CHAPTER-II
REVIEW OF RELATED LITERATURE

“Education is not learning of the facts, but the training of the mind to think.”

[Image of Einstein]
2.00 Introduction

A current research is inherently linked with the relevant thinking and research has preceded it as well as the thinking and research that follow it. Review of related literature serves as a pointer to the lacuna in the concerned piece of study of research work. It motivates the investigator for understanding the study in hand and lays a foundation for his entire investigation. It helps to avoid duplicity and provides new knowledge to the research workers where one can evaluate and interpret the significance of one’s findings. Review of related literature are both primary and secondary sources and as such do not report any new original experimental work. The advantage of related literature is also to provide insight into the statistical methods through which the validity of the results is to be established. According to Turney and Robb (1971), review of literature is “the identification of a problem, the development of a research design and determination of the size and scope and the care and intensity with which a researcher has examined the literature related to the intended research.”

A well-structured literature review is characterized by a logical flow of ideas; current and relevant reference with consistent, appropriate referencing style; proper use of terminology and an unbiased and comprehensive view of previous research on the tropic. The ultimate goal is to bring the reader up to date with current literature on a topic and forms the basis for another such as future research that may be needed in that area.

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. In some cases, an analysis of these factors can help one understand many facts of a complex issue and at other times, such analysis can lead to a new possibility that can be researched upon in the current project. The review of literature thus becomes a link between the research proposed and the studies already done.

Review of related literature is also important to highlight difference in opinions; contradictory findings or evidence and the different explanations given for their conclusions and difference by different authors. Thus, it may open doors to sources of significant problems and explanatory hypotheses and provides helpful
orientation for definition of the problem, background for selection of procedure and comparative data for interpretation of results.

Different scholars have produced scholarly works and have highlighted a variety of studies which are to some extent relevant to the present study. Also, a careful review of research journals, books, dissertations, theses and other sources of information on the problems investigated is one of the important steps in planning of the present study. Thus, this in this chapter an attempt is made to review those relevant information found both nationally and internationally on this particular field of research.

2.10 Review of literature

Kolakaluri S.V. (2015) has conducted a study on English Language competence of Indian students. An attempt has been made in this paper to examine the importance of English language proficiency, and the effectiveness of communicative approach in fulfilling the pedagogic needs of English language teaching.

This study concluded that the problem with this kind of language teaching is that it is an approach and not a method. The difference between an approach and a method is that methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. Methods are fixed teaching systems whereas approaches form the theory and leave the teaching system to the creativity and innovation of the teacher. This fact, although may be regarded as advantageous by imaginative teachers, creates a problem in the hands of incompetent teachers. However, it appears that communicative approach is best suited, at the current moment and under the circumstances obtaining in our country, to improve the communicative competence of the students.

Jabeen Shazi Shah (2014) has conducted a study on Implementation of Communicative Approach in English Language Teaching. The proposed study was undertaken to assess the existing situation with regard to the use of communicative approach in the teaching of English language at the secondary level in different
schools of Delhi following the curriculum of Central Board of School Examination (CBSE), New Delhi. A Likert-type attitude scale was developed to understand the teachers’ attitudes towards the communicative approach. The findings which are based on the analysis of the questionnaire, observations and several rounds of formal and informal interviews with the teachers as well as the students are not distinct from the hypothesis “there is a likely gap between theory and practice of communicative language teaching”.

The survey has established that there are obvious discrepancies between how the teachers responded to the questionnaire and their classroom practice. These discrepancies were actually found out by close observations of the investigator within the classrooms. The reasons are that the classroom leading to discipline in old trends and traditions generates mixed reactions. It reveals that the factors like students’ level of proficiency, heavy amount of writing work, time constraint and teachers’ fluency that cause hindrance to the implementation of Communicative Language Teaching.

