Harold Palmer and A.S. Hornby. We find its advent in India in 1952.

The S-O-S (structural-Oral-Situational) Approach is the presentation and practice of carefully selected and graded structures and basic sentence patterns in English. These sentences patterns are useful for the mastery of the language.

1.29.2 The Grammar-Translation Method

It is an outcome of the formal teaching of classical languages, i.e. Greek and Latin. As it is originated in Prussia it is also called Prussian Method in America.

The main features of this method were –

- The teaching of second language grammar and
- The practice technique was form and into the target language. This method aimed at teaching English with the help of grammar and translation.

Grammar Translation was in fact first known in the United States as the Prussian Method. (A book by B. sears, an American classics teacher, published in 1845 was titled The Ciceronian or the Prussian method of Teaching the Elements of the Latin Language [Kelly 1969]). The Principal Characteristics of the Grammar Translation method were –

i. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into an act of the target language (Jack C. Richards & Theodar S. Rodgers, p.5). “The first language is maintained as the reference system in the acquisition of the second language” (Stern 1983:455)

ii. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

iii. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study and
memorization. In a typical Grammar Translation text, the grammar rules are presented and illustrated, a list of vocabulary items is presented with their translation equivalents, and translation exercises are prescribed.

iv. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target languages, and it is this focus on the sentence that is a distinctive feature of the method.

v. Accuracy is emphasized. Students are expected to attain high standards in translation, because of “the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century” (Howalt 1084 :132).

vi. Grammar is taught deductively—that is, by presentation and study of grammar rules, which are then practiced through translation exercises. In most Grammar-translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.

vii. The student’s native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student’s native language.

Grammar-Translation dominated European and foreign language teaching from the 1840s to the 1940s, and in modified form it continues to be widely used in some parts of the world today. At its best, as Howatt (1984) points out, it was not necessarily the horror that its critics depicted it as. Its worst excesses were introduced by those who wanted to demonstrate that the study of French or German was no less rigorous than the study of classical languages.

This resulted in the type of Grammar-Translation courses remembered with distaste by thousands of school learners. The Grammar-Translation Method often creates frustration for students; it makes few demands on teachers. Consequently, though it may be true to say that the Grammar-Translation Method is still widely practiced, it has no advocates. It is a method for which there is no theory.
In the mid-and the late nineteenth century, opposition to the Grammar-Translation Method gradually developed in several European countries. This Reform Movement, as it was referred to, laid the foundations for the development of new ways of teaching languages and raised controversies that have continued to the present day.

This method is not used primarily in the classroom; it is one of the reasons of deterioration of the standards of English. So, the best option is to not use this method in classroom but only when the situation demands it.

1.29.3 Direct Method

Gouin had been one of the first of the nineteenth-century reformers to attempt to build a methodology around observation of child language learning. Other reformers toward the end of the century likewise turned their attention to naturalistic principles of language learning and for this reason they are sometimes referred to as advocates of a “natural” method. In fact at various times throughout the history of language teaching, attempts have been made to make second language learning more like first language learning. In the sixteenth century, for example Montaigne described how he was entrusted to a guardian who addressed him exclusively in Latin for the first years of his life, since Montaigne’s father wanted his son to speak Latin well. Among those who tried to apply natural principles to language classes in the nineteenth century was L. Sauveur (1826-1907), who used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting knowledge. He opened a language school in Boston in the late1860s, and his method soon became referred to as the Natural Method.

Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly through demonstration and action. The Grammar scholar F. Franke wrote on the psychological principles of direct association between forms and meanings in the target language (1884) and provided a theoretical justification for a monolingual approach to teaching. According to Franke, a language could best be taught by using it actively in the classroom. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language
in the classroom. Learners would then be able to induce rules of grammar. The teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronunciation. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures. These natural language learning principles provided the foundation for language teaching and it came to be known as the Direct Method.

In practice, it stood for the following principles and procedures:

i. Classroom instruction was conducted exclusively in the target language.

ii. Only every day vocabulary and sentences were taught.

iii. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

iv. Grammar was taught introduced orally.

v. Concrete vocabulary was taught through demonstration, objects and pictures, abstract vocabulary was taught by association of ideas.

vi. Both speech and listening comprehension were taught.

viii. Correct pronunciation and grammar were emphasized.

These above principles are seen in the following guidelines for teaching oral language,

- Never translate: demonstrate.
- Never explain: act
- Never make a speech: ask questions
- Never imitate mistakes: correct
- Never speak with single words: use sentence
- Never speak too much: make students speak much
- Never use the book: use your lesson plan
- Never jump around: follow your plan
- Never go too fast: keep the pace of the student
- Never speak too slowly: speak normally
- Never speak too quickly: speak naturally
• Never speak too loudly: speak naturally
• Never be impatient: take it easy (cited in Titone 1968 : 100-101)

Thus, this method is also called as reform method, natural method, psychological method, phonetic method or oral method. It is evolved as a reaction to Grammar Translation method, in Europe. It is a method in which English is taught directly without translation or grammatical analysis. So, it seeks direct association between experience and expression, between words, phrases and sentences and their meanings. The main advantages of this method are that the learners learn the English language in the same way as he or she learns his or her mother tongue.

But, this method was failed to consider the practical realities of the classroom and for this reason it was often criticized by the more academically based proponents of the Reform Movement. In this method, there was largely dependent or the teacher’s skill, rather than on a textbook, and not all teachers were proficient enough the language to adhere to the principles of the method. Hence, the controversy over the Direct Method was the first of many debates over how second and foreign languages should be taught.

1.29.4 Bilingual Method

Bilingual method is a method where two languages i.e. the mother tongue and the target language is used. Here the mother tongue is used to achieve the target language. This method is based on the similarities and differences which exist between the situation, sounds, vocabulary, structure etc. of the two languages. If these differences or common things are known well, then learning of a foreign language is facilitated considerably when the child is learning his mother tongue, he/she becomes familiar with the situations and picks up the language correctly.

Thus, the bilingual method gives some freedom for the teacher to use the mother tongue where the situation demands it. In some situation where the student has failed to follow the teacher, the mother tongue may be used. In Indian situations, many a time, the Direct Method of teaching English creates problems. Sometimes the teacher finds it difficult to make the student understand and sometimes the students fail to follow their teacher properly. Bilingual method is a very good option. Thus, the glaring draw backs of the Direct Method have been out to end by the use of the
Bilingual method. Moreover, the merits of Direct Method continue in the Bilingual Method.

1.29.5 Phonetic Method

This method emphasizes oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule giving and seeking to impart a practical mastery of language forms for using in country, cultural information is also provided. The teacher would read a passage aloud, explaining unfamiliar words as students follow him/her. After discussing questions in the passage, students would paraphrase the story aloud. The next session would be written answers to questions, phonetic work on new words and ultimately recitation. Gestures, pictures and interesting contexts were to be used in making applications of familiar material. Graded reading would be introduced quite later. This method demanded “heavy requirement for linguistic expertise on the part of the teachers”.

1.29.6 The Audiolingual Method

The Audio-lingual Method is the result of the increased attention towards foreign language teaching in the United States towards the end of 1960s. It was basically emerged to protect Americans from becoming isolated from scientific advances made in other countries.

Audiolingualism reached its period of most widespread use in the 1960s and was applied both to the teaching of foreign languages in the United States and to the teaching of English as a second or foreign language.

The entry of the United States into World war-II had a significant effect on language teaching in America. To supply the U.S. Government with personnel who were fluent in German, French, Italian, Chinese, Japanese, Malay and other languages, and who could work as interpreters, code-room assistants and translators, it was necessary to set up a special language training program. The Government Commissioned American Universities to develop foreign language programs for military personnel. Thus the Army Specialized Training Program (ASTP) was established in 1942. Fifty-five Americans Universities were involved in the program by the beginning of 1943.
The objective of the army programs was for students to attain conversational proficiency in a variety of foreign languages. But the linguists who developed the ASTP were not interested primarily in language teaching. The “methodology” of the Army Method like the Direct Method, derived from the intensity of contact with the target language rather than from any well developed methodological basis. It was a program innovative mainly in terms of the procedures used and the intensity of teaching rather than in terms of its underlying theory. However it did convince a number prominent linguist of the value of an intensive, oral based approach to the learning of a foreign language.