Ahmad Safed, Rao Congman (2013) has conducted the study on Applying Communicative Approach in Teaching English as a Foreign Language: a Case Study of Pakistan. It was an experimental study to investigate the comparative usefulness of the Grammar Translation Method and Communicative Language Teaching (CLT) approach in teaching English at the intermediate level. A pre-test, post-test group design was used to measure achievement and attitude of the students. The second part of this research is comprised of a survey study to investigate the Pakistani teachers’ perception of the CLT approach and their perceived impediments in its application at the higher secondary level. A semi-structured questionnaire was used for this purpose, and ten teachers were interviewed.

It was found that the communicative approach is better than the traditional method in teaching English at the higher secondary level in Pakistan. The experimental study included in this research proved the fact that, if provided with suitable conditions, Pakistani learners can increase their communicative ability. The use of the CLT approach has shown to increase motivation for learning. The survey study also signifies the possibility of implementing the CLT approach in Pakistan. The respondent teachers showed their willingness to incorporate communicative
activities in classrooms. They have a good understanding of the use of the CLT approach. The identified impediments in applying the communicative approach are teacher training, students’ hesitation in the use of target language, over-crowded class rooms, grammar-based examinations, and the lack of appropriate materials. However, the teachers in this study were found to be enthusiastic to apply the communicative approach in the classroom. They appeared hopeful that the problems associated with the implementation of the CLT approach in Pakistan can be overcome.

Alharbi A. (2013) has conducted the study on Communicative Approach in Language Teaching. This paper presents an overview of what has come to be known as the Interaction Hypothesis, the basic tenet of which is that through input and interaction with interlocutors, language learners have opportunities to notice differences between their own formulations of the target language and the language of their conversational partners. They also receive feedback which both modifies the linguistic input they receive and pushes them to modify their output during conversation. This paper focuses on the major constructs of this approach to SLA, namely, input, interaction, feedback and output, and discusses recent literature that addresses these issues.

Khader S.A. (2013) has conducted a study on the Innovations in English Language Teaching- Bridging the gap between theory and practice. This Paper in a modest way tried to explore the impact of CLT in public-funded educational institutions and also noticed the gaps between theory and practice of CLT in classrooms. These are identified on the basis of interactions and discussions with teachers, research scholars and students at various forums. While many studies and research works have already noted CLT as an advantageous and favourable approach it cannot be totally taken for granted to conclude that CLT is suitable for all students at all levels. In view of the positive and restrictive aspects of CLT in our context, it will be significant if the teachers of English develop suitable teaching methods besides practicing CLT approach.
Kumar U.N. (2013) has conducted the study of Application of CLT to Teaching English as a Second Language- An Assessment of practice in India. This paper traces the history of Communicative Language Teaching (CLT), reasons for Communicative Language Teaching in America and Europe, CLT theory and the advent of CLT in India. The reasons for CLT being popular are critically analyzed and evaluated. The implementation of CLT in India - its success and failure - is discussed. Suggestions for making CLT a success in India are discussed. CLT is thought of as a methodology to teach English. But its introduction in India has revealed several difficulties. Many problems started creeping up. The success of CLT means giving a sense to the learner that they can really use the language. As the paper analyses, CLT’s success depends on many extraneous factors. All the factors discussed above cannot be cited as an excuse when it comes to success in life and career of the learner. Considering the importance of English in today’s context, at least at the tertiary level we need to create conducive learning environment, where English is learnt to achieve certain specific ends. Due to the discussed factors teacher-centered method dominates the 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.

Dutta (2012) has conducted a study on Analysis of the Teaching Goals as Perceived by the English Teachers of the Assamese Medium High Schools of Assam. The objective of the study was analyze the goal of teaching English as perceived by the English teachers of Assamese medium high schools of Assam. The study was survey based. The survey has been conducted in total thirty Assamese medium high schools. The data had been collected from total thirty teacher respondents, consisting of one English teacher from each school and total two hundred and forty student respondents, consisting of eight students from each school; four from each class- IX and X. The data was collected with the help of questionnaires and personal interview.
Findings of the study were- After analyzing the questionnaires of both the students and the teachers, it was seen that majority of the teachers as well as the students were instrumentally motivated to learn English. 52.41% of the students prefer to learn English and 67.85% of the teachers think that we need English because knowledge of English helps in getting a job easily. 26.78% of the teachers believed that as English is an international language, in order to communicate with people around the world everyone needs it and knowledge of English is also essential for our day-to-day life. On the other hand, more than 40% of the students revealed that they want to learn English simply for the communicative purpose, either to communicate with the outside world or as a means of ordinary day to day communication. Only a negligible number of teacher as well as students consider English as a status symbol, or fashion of the new generation. 92.5% of the students supports that English should be taught as a compulsory subject; the few students (7.5%) who do not want that English should be treated as a compulsory subject of the syllabus think so because, to them it is the most difficult subject of their entire syllabus.

Padmavati (2012) has conducted a study on the Methods and Approaches of Teaching English as a Second Language in India. The author investigated the different methods of teaching English like Grammar, Translation Method, Direct Method, Dr. West’s Method, Audio –lingual Method, Bilingual Method and Elective Method. According to her, for achieving the teaching objectives, the teacher should not be rigid in the use of methods and approaches. The teacher should be apt in achieving an appropriate method and approach according to the subjects matter and objectives of the study. There is no single method that can satisfy all type of students and teachers. Using a combination of various methods in the class room is the best way for Indian teacher to teach English as a second language.

Rajkhowa (2012) has conducted a study on the methods of teaching English for developing teaching competence of the secondary schools teachers of Assam. The objectives of the study were to study the methods and skills used by the English
teachers in classroom situation and competencies required of a teacher teaching English. The researcher used Evaluative survey method on the total 5056 number of teachers and consisted of the students studying in Classes VIII, IX and X of 10 of rural Assamese medium Secondary Schools and 10 of rural Assamese medium Secondary Schools.

The major findings were as follows –

- The teachers used the Translation Method in the class.
- While teacher, teaching in listening skills, the teachers are found to be active speakers. The students were passive listeners. The students scored less in the listening skill in the achievement test.
- While teacher, teaching in speaking skills, the students wanted more opportunities to speak in the class. The teacher was the only speaker in the class. Students scored less in the speaking skill also.
- While teacher, teaching in reading skills, the students wanted more opportunities to read. The teachers used to do the reading in the class. The students have score in the less in the reading skill also.
- While teacher, teaching in writing skills, it was observed that though the teachers help the students to summaries and paragraph, the students were less interested to write. But the students have scored more in the writing skill than in the listening, speaking, reading skills in the Achievement Test.
- Majority of the English teachers are not professionally trained for teaching English language.

**Sreehari P. (2012)** has conducted a study on Communicative Language Teaching: Possibilities and Problems. This paper investigates the teaching of English at undergraduate colleges in the state of Andhra Pradesh, India in the backdrop of Andhra Pradesh English Lecturers’ Retraining Program. The program was jointly sponsored and conducted by the Directorate of Collegiate Education, Government of AP and the US State Department English Language Fellow Program. The main aim of the program was to update the teaching skills of English teachers of undergraduate colleges in the State. The program trained teachers to adopt
Communicative Language Teaching (CLT) principles so as to enhance English language skills of their students. The paper attempts to identify the possibilities and problems in the implementation of CLT principles and techniques in these colleges. The results indicate that teachers should follow more learner centered ways in their teaching of English.