Linguists and applied linguists during this period were becoming increasingly involved in the teaching of English as a foreign language. America had now emerged as a major international power. There was a growing demand for foreign expertise in the teaching of English. Thousands of foreign students entered the United States to study in universities and many of these students required training in English before they could begin their studies. These factors led to the emergence of the American approach to ESL, which by the mid 1950s had become Audiolingualism.

The theory of language underlying Audiolingualism was derived from a view proposed by American linguists in the 1950s a view that came to be known as structural linguistics. Linguistics had emerged as a flourishing academic discipline in the 1950s, and the structural theory of language constituted its backbone. Language was viewed as a system of structurally related elements for the encoding of meaning the elements being phonemes, morphemes, words, structures and sentence types. The term structural referred to these characteristics.

- Elements in a language were thought of as being linearly produced in a rule governed (structured) way;
- Language samples could be exhaustively described at any structural level of description (phonetic, phonemic, morphological etc.);
- Linguistic levels were thought of as systems within systems – that is as being pyramidal structured; phonemic systems led to morphemic systems and these in turn led to the higher-level systems of phrases, clauses and sentences.
The phonological system define those sound elements that contrast meaningfully with one another in this language (phonemes), their phonetic realizations in specific environments (allophones), and their permissible sequences (phonotactics). The phonological and grammatical systems of the language constituted the organization of language and by implication the units of production and comprehension. The grammatical system consists of a listing of grammatical elements and rules for their linear combination into words, phrases and sentences. Rule ordered processes involve addition, deletion and transposition of elements.

An important tenet of structural linguistics was that the primary medium of language is oral: speech is language. Since many languages do not have a written form and we learn to speak before we learn to read or write, it was argued that language is “primarily what is spoken and only secondarily what is written” (Brooks 1964). Therefore, it was assumed that speech had a priority in language teaching.

This scientific approach to language analysis appeared to offer the foundations for a scientific approach to language, teaching. In 1961, the American linguist William Moulton, in a report prepared for the 9th International Congress of Linguists, proclaimed the linguistic principles on which language teaching methodology should be based. A method cannot be based simply on a theory of language; it also needs to refer to the psychology of learning and to learning theory. It is to this aspect of Audiolingualism that we now turn.

Out of the various influences emerged a number of learning principles, which become the psychological foundations of Audiolingualism and came to shape its methodological practices. Among the some are-

i. This method follows the notion the “L₂ learning should be regarded as a mechanistic process of habit formation. Good habits or formed by giving correct responses rather than by making mistakes. Audiolingual learning comprises dialogue memorization and pattern drills, thus ensuring careful control of responses. None of the drills of patterns are to be explained, since knowledge of grammatical rules would only obstruct the mechanical formation of habits” by memorizing dialogues and performing pattern drills the chances of producing mistakes are minimized.
ii. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seeing in written form. Aural-Oral training is needed to provide the foundation for the development of other language skills.

iii. Analogy provides a better foundation for language learning than analysis. Analogy involves the process of generalization and discrimination. Explanations of rules are therefore not given until students have practiced a pattern in a variety of contexts and are thought to have acquired a perception of the analogies involved. Drills can enable learners to form correct analogies. Hence the approach to the teaching of grammar is essentially inductive rather than deductive.

iv. The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language. (Rivers 1964:19-22).

Thus, Audiolingualism is a linguistic or structure – based, approach to language teaching dialogues and drills form the basis of Audiolingual classroom practices. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises. The use of drills and pattern practice is a distinctive feature of the Audiolingual Method. Various kinds of drills are used (Brooks 1964:156-61), such as –

<table>
<thead>
<tr>
<th>Repetition</th>
<th>Inflection</th>
<th>Replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restatement</td>
<td>Completion</td>
<td>Transposition</td>
</tr>
<tr>
<td>Expansion</td>
<td>Contraction</td>
<td>Transformation</td>
</tr>
<tr>
<td>Integration</td>
<td>Rejoinder</td>
<td>Restoration</td>
</tr>
</tbody>
</table>

In Audiolingualism, as in situational language teaching, the teachers’ role is central and active; it is a teacher-oriented method. Instructional materials in the Audio-lingual Method assist the teacher to develop language mastery in the learner.
Since Audiolingualism is primarily an oral approach to languages teaching, it is not surprising that the process of teaching involves extensive oral instruction.

If the teacher is not a native speaker of the target language, the tape recorder provides accurate models for dialogues and drills. A language laboratory may also consider which provides the opportunity for further drill work and to receive controlled error-free practice of basic structures. A taped lesson may first present a dialogue for listening practice, allow for the student to repeat the sentences in the dialogue line by line, and provide follow up fluency drills on grammar or pronunciation.

Since Audiolingualism is primarily an oral approach to language teaching, it is not surprising that the process of teaching involves extensive oral instruction. The focus of instruction is on immediate and accurate speech; there is little provision for grammatical explanation or talking about the language.

However, the whole audio-lingual paradigm was called into question pattern practice, drilling, memorization. These might lead to language like behaviors’, but they were not resulting in competence, Due to the lack of an alternative to Audiolingualism led in the 1970s and 1980s to a period of adaptation, innovation, experimentation, and some confusion.

1.29.7 Natural Approach

The Natural approach was developed by Tray Terell and which was later on supported by Stephen Krashen is a language teaching approach which claims that language teaching is a reproduction of the way humans naturally acquire their native language. The approach emphasize the communicative approach to language teaching and rejects earlier methods such as Audio- Lingual method and situational language teaching approach which Krashen and Terell (1983) believe are not based on the “actual theories of language acquisition but theories of the students of language”.

The Natural Approach belongs to a tradition of language acquisition where the naturalistic features of L1 acquisition are utilized in L2 acquisition. Its approach is to draw a variety of techniques from other methods and approaches to reach this goal which is one of its advantages. But the originality of this approach does not lie in
these techniques but on the activities based on a comprehensible input and meaningful communication rather than on grammatical mastery of the language.

In spite of having the above reviewed approaches and methods (except Communicative Approach) to teach English, the learners have to face so many problems in the acquisition of English as far as communicative ability is concerned.

Up to the advent of Communicative Approach, some linguists argue that, much emphasis was given on the structures and lexical items which did not yield desirable results. Now, pointed out some problems faced by the learners who have received several years’ formal English teaching. After discussion with many teachers teaching English and the graduates with English the actual problems faced by them are as follows –

- The learners cannot use English in normal spoken or written communication.
- They have got the ability to compose sentences but can’t use them to perform various acts of social nature.
- They lack the ability to use sentences to ask questions, to make request, to seek permission, to place order, to seek and impart information, to describe, record and classify.
- The ‘structurally competent’ by ‘communicatively incompetent’ learners know the grammar but lack the ability to be appropriate as well as fluent.
- They do not know how to say in English a particular thing at a particular time.
- After completing school education, the students cannot converse in day-to-day situations using approach English.
- It can not express the likes, dislikes inquiries, agreement, disagreements, feelings ideas, thoughts and about personal information in English.
- They fail to communicate not because they lack ideas, thoughts but because they have not been taught so far how and when these communicative tasks and acts to be performed.
• The students get very less exposure of listening, speaking and interacting English.
• Many graduates can write well but cannot speak English or cannot communicate effectively.
• The English language for literary purpose and not for communicative purpose.
• Many a times, second language learners think in their mother tongue and translate sentences into second language. So, naturally it takes time to communicate properly.
• Students are not motivated to develop habits of thinking in English.