**Chang Ming (2011)** has conducted the study on EFL Teachers’ Attitudes toward Communicative Language Teaching in Taiwanese College. The Communicative Language Teaching (CLT) advocates teaching practices that develop learners’ abilities to communicate in a second language. It represents a change of focus in language teaching from linguistic structure to learners’ need for developing communication skills. In recent decades, many English as Foreign Language (EFL) classrooms have adopted CLT into their curricula. The study is motivated by the review of previous literature showing that although teachers’ attitudes play a crucial role in revealing their thinking about CLT and their implementation of CLT in the classrooms, few studies have focused on teachers’ attitudes toward CLT in a particular EFL setting, Taiwan. The study aimed at investigating Taiwanese college teachers’ attitudes toward CLT and the reasons behind attitudes the teachers held toward CLT. An explanatory mixed method was used in the study. It was a two-phase research design, starting with quantitative data collection and analysis, followed by qualitative data collection and analysis. The qualitative phase was used to explain the results of the quantitative phase. The results of this study indicated that the teachers held favorable attitudes toward principles of CLT and displayed characteristics of CLT in their beliefs. Also, the results demonstrated that Taiwanese college English teachers believe CLT can make English teaching effective and meaningful.

This study found that the teachers dislike using traditional grammar teaching that requires the students to memorize numerous grammar rules. Instead, the teachers stated that CLT assists the students to comprehend linguistic forms and use these rules for communication. From the teachers’ perspective, communicative activities are helpful for the students to practice rules in meaningful contexts.

**Chowdhury, B.K.Md. (2011)** has conducted a study on Communicative Language Teaching Approach at Higher Secondary Level in Bangladesh – Teachers’
Perceptions and Classroom Practice. It was also found in the study that though all the participants’ teachers have theoretical knowledge about CLT and the impediments in the way of the implementations of CLT in Bangladeshi higher secondary ELT classes, their classes are not communicative. To simplify, their classroom practices do not correspond well with their perceptions and beliefs about CLT. They evade the communicative activities of CLT and attribute this avoidance to various factors and barriers as mentioned in the study. However, it is interesting to see that though their right perception do not contribute positively to their implementation of communicative activities in the class, the misconceptions have negative impact on their classroom practice. Teachers evade the communicative classroom practices, such as, pair work, group work, role play owing to the misconceptions about CLT and they are still persisting in the traditional teacher-fronted language teaching techniques, such as, explaining grammar rules, explaining textbooks in the class. They also correctly identify the barriers to the implementation of CLT.

**Coskun Abdullah (2011)** has conducted a study on Investigation of the Application of Communicative Language Teaching in the English Language Classroom – A Case Study on Teachers’ Attitudes in Turkey. A qualitative study aimed to reveal whether teachers’ classroom practices overlap with their attitudes towards certain features of Communicative Language Teaching (CLT) such as pair and group-work activities, fluency and accuracy, error correction and the role of the teacher. Before conducting an open-ended questionnaire with two teachers of English teaching a group of intermediate students to reveal their attitudes towards CLT, the researcher had observed each participating teacher’s lesson for an hour during which they cover a speaking warm-up, a listening extract and grammar presentation with its practice. The findings have indicated that there is a discrepancy between teachers’ classroom practices and the attitudes they expressed. The major challenges in the implementation of CLT from both teachers’ perspective are found to be large class size, traditional grammar-based examinations and the little time available to prepare communicative materials.

It was found that traditional grammar-oriented examination, the large class size and the lack of time to prepare CLT activities were the reasons behind the lack of CLT features in the classroom situation. Therefore, for CLT to be practiced in the
classroom, it can be suggested that the type of questions in the proficiency exams and the high weighting of structure sections in the context of the four skills change and that the number of students be reduced as some 30 students do make up a large classroom. Finally, teachers should teach fewer hours so as to have enough time to develop extra materials. Despite such contextual limitations of its classroom use, CLT will, as Richards (2006) claims, continue to be the major general language teaching methodology for certain years to come.