At present, teachers of English around the world prefer some form of communicative teaching and learning, rather than the audio lingual and its derivatives. The period from the 1970s through the 1980s witnessed a major parading shift in language teaching. Main stream language teaching embraced the growing interest in communicative approaches to language teaching. The communicative movement sought to move the focus away from grammar as the core component of language, to a different view of language, of language learning of teachers, and of learners, one that focused on language as communication and on making the classroom an environment for authentic communication. This “communicative movement” and related approaches are describe about the directions of mainstream of the language teaching since the emergence of communicative methodologies in the 1980s up to the present time.

1.30 Communicative Language Teaching (CLT)

The Communicative Language Teaching marks the culmination of a movement that originated as a reaction against the teacher dominated, form-focused, traditional methods of language teaching, which often fail to equip the learners with “communicative competence” (Hymes,1966). Since the main purpose of learning a language is to be able to use it for communicative purpose. CLT, in broad terms, is any form of language teaching which aims at helping the learners acquire the ability to communicate. CLT recognizes language as a meaning-making activity, which can be performed well mainly through engaging in the communication of meaning. One of the major underpinnings of CLT is that is, distinguishes between knowing various
grammatical rules and being able to use the rules effectively when communicating that is between ‘Learning that’ and ‘knowing how’. (Nunan, 1989) Communicative tasks, which demand considerable language activity on the part of the students, comprises of the care of the materials designed, for CLT. Such tasks help the learners to learn the art of constructing meaning in the target language.

Communicative language Teaching (CLT) marks the beginning of a major paradigm shift within language teaching in the twentieth century, one whose ramifications continue to be felt today. CLT as the most well established of methodologies of the late twentieth century. The general principles of Communicative Language Teaching are today widely accepted around the world.

The origins of Communicative Language Teaching (CLT) are to be found in the changes in the British language teaching tradition dating from the late 1960s until then, Situational Language Teaching represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. But just as the linguistic theory underlying Audio Lingualism was rejected in the United States in the mid-1960s, British Applied Linguists began to call into question the theoretical assumption underlying Situational Language Teaching. But in later it was clear that the situational approach was no future in continuing to pursue the chimera of predicting language on the basis of situational events. (Howatt, 1984:280)

The prominent American linguist Noarn Chomsky had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language, the creativity and uniqueness of individual sentences. British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in approaches to language teaching at that time the functional and communication potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on more mastery of structures: Scholars who advocated this view of language, such as Chirstopher Candlin and Henry Widdowson, drew or the work of British functional linguists (e.g., John Firth, M.A.K. Halliday), American work in sociolinguistics (e.g., Dell Hymes, John Gumperz and William Labor as well as work in philosophy (e.g., John Austin and John Searle)
In 1971, a group of experts began to investigate the possibility of developing language courses on a unit-credit system, a system in which learning tasks are broken down into “portions or units, each of which corresponds to a component of a learner’s needs and is systematically related to all the other portions” (van EK and Alexander 1980:6). The group used studies of the needs of European Language learners, and in particular a preliminary document prepared by a British Linguist, D.A. Wilkins (1972), which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins’s contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language. He described two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints)

Wilkins later revised and expanded his 1972 document into a book titled National Syllabus (Wilkins 1976), which had a significant impact on the development of Communicative Language Teaching. The Council of Europe incorporated his semantic/communicative analysis into a set of specifications for a first level communicative language syllabus. These threshold level specifications (van EK and Alexander 1980) have had a strong influence on the design of communicative language programs and textbooks in Europe.

The work of the Council of Europe, the writings of Wilkins, Widowson, Candlin, Christopher Brumfit , Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even Governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching. (The terms notional functional approach and functional approach are also sometimes used).

Since the mid-1970s the scope of Communicative Language Teaching has expanded, both American and British proponents now see it as an approach (and not
a method) that aims to (a) Make communicative competence the goal of language teaching. (b) Develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

For some, Communicative Language Teaching means little more than an integration of grammatical and functional teaching Littlewood (1981:1) states, “One of the most characteristic features of communicative language teaching is that it pays systematic of language.” For others, it means using procedures where learners work in pairs or groups employing available language resource in problem-solving tasks.

A national primary English syllabus based on a communicative approach (syllabuses for primary schools, 1981), for example, defines the focus of the syllabus as the “communicative functions which the forms of the language serve” (p-5). The introduction to the same document comments that “communicative purposes may be of many different kinds. What is essential in all of them is that at least two parties are involved in an interaction or transaction of some kind where one party has an intention and the other party expands or reacts to the intention”(p-5). Yalder (1983) discusses the Communicative Language Teaching design, ranging from a model in which communicative exercises are grafted onto an existing structural syllabus, to a learner- generated view of syllabus design (e.g. Holec 1980).

Howatt explain, in Communicative Language Teaching, language is acquired through communication and stimulating the development of the language system itself. If the former could be described as ‘learning to use’ English, the latter entails ‘using English to learn it’. (1984:279)

Finocchiar and Brumfit (1983) interpret about the Communicative Approach and their interpreting features are –

- Meaning is paramount.
- Contextualization is a basic premise.
- Language learning is learning to communicate
- Effective communication is sought.
- Drilling may occur, but peripherally.
- Comprehensible pronunciation is sought.
Any device that helps the learners is accepted varying according to their age, interest, etc.

Attempts to communicate may be encouraged from the very beginning.

Judicious use of native language is accepted where feasible.

Translation may be used where students need or benefit from it.

Reading and writing can start from the first day, if desired.

The target linguistic system will be learned best through the process of struggling to communicate.

Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).

Linguistic variation is a central concept in materials and methodology.

Sequencing is determined, by any consideration of content, function, or meaning that maintains interests.

Teachers help learners in any way that motivates them to work with the language.

Language is created by the individual, often through trial and error.

Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context.

Students are expected to interact with other people, either in the flesh, through pair and group work or in their writings.

Intrinsic motivation will spring from an interest in what is being communicated by the language.

The wide acceptance of the communicative Approach and the relatively varied way in which it is interpreted and applied can be attributed to the fact that practitioners from different educational traditions can identify with it, and consequently interpret it in different ways.

The frequently cited dimension of Communicative Language Teaching is learner centered and experienced-based view of second language teaching. Common to all versions of Communicative Language Teaching is a theory of language teaching that starts from a communicative model of language and language use and that seeks to translate this into a design for an instructional system, for materials for
teacher and learner roles and behaviours, and for classroom activities and techniques. Piepho (1981) discusses the following levels of objectives in a communicative approach:

i. An integrative and content level (language as a means of expression)
ii. A linguistic and instrumental level (language as a semiotic system and an object of learning)
iii. An affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others)
iv. A level of individual learning needs (remedial learning based on error analysis)
v. A general educational level of extra linguistic goals (language learning within the school curriculum)

These are proposed as general objectives, applicable to any teaching situation. Particular objectives for CLT cannot be defined beyond this level of specification, since such an approach assumes that language teaching will reflect the particular needs of the target learners. These needs may be in the domains of reading, writing, listening or speaking each of which can be approached from a communicative perspective.

Curriculum or instructional objectives for a particular course world reflect specific aspects of communicative competence according to the learner’s proficiency level and communicative needs. The Communicative Approach in language teaching stats from a theory of language as communication. Hymes (1972) referred as the goal of language teaching is to develop as “communicative competence.”

Henry Widdowson, in his book Teaching Language as Communication (1978), presented a view of the relationship between linguistic systems and their communicative values in text and discourse. He focused on the communicative acts underlying the ability to use language for different purposes. A more pedagogically influential analysis of communicative competence is found in Canale&Swain(1980), in which four dimentional dimensions of communicative competence are identified: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.
Grammatical competence refers to what Chomsky calls linguistic competence and what Hymes interted by what is “formally possible”. It is the domain of grammatical and lexical capacity.