Ramani et. al (2011) has explored EFL teachers’ attitudes towards using the communicative approach to the teaching of English and how it is being understood and implemented by EFL teachers in the context of Oman, given the likely discrepancy between professed theory and classroom practice. More specifically, the study has investigated the EFL teachers' perceptions of the use of the communicative approach in teaching English. The study has also investigated how their perceptions vary according to their gender, qualification, and the level taught by them in relation to the place and importance of grammar, error correction, the respective roles of the learner and the teacher in the learning process, and classroom interactions in the form of pair or group work. Ninety-three teachers of English – 47 male and 46 female – from basic and general education schools in Oman were randomly selected for the study. Karavas-Doukas’s (1996) attitude scale was used in the present study. The respondents were asked to indicate the level of agreement on a five-point scale. The responses were statistically analysed for the mean scores, standard deviation and T-test of significance across the variables. Overall, the study found that there is a moderately favourable attitude among EFL teachers towards using the communicative approach.

AL-magid ABD Al-Mamun M. (2006) has conducted a study on the effect of teachers’ attitudes on the effective implementation of the communicative approach in ESL classrooms. This study is an attempt to determine the impact of teachers’ attitudes on their classroom behaviour and therefore on their implementation of the Communicative Approach. A descriptive case study was conducted at six secondary schools in Harare, Zimbabwe (as ESL environment) to determine the effect of 38 O-level English teachers’ attitudes on their classroom practice. Quantitative and qualitative methods of data collection, including a
questionnaire, an observation instrument and a semi structured interview were used to gauge teachers’ attitudes, assessing the extent to which attitudes are reflected in their classroom behaviour, and eliciting teachers’ verbalisation of how they conceive of their professional task.

The findings show that the effective implementation of the Communicative Approach was critically dependent on teachers’ positive attitudes towards this approach in the five categories covered by this study.

**Chidambaram (2005)** has conducted a study on the Learning process of English by higher secondary students. The aims of the study were to identify the performance and areas of problems in the process of learning of four linguistic skills of English language by the higher secondary students. The researcher was adopted certain modern methods and approaches available in the field of linguistics in general and applied linguistics in particular i.e. Questionnaire method, Interview method, Observation method, Personal data sheet etc. The data was collected for the skill of Speaking, Writing, Reading and Listening were processed and analyzed separately. The researcher was found the medium of instruction has direct impact on the achievement of the second language skills. None of the variables (Sex, Region, Parental Education and Income) plays any role in the development of second language skills , if a student is better in listening, he will be better in speaking only, and if a student is better in reading he will be better in writing only.

**Karim K.M.R. (2004)** has conducted the study on Teachers' perceptions, attitudes and expectations about Communicative Language Teaching (CLT) in post-secondary education in Bangladesh. It was found that teachers' perceptions of communicative activities and CLT approach correspond with their reported classroom practices. There are positive indications that Bangladeshi EFL teachers are well aware of the basic principles of communicative language teaching and they practice the major communicative activities in the classroom. There were some discrepancies between teachers' perceptions and practices uncovered in this study. These discrepancies are caused by not teachers' misconceptions of CLT or their limited knowledge of CLT pedagogy; rather possibly due to some practical reasons like lack of resources, traditional exams, unequipped and large classes, lack of support from administration.
**Mane (2004)** has conducted a study on the development of strategies to communicate environmental concepts from IX standard, English textbooks among adolescents. The aims of the study were to analyze the IX standard. English textbooks and identify the environmental concepts in it and also prepare a package of communication strategies for teachers (PCST) to communicate the identified environmental concepts to IX standard adolescents while teaching. The survey method was used for this research work. Teacher’s interviews were taken and data were analyzed. The researcher has found Communication strategies in the form of 12 lesson plans proved to be fruitful to communicate the environmental concepts. Activities like pair work, group discussion, dramatization, role play helped for effective communication in adolescents of standard IX.

**Marje (2003)** has conducted a study on the developing communicative competence in English among Marathi medium students at higher secondary stage. The study aimed at analyzing the syllabus at Higher Secondary stage and identifying the communication skills in the light of objectives of teaching English in the new pattern. The researcher conducted this research in order to find out the students' strengths and weaknesses in the particular competence (skill) and to develop communicative competence in writing skill. The method adopted for this research was experimental method. The researcher considered the merits and demerits of all the three experimental designs and selected pre-test-post-test equivalent groups design. The findings were as follows-

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

ii. Group work motivated learners to think.

iii. Substitution tables, role playing, demonstration in generating and extending ideas, charts etc created interest among them and helped them to express on their own.