Sociolinguistic competence refers to an understanding of the social context in which communicative takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction.

Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text.

Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair and redirect communication.

The usefulness of the nation of communicative competence is seen in the many attempts that have been made to refine the original notion of communicative competence. Canale and Swain’s extension of the Hymesian model of communicative competence discussed earlier was in turn elaborated in some complexity by Bachman (1991). The Bachman model has been, in turn, extended by Celce Murcia, Dornyei and Thurrell (1997).

At the level of language theory, Communicative Language Teaching has a rich if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow:

- Language is a system for the expression of meaning.
- The primary function of language is to allow interaction and communication.
- The structure of language reflects its functional and communicative uses.
- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.
The emphasis in Communicative Language Teaching on the process of communication, rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classroom.

Several roles are assumed for teachers in Communicative Language Teaching, such as-

(a) Needs analyst

The Communicative Language Teaching teacher assumes a responsibility for determining and responding to learner language needs. This may be done informally and personally through one-to-one sessions with students, in which the teacher talks through such issues as the students perception of his or her learning style, learning assets, and learning goals. It may be done formally through administering a needs assessment instrument, such as those exemplified in Savignor (1983). Typically, such formal assessments contain items that attempt to determine an individuals motivation for studying the language.

On the basis of assessments, teachers are expected to plan group and individual instruction that responds to the learners needs.

(b) Counselor

As a teacher counselor in CLT approaches is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.

(c) Group Process Manager

Communicative Language Teaching procedures often require teachers to acquire less teacher centered classroom management skills. It is the teachers responsibility to organize the classroom as a setting for classroom practice (e.g., Littlewood 1981, Finocchiaro and Burmfit 1983) suggest that during an activity the teacher monitors, encourages and suppresses the inclination to supply gaps in lexis, grammar and strategy but notes such gaps for later commentary and communicative practice.
A wide variety of instructional materials have been used to support communicative approaches to language teaching. Materials have the primary role of promoting communicative language use. Such materials –

i. Text-based Materials
These are numerous textbooks designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. Others, however, look very different from previous language teaching texts.

ii. Task based materials
A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise, handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets. In pair communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary and partners must fit their respective parts of the “jigsaw” into a composite whole. Others assume different role relationship for the partners (e.g. an interviewer and an interviewee). Still others provide drills and practice material in international formats.

iii. Realia
Many proponents of Communicative Language Teaching have advocated the use of “authentic”, “from life” materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements and newspapers, or graphic and visual sources around which communicative activities can be built such as
maps, pictures, symbols, graphs and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions.

1.31 Procedure of Communicative Language Teaching

Savignon (1983) discusses techniques and classroom management procedures associated with a number of CLT classroom procedures (e.g. group activities, language games, role plays), but neither these activities nor the ways in which they are used exclusive to CLT classrooms.

Savignon (1972, 1983), however rejects the notion that learners must first gain control over individual skills (pronunciation, grammar, vocabulary) before applying them in communicative tasks; she advocates providing communicative practice from the start of instruction. How to implement the CLT principles at the level of classroom procedures thus remains control to discussions of the Communicative Approach.

Thus, Communicative Language Teaching is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures. These principles include –

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different Language skills.
- Learning is a process of creative construction and involves trial and error.

Communicative Language Teaching (CLT) approached to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. The rapid adoption and worldwide dissemination of the Communicative Approach also resulted from the fact that it quickly assumed the status of orthodoxy in British language teaching circles, receiving the sanction and
support of leading applied linguists, language specialists, and publishers, as well as instructions such as the British Council (Richards 1985)

Since its inception CLT has passed through a number of different phases as its advocates have sought to apply its principles to different dimensions of the teaching and learning process. In its first phase, a primary concern was the need to develop a syllabus that was compatible with the notion of communicative competence. This led to proposals for the organization of syllabuses in terms of notions and functions rather than grammatical structures (Wilkins 1976). In the second phase, CLT focused on procedures for identifying learners’ needs and this resulted in proposals to make needs analysis an essential component of communicative methodology (Munby 1978). In its third phrase CLT focused on the kinds of classroom activities that could be used as the basis of a communicative methodology, such as group work task-work and information gap activities (Prabhu 1987).

Johnson and Johnson (1998) identify five core characteristics that underline current applications of communicative methodology. These are -

a. **Appropriateness**: Language use reflects the situations of its use and must be appropriate to that situation depending on the setting, the roles of the participants, and the purpose of the communication, for example. Thus, learners may need to be able to use formal as well as casual styles of speaking.

b. **Message focus**: Learners need to be able to create and understand messages that are real meanings. Hence, the focus on information sharing and information transfer in CLT activities.

c. **Psycholinguistic Processing**: CLT activities seek to engage learners in the use of cognitive and other processes that are important factors in second language acquisition.

d. **Risk Taking**: Learners are encouraged to make guesses and learn from their errors. By going beyond what they have been taught they are encouraged to employ a variety of communication strategies.

e. **Free Practice**: CLT encourages the use of “holistic practice” involving the simultaneous use of a variety of sub skills, rather than practicing individual skill one place at a time.
Some of the newer different teaching proposals address different aspects of the processes of teaching and learning and some focus centrally on the input to the learning process. Content-Based Teaching stresses that the content or subject matter of teaching is of primary importance in teaching.

Lexical and corpus-based approaches to teaching start with a corpus of discourse relevant to learners’ interests and needs and the goal of methodology is to engage learners directly with this material.

Some teaching proposals focus more directly on instructional factors. Cooperative organization and activities are central with this approach. Task Based Language Teaching advocates the importance of specially designed instructional tasks as the basis of learning.

Other more recent proposals take learners an learning factors as the primary issues to address in teaching and learning. Whole language belongs to the humanistic tradition, which argues “Leaner first, learning second” Learner engagement is priority.

Outcome is another dimension of the process of Communication and is central in Competency-Based Language Teaching. Outcomes are the starting point in program planning with this approach. Today, Communicative Language Teaching (CLT) thus continues in its “classic” form, as is seen in the huge range of course books and other teaching resources based on the principles of CLT.

Hence, the Communicative Approach was adopted for teaching English from June 1993. It should be also noticed that as per the Government rule No. 3, English has been made compulsory from standard I. (first).

1.32 Meaning and Purpose of Secondary Education

Secondary Education is a vital stage in the overall scheme of education training and it plays a special role in the system of education. In our country, secondary education is regarded as the connecting link between the primary and the higher education. This is the stage where education is given to the age group 13 to 16 years. The term “Secondary Education” though simple, is not always precise. It has been understood in terms of role and purposes envisaged for it from time to time.
Moreover, after the attainment of independence; many valuable committees and commissions have been formed for the wide development of secondary education throughout the country. As a result of independence, the following bodies were formed.

i. Tarachand Committee, 1948.
iv. Indian Education Commission, 1964-1966 and

All these Commissions and Committees took initiative role to develop the secondary education throughout the country and submitted their valuable recommendations and suggestions for the complete development of secondary education.

Tarachand committee report suggested that the secondary schools should be multipurpose type and it also urged on the necessity of appointing a commission for enquiring into the problems of secondary education.

University commission reviewed the positions of secondary education and remarked that secondary education is the real weak spot in educational system.

According to Secondary Education Commission (1952-1953), four aims of secondary education are: (i) Development of democratic education; (ii) All-round development of personality; (iii) Development of leadership quality. Secondary education helps the children to become a full member of a complex modern society of today. It develops the highest potentiality of child’s ability, aptitudes, interest and qualities of character.

Indian Education Commission (1964-1966) has also recommended a rapid vocationalization of secondary education. This leads to making the secondary stage a self contained one in itself and related more and more to the life of the individuals as well as to the community.

The National Education Policy has also recommended in 1968 a structural change in the formal secondary stage in the country by adopting the 10+2+3 uniform structure.
The All India Education Council for Secondary Education was set up in August 1955. The main functions of the council were to review from time to time the progress of secondary education throughout the country and to serve as an expert body to advise the state and central governments on the improvement and expansion of secondary education and are being presented with the change of language.

Long lists of aims are presented for the first ten years of school education in the national curriculum framework prepared by NCERT in 2000. In the national curriculum framework, 2005 more emphasis has been laid on rational values and secularism. The present aims of secondary education are-

i. To train children to look after their health and develop it.
ii. To provide children knowledge of different subjects and to make them proficient in thinking, imagination and decision making.
iii. To socialize children and to bring about necessary social change.
iv. To provide children knowledge of different cultures and develop cultural tolerance among them.
v. To inculcate social, cultural, moral and rational values among children to guide them to behave accordingly and to develop their character and morality.
vi. To guide children to do some physical works according to their interest, ability and need.
vii. To provide children knowledge about principles of democratic system of governance and to train them in democratic way of living.
viii. To make children aware about the national goals-conservation of environment and population control and to develop among them scientific attitudes, national integration and feeling of internationalism.
ix. To provide children general information about the main religions of the world and to develop religious tolerance.

In the 21st century, Secondary Education has been emphasized and certain recommendations were given by UNESCO. UNESCO’s (United Nations Educational Scientific and Cultural Organization) recently published global monitoring report discovers systematic standards as the appropriate context of the quality debate. From
this point of view, the child’s performance needs to be treated as an indicator of systematic quality as reflected in National Curriculum, 2005.

Again, the thrust objectives of secondary education during the tenth plan has been achieved only partly and therefore the aims of 11th plan (2007-2011) are -

a. Raise the minimum levels of education to class X and accordingly universalize access to secondary education for all.
b. Ensure good quality secondary education with focus on science, mathematics and English, and
c. Remove disparities of education in gender, social, regional gaps in enrolment, dropout, and secondary retentions. The norm will be to provide a secondary school within 5 Kilometer and a higher secondary school within 7 Kilometer of every cluster of habitation. The gross enrolment ratio (GER) in secondary education is targeted to increase from 52% in 2004-05 to 75% by 2011-12 and higher secondary GER from 40% to 60% in the same periods.

During the time of 11th plan, an amount of Rs 5000 cores was provided for the implementation of Information Communication Technology (ICT) infrastructure in secondary schools.

The government had approved the 12th five year plan (2012-2017) on 4th October that set average growth target at 8.2 percent. The theme of the Approach Paper is Faster, Sustainable and more Inclusive growth. The objectives of 12th five year plan are-

a. Basic objective is that Faster, Sustainable and more Inclusive growth.
b. Could aim at 9.0 to 9.5 percent GDP growth is expected. Higher investment and fund mobilization will induce market development and employment.
c. For growth to be more inclusive we need. Better performance in agriculture.
d. Faster creation of jobs, especially in manufacturing.
e. Stronger efforts at health, education and infrastructure.
f. Special plans for disadvantaged or backward regions.

During the time of 12th plan, some strategic challenges have identified for secondary education. These are -

1. Enhancing the Capacity for Growth.
2. Enhancing Skills and Faster Generation of Employment.
5. Decentralization, Empowerment and Information.
6. Technology and Innovation.
7. Securing the Energy Future for India.
10. Managing Urbanization.
11. Improved Access to Quality Education.

Again, mention some points about the Education and Skill development. Like-

   b. It aims at raising the Gross Enrolment Ratio (GER) in Higher Education to 20% by 2017 and 25% by 2022.
   c. This plan focuses on quality of education. Must invest in faculty development and teachers’ training.
   d. This plan targets to be set for significant reduction in social, gender and regional gaps in education.
   e. Research and innovation in higher education must be encouraged with cross linkages between institutions and industry.
   f. Vocational education will need to be given greater emphasis and made more attractive.

1.33 Secondary Education in Assam

The history of secondary education in Assam reveals the fact that there was encouragement of middle schools system but the secondary education came into existence very late. History of secondary education shows that the first Secondary Education Act of Assam was passed in 1961. The Act into effect from January 1962 and the first Board of Secondary Education of Assam was constituted in the same year.
The development of curriculum of secondary education was done previously by Board of Secondary Education, Assam (SEBA), but it was transferred to SCERT (State Council of Educational Research and Training) from 25th January, 2003. In the light of NCF (National Curriculum Framework) 2005, a composite school curriculum and syllabi have been developed for secondary stage in Assam in 2007. The salient features of new curriculum are as follows-

i. Foundation of curriculum rests on three basic pillars built on the principle of Equity, Relevance and Excellence.

ii. Curriculum provides and ensures equality of opportunity for all, quality education to all including girls and especially focus group of children as it:

a. Fosters desires and ability in learners to live and work together in a global village by inculcating universal values such as human rights, respect for others, etc.

b. Emphasizes inculcation of values, i.e. personal, social, national, spiritual and environmental so that the learner is able to inculcate and test values both through scholastic and co-scholastic areas throughout the school life.

c. Links education with life skills.

d. Focuses on development of basic skills and technical knowledge.

iii. Emphasis on environmental education, its awareness, problems and solutions in learner’s day-to-day life.

iv. Work education has been made a compulsory subject under the ‘scheme of studies’; it aims at enabling children to become self-dependent and self-reliant.

v. Enormous scope and provisions for practice on the areas like Health, Sports, Yoga, Scouts and Guides, Morning and Evening assembly, cultural and literary activities, Mela’s, field trips and camps.

vi. Shifting from traditional teacher-centered learning strategy to the learner-centered approach where participatory, activity- based, environment based learning process has been suggested.

vii. In place of theoretical education, knowledge-based examination, practical and need-based periodical evaluation and Continuous and Comprehensive Evaluation (CCE) are introduced.
viii. Selection of learning areas or content is mostly done on the basis of local social-cultural needs keeping in view of meeting the future challenges and requirements in 21st century.

ix. Inclusion of knowing the learner and guidance and counseling are other salient features of this curriculum.

x. In the curriculum, slight modification in the three language formula has been made with a view to providing opportunities to different linguistic groups, without affecting curriculum load.

The Administrative set up of Secondary Education in Assam in State Level

Education Minister  
\[\text{↓}\]  
Education Commissioner  
\[\text{↓}\]  
Secretary of Education  
\[\text{↓}\]  
Director of Public Instruction (DPI)  
\[\text{↓}\]  
Additional Director of Education  
\[\text{↓}\]  
Deputy Director of Education

District Level: (i) Inspector of Schools

(ii) Assistant Inspector of Schools

School Level: (i) Principal / Head Master

(ii) Vice Principal / Assistant Head Master
1.34 Second Language Learning and the Teaching of English in Secondary School

Teaching, like any other professions, is currently at a transitional stage and is experiencing a serious occupational crisis. Its knowledge base has expanded significantly and in the present century, but still there has been lack of clarity in public, in teachers themselves and in ministries of education, in teachers’ education institutions, regarding the professional identity, teacher empowerment, nature and needs of teacher education and the academic credibility of educational studies. Teachers are themselves uncertain as to the nature of their own occupation. They are unclear as to which category they belong persons, professionals, trade persons etc. Dewey (1929), argued that the problem of training teachers become species of a more generic affair that of training professionals, a theme later taken up by others. Burke (1997) said that the problem with many teachers training programmes, both at pre-service and in-service levels, is that they are still training teachers rather than educating professionals.

1.35 Aims and Objectives of Teaching English in the Secondary School Stage

Following are the aims and objectives of teaching English at the Secondary School Stage –

1. The student should understand English when spoken at the normal conversational speed.
2. The student should speak English correctly.
3. (a) He or she can read English silently with comprehension.
   (b) He or she can read aloud English pieces correctly.
4. He or she can write English correctly
5. He or she acquires knowledge of the elements of English.
6. He or she appreciates pieces of good English.
7. He or she develops on interest in English.