**Vanbhatte (2003)** has conducted a critical study on the development of a programme to improve English speaking skill of Marathi medium students of
standard eighth. The present study was an experimental research in which the researcher had collected, analyzed and categorized the common errors committed by the students of std. VIII of Marathi medium schools while speaking English language and identified the causes of errors and prepared a programme to improve their English speaking skill. The programme was determined by comparing the pre-test and post-test scores of the experimental groups and between the post-test scores of the experimental and control group.

Main findings of the study-

1. There was no one-to-one relation of errors with the causes of errors.
2. An error may be the outcome of various causes.
3. Direct method proves to be effective while teaching speaking skill.
4. Teaching each sound first by making the students familiar with the articulation of the sound and contrasting the sound with other sounds help to sensitize the students to minimal difference between significant sounds of English.
5. Getting students to make the sound, both in isolation and in words and giving them practical hints enable them to produce the sound correctly.
6. Creating a suitable situation is helpful to improve communicative competence.
7. The programme proved to be very effective for identification of errors, their analysis and categorization and causes of errors.

Khainar (1999) has conducted a study on the specially designed course materials as an adequate means for bringing about changes in English language teaching situation in India. The study aimed at designing course material for bringing about change in teaching learning situation of English language and find out the level of teachers understanding of Communicative Approach. The researcher has used survey method for the study of standard XI and XII textbooks of English. Questionnaires were administered both for the teachers and the students and data was collected. The researcher found that 50% or more of the classroom time was consumed by the teachers themselves and the teacher taught the new texts with same conventional methodology and was not willing to modify the same. The typical ELT
(English Language Teaching) class is teacher centered. There was no group work or pair works in the class.

**Patwardhan (1998)** has conducted an experimental study on the listening achievement of standard I. children in Pune city. The study aimed at finding out the existing level of 'listening' and 'listening comprehension' competencies in children studying in standard I. having English as medium of instruction. The researcher used criterion referenced test (CRT) to assess an individual child's performance level regarding listening skill. The main variables were sex, parent's education, socio-economic status of the family, home-environment of the children, support in studies, pre-primary schooling and teachers' awareness about listening competencies. The sample was 325 children of the 50% English medium schools of Pune city.

Main findings of the study-

1. 80% children scored mastery in CRT in the sample of 325 children.
2. Pre-primary schooling has positive significant effect on achievement of listening skill.
3. There was positive correlation between parents' education and child's achievement.
4. There was no conscious effort to teach listening in the schools by the teachers.
5. There was a positive gain in the average achievement in 'listening' and 'listening comprehension' of Std. I. children after undergoing the training programme.

**Sinha (1998)** has conducted a study on the effects of language on performance: A study of the factors affecting the learning transfer process in the study of English in standards VI and VII. The research has mainly focused on observing the effects of language on the performance of students. So, the objective was to study the performance of the students of the experimental group and the control group. The sample selected for the study was 1825 students from English medium schools in Pune city.
Main findings of the study-

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

ii. The teachers had faced following problems while teaching English.
   a. Children were weak in grammar, expression and vocabulary.
   b. Lack of interest in reading and writing.
   c. Mother tongue influence on pronunciations.
   d. Inadequate time, large number of students and ample correction.

Kadepurkar (1996) has conducted a study on the preliminary evaluation of teachers' perceptions of the impact of the new curriculum of English. The study mainly focused on understanding teachers' perceptions of various aspects of the new curriculum of English for standard IX and X. The research aimed at identifying the strength and weaknesses of the new curriculum of English as perceived by teachers.

Main findings of the study-

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

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

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

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

5. Pair and group work proved to be beneficial.

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

Paliwal (1996) has conducted a study on the developing communicative competence in written English among secondary school learners of Rajasthan. (An experimental study). The study aimed at finding out the communicative needs of the learners of secondary schools, in written English and develop their competence in
the same. The study was an effort to develop secondary school learners' communicative competence and to compare the efficacy of the TLT (Traditional Language Teaching) and CLT (Communicative Language Teaching) approaches in developing learners' communicative competence in written English in social context. The study makes it clear that CLT is more effective in developing the skill of producing socially appropriate expressions in the learners. The researcher used normative survey method and pre-test-post-test experimental method for the study.

Main findings of the study-

i. The students who were taught by CLT and TLT approaches scored significantly higher than the students who were not given any special experimental treatment.

ii. The presentation of the language and its items in life like and social context helped the learners in learning linguistic appropriacy.

iii. Informal atmosphere facilitated learning in the classroom.

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

v. Diagnostic testing and CLT both proved to be useful for finding out learners' communicative needs and written communication.

**Mc. Dermott (1994)** has conducted a study on teaching at-risk high school students in English class: A comparison of the effectiveness of a high-tech Programme assigned to build skills versus a workshop approach designed to make connections. The study was based on the view that a learning environment must be based on connections. Skill & drill approaches were not as effective for teaching as they present pieces of information skills were not properly understood or connected to students' understanding. The study revealed that even if the teachers, while making connection are affectionate in a skill and drill approach, they are not very effective or meaningful. If the students are target in a work shop, class will benefit more. At risk students will be active in the workshop.
Troudi (1994) has conducted a study on the nature of speaking opportunities in an English as a second language speaking class. The purpose was to examine an ESL speaking class from social interaction point of view. The research explored that ESL classes had 3 parts in which speaking opportunities took place. Teacher created formal and informal speaking opportunities. Formal were planned and the informal one were general (not related to academic activities). It was found that the use of textbooks in these speaking activities had impact on learner’s language acquisition.

Steward and Ching. (1993) has conducted a study on the methods program in English as a second language. The study aimed at finding out the impact of English as a second language methods course on the teachers from St. Vincent, West Indies. The course was arranged during two consecutive summers in Kingstown, and duration of each was two weeks. Expertise was tutors from Canada and St. Vincent. The workshop was helpful to untrained teachers to reveal the difference between vernacular dialect and Standard English. Many teachers claimed that they no longer treated the local dialect as an interior version of Standard English. It was found from this study that the participants needed many things to improve e.g. their personal skills in using Standard English, acquire basic training before teaching.

Turner (1992) has conducted study on English teachers in the classroom: How can research inform practice? It was observed by the educational researcher that research findings are not applied in the classrooms by the teachers. But very little is written about such research practice gap from the teacher’s perspective. The study has shown the views of nine high school English teachers about it.

Main findings of the study-

i. The observation phase-In order to describe minutely the methods and contents, the researcher observed the classroom teaching for three days

ii. Interview phase- The teachers' interviews were taken regarding their attitudes towards research and use of research.

iii. Teachers considered their own past experiences for the decisions about classroom practices.

iv. Some other teachers knew about research finding relevant to their field.
v. Some teachers viewed that researchers were unfamiliar with the classroom contexts in which the teachers work.
vi. The constraints regarding the teachers' practice were class size of 30 or more, unmanageable behaviour of the class and lack of support from administrators.

Nair (1991) carried out his study on “Writing in a Second Language: A Pedagogic perceptive on the interactive processes in language structuring and composition. The objectives of the study were, i) to study the relationships that link Culture, Cognition and Language each to the other, ii) to study the different aspects of centrality of meaning and the meaningful units in language acquisition and iii) to identify major components that might go into the framing of theories. The findings of the study were, 1. The study projected that the language was not an entity but an activity. It was a mediating agent of all other human activities. It was the interaction between two minds that bring language into existence of a second person or a mind. 2. The study viewed writing only as a means and not an end by itself. It indicated that writing in English in the Indian context was only one of the two important means – reading being another – for learning target language. 3. The role of writing was placed against the overall role of learning language in education. 4. The traditional theory viewed writing as a highly complex skill to learn and the most difficult to teach. Here, the product was not significant and the environment was not taken into account. 5. The study discovered that the products of writing had a major role to play in second language acquisition.