1.36 Meaning of Competence

Competence is the degree of accomplishment of an objective with respect to quality and time. It is an aspect of the total personality of the individual. It is defined as adequate for the purpose, suitable, sufficient or as legally qualified admissible or
as capable. It also refers to an adequate preparation to begin a professional career and has a direct linkage to certification requirement. Therefore, competence based education is an approach to instruction that aims to teach each student the basic knowledge, skills, attitudes and value essential competencies.

The qualities of competence are enthusiasm fluency, industrious, neatness, originality, adaptability and thrift. Competence does not result from possessions of great amount of knowledge but is the ability to apply to practical situations the essential principles and techniques of particular subject matter. It can be described as a set of knowledge, skills, abilities and behavioral attributes which are required to deliver superior performance.

Competence as applied to teachers, is the right way of conveying units of knowledge, application and skills is students’.

1.36.1 Classification of Competence

Competences of teaching are classified under five major categories –

a. Cognitive Based Competence – It defines knowledge, intelligence, skills and abilities. It is content based and helps to enlarge the sphere of activities.

b. Performance Based Competence – It demonstrates that the teacher can perform some activity. It is skill based and overt action oriented.

c. Based Competence – It brings changes in others. It is achievement based.

d. Affective Based Competence – It defines attitudes, values and tends to express in terms of behaviour.

e. Exploratory Based Competence – It this, the activities are performed to provide opportunities to students for learning. It is experience based.

1.36.2 Teaching Competence

The whole notion of the teacher as the disseminator of knowledge has undergone a tremendous change today. While in the old scenario, the teacher was the only dispenser of knowledge, in the new scenario, the teacher has become the
facilitator. The teacher who employs knowledge in the classroom does not funnel information into the students’ head. He guides them about the information to be assessed and interacted with. “The teacher is no longer the sage on the stage but the guide on the side.” A teacher can be called competent only if he has the competence in his teaching i.e. has teaching competence.

Competence in teaching is the technical skills and professional capabilities that a teacher needs to bring to a position in order to fulfill its functions completely. There are certain indicators to measure competency that are called observable behaviours which are displayed by anyone competent in that field. But not everyone competent in a given field will display the same series of observable behaviours (a competent teacher). Hence competence is not the same thing as performance. It is something that underlies performance.

There are four terms treated as synonymous: Teacher Effectiveness, Teacher Performance, Teacher as Facilitator and Teacher Competence (Reddy, 1998). The formal system of education is based on three competent viz – learner, teacher and curriculum.

The function of the teacher is to “equip” students with education with the help of various professional competencies that will enable him or her to work efficiently with students (Peklaj and Levpscek, 2007). The teachers’ competences involve subject knowledge as well as the “pedagogical “ knowledge, and the skills which enable the teachers to work with learner, with colleagues and other professionals that are responsible for children education and learning. Values are also an important competency of these competencies; teachers’ values and attitudes are related to children and their psychosocial development.

The complexity of the education context and of the teaching learning process, growing societal changes, growing instability in family life, effects of both on young students calls for a broader perceptive and demands more competent persons to operate adequately therein. A professional person is one who is competent to operate in such a context, has learnt to cope with the inherent uncertainties of the area, has the expertise, and courage to take critical decisions taken or to retrieve the situation, if initial solutions prove inappropriate, inadmissible or workable. Such developments
in teaching, highlight the need for parameters or competences within which a professional education should operate and achieve a professional process.

Hence, teaching competence is the capacity to assess, verify and enhance the fulfillment of one’s mission and purposes giving primary focus to the attainment of educational objectives. The teaching competence of a teacher needs-knowledge of the subject, sincerely in teaching, mastery of the method of teaching, academic qualification, mode of expression, sympathetic attitude towards the students, discipline, students participation, proper use of aids and appliances in teaching and the art of questioning. The things which are related to bring competence in teaching are – Professional training, Intelligence, Interest in teaching, friendliness, democratic behavior, possession of all round information, ability to judge reaction of other, training or knowledge of teaching skills and feedback (Mohanty, 1992).

The four areas of teaching competence identified by Smith (1960) represent the broad categories of preparation that teachers need in order to make effective decisions. These are as follows –

i. Competence in theories of learning.
ii. Attitudes which foster learning and positive relationship.
iii. Knowledge of the subject matter to be taught.
iv. A mastery of teaching skills and techniques.

1.37 List of Teacher’s Competencies

I. Competency based on knowledge

This competency is based on general as well as English Language teaching competency.

i. The teacher explains the theme of the chapter before starting the chapter.
ii. The teacher relates the chapter to student’s previous knowledge.
iii. The teacher relates the subject knowledge with other subjects.
iv. The teacher guides the students to write summary in own words.
v. The teacher manages group or pair activities for communication skills.
vi. The teacher engages the students in dialogue for spoken language. (thesis 2012)

vii. The teacher pronunciation and fluency in English is good.

viii. The teacher uses understandable vocabulary in the class.

ix. The teacher uses Teaching Learning Material (TLM) in the class.

x. The teacher is competent in grammar and usage.

II. **Competency based on Profession** This competency is based on the general competency of teaching.

i. The teacher takes interest in his or her profession.

ii. The teacher has command over the content of the subject.

iii. The teacher can manage the course content for the complete academic year.

iv. The teacher presents the lesson through interesting activities.

v. The teacher comes to class well prepared.

vi. The teacher motivates the students to make the lesson interesting.

vii. The teacher evaluates the homework daily.

viii. The teacher arranges the sitting arrangement.

ix. The teacher gives individual attention to the students.

x. The teacher evaluates the students well.

xi. The teacher is well aware of the objectives of the Secondary School Curriculum.

xii. The teacher plans the lesson.

The competency, in a comprehensive way in the twenty first century, can be said as the ability of a teacher to employ knowledge, information and the learning techniques to provide high quality teaching and training, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability. Hence, to define teaching competence, a teacher must deliver quality of output. Quality of output is the good performance of teachers, which can be made effective through feedback services, which are employed for developing teaching skills and competencies among the teachers. It also includes mechanism of feedback devices for modification of teacher’s behavior as the competent teachers are not only born but are made. In the present study, the investigator has taken into consideration
only two competencies-competency based on knowledge and competency based on Profession as they have relevance to the teaching method of the teachers.

1.38 Teacher Education at Secondary Stage

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession.

For teaching at Secondary stage, the qualification of B.Ed. is essential for secondary stage. These include B.Ed. (elementary), B.Ed. (Special Education); which is now of two years duration. B.Ed. through correspondence or distance education mode which is also two year’s duration.

Teacher education programme at this stage, like at all other stages will include the theory, practice teaching in schools and practical work in the light of contents, concerns, profile of teachers and general and specific objectives.

The specific objectives at this stage may include the following:

- To enable the prospective teachers to understand the nature, purpose and philosophy of secondary education.
- To develop among teachers an understanding of the psychology of their pupils.
- To enable them to understand the process of socialization.
- To equip them acquire competences relevant to stage specific pedagogy, curriculum development, its transaction and evaluation.
- To enable them to make pedagogical analysis of the subjects they are to teach at the secondary stage.
- To develop skills for guidance and counseling.
- To enable them to foster creative thinking among pupils for reconstruction of knowledge.
- To acquaint them with factors and forces affecting educational system and classroom situation.
- To acquaint them with educational needs of special groups of pupils.
- To enable them to utilize community resources as educational inputs.
- To develop communication skills and use the modern information technology.
- To develop aesthetic sensibilities.
- To acquaint them with research in education including action research.

It is acknowledge that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one’s personality and sharpening of communication skills and commitment to a code of conduct.

1.39 Language Education at the Teacher Education Institutes

In the last decade, changing conceptions of learning and rapid technological advances have brought changes in the language teaching and learning process. Language class room has increasingly been turned into blended learning environment that focuses on active learning thus raising the quality of language learning experiences. The use of multiple teaching and guiding methods which includes face to face sessions with online activities, language labs and also utilizing a mixture of technology-based materials like the internet, multimedia, CD-ROMs and laser disces, access to foreign documents on the worldwide web has broken the monotony and provided variety in the teaching-learning situation. The growing use of Information and Communication Technology (I.C.T) in blended language learning in the Teacher Education Institutes has brought a sea change to the whole teaching learning-process. It has helped the learners in better understanding and the retention of information which is not possible otherwise in a traditional classroom.
1.40 Present Status of English in Assam

It would be worthwhile to identify the present status of English in the system of education in Assam. English education was first introduced in the North-East Region of our country by the Christian Missionaries, who came with the East India Company. Later the Ramakrishna Mission also took up the task of spreading modern education in general and the English language in particular in the region.

The British with a view to impart English education to the youth of Assam and to make them fit to get Junior jobs in the administration, established the first English school in Guwahati in 1835 and another in Sibsagar in 1840. By 1856, quite a number of English schools were established in Guwahati and in the other districts of Assam. The first Secondary School was establish in Kamrup District and was named “Guwahati Seminari” which was later on known as “Cotton Collegiate”. This school was established in 1835 in Panbazar, Guwahati.

As a result of Missing efforts in the past, English language could pave its way through the thick and thin of this region. A number of English medium schools established and run by the Missionaries are still operating very successfully for the promotion of education in Guwahati City. A good knowledge of English is imperative for getting access to modern scientific and technological knowledge. Though the position of English in the city is not very different from what it is at the national level, the knowledge of English is still very poor among a large majority of students due to the negligence of the language in schools where the medium of instruction is other than English. In most of the schools, the teaching of English is in a chaotic state. This is largely due to the fact that there is dearth of qualified and trained English teachers.

1.50 Rationale of the Study

Kolakaluri S.V. (2015) revealed that there is difference between an approach and a method. An approach represents language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. The study revealed that communicative approach is best suited to improve the communicative competence of the students. Jabeen Shazi Shsh (2014) revealed that communicative approach had been becoming an essential approach for teaching
English. But, many of the teachers seem to be traditional approaches in practice. Ahmad Safed, Rao Congman (2013) found that the communicative approach could increase motivation for language learning, and language teachers were also highly enthusiastic to apply communicative approach in the class room. Khader S.A. (2013) revealed that the positive and restrictive aspects of CLT in our context and it will be significant if the teachers of English develop suitable teaching methods besides practicing CLT approach. Kumar U.N. (2013) was revealed that India has several difficulties due to dominate the teacher-centered method in Indian educational scenario. This teacher dominated information transfer mode of teaching must give way to learner-centered learning, for Communicative Language Teaching to establish itself firmly in India and be a success. The studies of Padmavati (2012), Rajkhowa ( 2012) reported that there are different methods adopted by English teachers for effective teaching, but also said that the teacher should not be rigid in the use of method rather change according to the classroom setting. Similarly studies conducted by Dutta (2012) said that students were instrumentally motivated to learn English and English should be treated as a compulsory subject. Sreehari P. (2012) revealed that adopt the Communicative Language Teaching (CLT) principles by trained teachers so as to enhance English language skills of their students. But, the results indicated that teachers should followed more learner centered ways in their teaching of English. Chang Ming (2011) has conducted the study on EFL Teachers’ Attitudes toward Communicative Language Teaching and found that the teachers’ perspective, communicative activities are helpful for the students to practice rules in meaningful contexts. Chowdhury, B.K.Md. (2011) found teachers have theoretical knowledge about CLT and the impediments in the way of the implementations of CLT are not communicative because persisting in the traditional teacher-fronted language teaching techniques, such as, explaining grammar rules, explaining textbooks in the class. So, recommended to correctly identify the barriers to the implementation of CLT. Coskun Abdullah (2011) has found that there is a discrepancy between teachers’ classroom practices and the attitudes they expressed because of large class size, traditional grammar-based examinations and the little
time available to prepare communicative materials. The study revealed that CLT to be practiced in the classroom. Ramani et. al (2011) revealed that there was moderately favourable attitude among EFL teachers towards using the communicative approach. There would be a gap between expectation and reality in applying communicative approach among the EFL teachers. AL-magid ABD Al-Mamun M. (2006) revealed that effective implementation of communicative approach was critically dependent on teachers’ positive attitude towards this approach. Chidambaram (2005) was found the medium of instruction has direct impact on the development of English language skills. The studies conducted by Marje (2003) revealed that the development of communicative competence in writing skill can be improve by the use of informative passages with the help of transparencies, drilling, pictures, multiple choice exercise, group work, using substitution tables, role playing. Similarly Paliwal (1996) had found that the communicative approach was more effective in teaching English. The development of communicative competence is an important skill; for creating a suitable situation is helpful to improve communicative competence which has been dealt by Vanbhatte (2003).Nair (1991) found that there was significant association between the culture, cognition and language. Jadeja (1988) developed a new technique of teaching and testing of language use with specific focus on oral communication which were found to be more effective for both urban and rural area students. Kripa Gautam (1988) found that majority of the students wanted to study English for certain utilization purposes and they were not motivated towards the language teaching. Sharma (1986) and Bhattarcharjee (1984) find out the need of improvement of teaching by professional training of high schools teachers to make them efficient. Bhatia (1998) and Dornyei and Jhurrel (1994) had strongly agreed and emphasized that communicative approach was a key factor for interaction in language learning process. Communicative approach would focus on learners’ capacity of dialogue, responding and asking questions. Richards (1992) revealed that communicative approach would help English language learners to know when and where to use suitable sentences. Johnson (1984) considered communicative approach as a skill-
learning model of learning. Finaccharo and Brumfit (1983) stated that language learning was learning to communicate and communicative approach could develop an ability to use the linguistic system effectively and appropriately. Savingson (1983) stressed that communicative approach would help learners to develop positive social behavior and emotional behavior. Little Wood (1981) stated that communicative approach would pay systematic attention to functional as well as structural aspects of language. Wilga (1981) added that communicative approach was associated with natural learning and intrinsic motivation. Canal and Swain (1980) identified four important dimensions of communicative approach such as grammatical competence, socio-linguistic competence, discourse competence, and strategic competence.

There were very few researches related to CA. In Assam, most of the secondary school teachers are not following communicative approach in practical. Keeping in view the significance of communicative approach through various researches, the present investigator thought to study the effectiveness of Communicative Approach on academic achievement.

1.51 Significance of the Study

The teaching and learning English in a multicultural and multilingual setting of India presents innumerable problems which extend from the parents, teachers to the teaching institution, language planners, curriculum designers and administrators. The advancement in science and technology, media and the Universalisation of Education has created the “explosion of opportunity” which resulted in the explosion of education opportunities to the masses of the country, an increase in the number of schools, colleges and universities over the years. Despite this growth in the number of institutions and as a consequence the opportunity for education, the quality of education system is fall of standards.

As language learning in English is different from the learning of other subjects and so also the teaching of a language is different from the teaching of other subjects. Thus, it is clear that the teachers of English requires specialized training to cope with the demands of language teaching in schools. The training of the teachers
should be concentrated on improving their proficiency in English and help them to acquire useful classroom skills and impart relevant background knowledge underlying the field. The teacher is to be seen as influencing, not determining to leading the new role of the L2 teacher, where he/she acts as the facilitator of learning rather than the dispenser of knowledge or the supplier of information.

This is the era of innovation and the field of teaching is no exception for this, especially English language teaching. Now, teaching English with Communicative Approach is an innovation in the field of English language teaching. 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.

As an international language, English acts as a common language that enables people from diverse backgrounds and ethnicities to communicate on a more or less equitable basis. With the liberalization and globalization of the Indian economy, the rapid change witnessed in the scientific and technological world, and the general need to improve the quality of life and reduce poverty, it is essential that the school leavers acquire a higher level of knowledge and skills that is provided in the 8 years of elementary education. Secondary education is therefore a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work.

In free India, the same status is not give to English as it enjoyed during the British regime. Now we have included English in our curriculum as the second language or as language of practical utility. However, there are some problems, which make the people uninterested in English language. From time to time, many changes have been made and researches are conducted to teach this foreign language effectively. But, there is no real change and progress. On the pedagogical side, many of the problems continue to exist. So, the present curriculum of English subject has been designed according to communicative approach.

Now in India, English has become the second language in schools. Therefore, English should not be completely abolished from our curriculum and it should be retained as an optional subject. Again, the teacher should be properly trained in
English language. In India, teaching of English is context based, but not skill based. There is need of the hour to think of communicative approach, which moves towards eclectic tendency and is both functional and national.

Assam is one of the seven states of North East India. The Official language of the state is Assamese. Like all states in India, Assam is a multilingual state. In state level, English is introduced in the Assamese medium schools at class V; recently it is being introduced in standard I, in its educational system. English is studying as a compulsory subject up to the Matriculation (HSLC) level. Thereafter, English is studying for two years in the +2 stage and three years at the under-graduate level. The time allotted for English class is same as to other subjects. The Board of Secondary Education, Assam (SEBA) is the academic authority of the secondary schools of Assam. It also conducts the final examination (HSLC) of class X. The curriculum and text books of English followed in the secondary level are prepared by SCERT (State Council of Education Research and Training). It also conducts English teaching training to teachers of secondary level. There is a general belief among the people that most of the provincialised and non-provincialised Assamese medium schools fail to provide quality education; especially the English language attainment level is very low. The students from Assamese medium schools are ‘scared’ of English. Because of their inability to speak or write in fluent English, a good number of students from the Assamese medium show poor performance in interviews for in job recruitment drive. They are not able to communicate well in day-to-day transactions where English is required. Academic Achievement is undoubtedly a vital aspect of education. In this competitive world, the quality of performance has become the key for personal progress. That’s why it is intriguing to know about the academic achievement of secondary school students. It is therefore feel a desirable to conduct a study on effectiveness of communicative approach of secondary school students to know them in relation to their competency based achievement in English. The present study reflects on the importance of communicative approach in English Language Teaching at secondary level, the investigator carried out the study to test practical utility of communicative approach in competency based achievement of students with regard to experimental outlook.

Teachers are the main pillars in Communicative Approach as a communicator. The teacher has not only to instruct but also to inspire the students.
The teachers have to influence the life and character of the students and equip them with ideas and values, which will fit them to enter into the stream of national life as worthy citizens. The teacher must have the ability to create a strong interest in the subject, which they teach to their students. An inspired and dedicated teacher can make the monotonous subject interesting. This role of teachers is important for promoting enthusiasm and positive attitude towards school goals and learning task, both those assigned and those self generated by the students. Some students seem naturally to be enthusiastic about learning but some students need or expect their teachers to inspire, provoke and stimulate them. Thus, effective learning in the classroom depends on the ability of the teacher. Keeping in view the above statement, the present study also seeks to study about the attitude of teachers at secondary level toward Communicative Approach. In the present study, the investigator was also studied about the problems which were faced by teachers in classroom situation on writing skills. Here, only the Assamese medium schools will be taken into account. Again, in this study was mainly focused on the writing skills.

1.52 Statement of the Problem

The problem under study is stated as "Effectiveness of Communicative Approach on Academic Achievement of Secondary School Students in Lakhimpur District of Assam".

1.60 Objectives of the Study

The study was designed to achieve the following objectives –

1. To study the impact of communicative approach on academic achievement of secondary school students in Lakhimpur District of Assam.
2. To study the attitude of teachers at secondary level towards communicative approach due to variation in Gender.
3. To study the attitude of teachers at secondary level towards communicative approach due to variation in Age.
4. To study the attitude of teachers at secondary level towards communicative approach due to variation in Experience.
5. To study the attitude of teachers at secondary level towards communicative approach due to variation in Educational Qualification.

6. To analyze the problems faced by teachers in English Language teaching situations.

7. To study the association between performance of students in written English and locality.

8. To study the relationship between performance of students in written English and Parental Education.

9. To study the relationship between performance of students in written English and Parental Income.

10. To study the relationship between performance of students in written English and Parental Occupation.

11. To study the relationship between performance of students in written English and Size of the Family.

1.70 Hypotheses of the Study

In view of the objectives of the study the investigator formulated the following null hypotheses:

1. There exists no significant difference in academic achievement of students at secondary level in written English taught through either traditional method or communicative approach.

2. There exists no significant difference in the attitude of secondary school teachers towards communication approach due to variation in gender.

3. There exists no significant difference in the attitude of secondary school teachers towards communication approach due to variation in age.

4. There exists no significant difference in the attitude of secondary school teachers towards communication approach due to variation in experience.
5. There exists no significant difference in the attitude of secondary school teachers towards communication approach due to variation in educational qualification.

6. There exists no relationship between performance of students in written English and locality.

7. There exists no relationship between performance of students in written English and Parental Education.

8. There exists no relationship between performance of students in written English and Parental Income.


10. There exists no relationship between performance of students in written English and Size of the Family.

1.80 Methodology

i. **Methods:** In first phase, Experimental Method was employed to investigate on effectiveness of communicative approach on academic achievement of the secondary school students. Here, Pre-test post-test equivalent group design was adopted. In Second Phase, survey method was employed to collect data from secondary school English teachers in order to analyze their problems in implementing CA and to study their attitude.

ii. **Population and Sample:** The population of the study was 70 English Language Teachers and all IX class students of 293 government Assamese medium secondary schools. In the present study, the investigator selected sample of 100 students from one school in the academic session of 2014-15 and 50 English teachers from Government Assamese Medium schools in Lakhimpur district of Assam. A sample of 100 IX class students was drawn purposefully for experimental study and for survey; a sample of 50 English teachers was drawn using simple random sample technique.
iii. **Tools:** In the present study, competency based academic achievement test, specially designed strategy for improving communicative competency, attitude scale and check list were constructed and developed.

iv. **Data Collection:** The data were collected by using constructed tools systematically.

v. **Data Analysis:** In the present study, the investigator had followed the statistical techniques namely; %, Mean, SD, t, F and $\chi^2$ test.

1.81 **Variables of the Study**

i. Independent variable: Communicative Approach.

ii. Dependent variable: Academic Achievement.

iii. Family related variables: Parental Education, Parental Income, Parental Occupation and Size of the family.

iv. School related variable: Locality.

v. Personal Variables: Gender, Age, Experience and Educational Qualification.

1.82 **Operational definitions of the key terms**

In the present study, the investigator has been frequently used few terms which have got specific meaning. Operational definitions of the key terms are given in below –

1. **Effectiveness:** Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has on intended or expected outcome, or produces a deep, vivid impression.

2. **Communicative Approach:** The Communicative Approach is the ability to develop strategies that can ensure effective communication is an indispensable part of communicative competence.

3. **Academic Achievement:** It is the level of proficiency attained in work or formally acquired knowledge in school subjects, which are often represented by marks obtained by the students in examination.
4. **Secondary school students:** Secondary education is a connecting link between primary education and the University education. Three years of secondary education from 14-17 years and 2 years of Higher Secondary Education with marked diversified courses.

5. **Attitude:** The tendency of secondary school teachers to react favourably and unfavourably towards communicative approach. It is represented by the scores obtained by sample study on the attitude scale towards communicative approach.

**1.83 Delimitations of the Study**

The present study was delimitated to :-

i. Lakhimpur District of Assam.

ii. Assamese Medium Government School.

iii. A sample of 100 secondary school students.

iv. A sample of 50 secondary school’s English Language teachers.

v. The study had been delimitated to the students studying in class IX.

vi. The written competency in English Language of secondary school students.

*The review of related literature is presented in the next chapter*