Alvarado (1990) has conducted study on Discourse style and interactive tasks in the classroom of English as a second language. This study deals with a qualitative analysis of tasks. The basic research question was whether and how students judged assertive (active) by their teachers (passive) when paired together. The investigator also had the questions like whether changing patterns affected the patterns of participation as active and passive speakers and whether passive speakers participated more with active or passive partners. The results showed that students would verbally active indeed dominated by managing conversations, giving information, and making decisions more than their passive partners. Moreover speakers manifested distinct discourse styles by examining similar patterns of
participation regardless of the speaking style of their partners the task type or the language. The results also showed that two-way tasks produce balanced conversations and suggest directions for future ESL research and classroom procedures.

New York University, 1992. (ESL = English as a second language) For this study, documented and interpreted language was used in three ESL courses at a community college. In the light of communicative competence, effective speakers require both linguistic and pragmatic competence. The study has thrown light on the conversational activities created by teachers and the use of language by the students. It was found that variety of factors affect students talk when students started interacting, they were eager to perform various speech acts.

Sociolinguistic norms affected their different understanding of use of proper language, which in a way affected their communication. Teacher silence was often used for motivating students to participate while students silence could have shown as a sign of restlessness/ discomfort.

Sriussadaporn (1990) has conducted study on four syllabi for teaching the speaking and understanding of English: Elective course offered to grades nine to twelve in Thailand. This study aimed at designing four syllabi for teaching the speaking and understanding of English. The syllabi describe elective courses to be offered to grade nine to twelve students in Thailand. They were designed by applying Taba’s Curriculum Development model to the Communicative Language Teaching approach.

Main findings of the study-

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

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

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

iv. Most teachers agreed that as far as communication is concerned, listening and speaking are most important skills.
Gautam (1988) conducted his historical survey on English Language Teaching methods and approaches. The objectives of the study were, i) to find out the teachers’ views and opinions on objectives of teaching, teaching materials and testing procedures etc, ii) to study the teachers’ perceptions are how these variables interact and influence to determine the teaching strategies in the class room, and iii) to know the students’ attitude to the class room teaching. The sample was consisted of 40 teachers and 100 students. The tools used for the study were two questionnaires for college teachers, an interview schedule for students, discussions with college teachers and class room observation. The findings of the study were, 1. The study revealed that the teachers found considerable difficulty in translating the growing ‘awareness of the teaching into a concrete instrument for purposeful class room activity, 2. The teachers found it hard to formulate their teaching strategies in consonance with the objectives of their syllabus, 3. The study revealed that the examination pattern did not provide any incentive to develop language skills, 4. The study revealed that the class room teaching practices were continued to be teacher dominated, 5. The Majority of the teachers displayed general awareness of the impact of recent thinking and trends on syllabuses and teaching materials, 6. The methods and techniques followed by the college teachers were not satisfactory, 7. The teachers’ identified certain constraints such as large classes, lengthy courses, inadequate time etc, and 8. Majority of the college students wanted to study English for certain utilitarian purposes. The students were not motivated towards the language teaching. The researcher suggested syllabus revision and change in the methodology for improving the teaching-learning performance.

Jadeja (1988) developed techniques for the teaching and testing of language use with specific focus on oral communication at the secondary level. The researcher found the actual classroom practice to be form focused. So, the researcher carried out this study with the following objectives: i) to design, construct and administer a questionnaire and an interview schedule to collect the information about the existing ELT scene, ii) to review the related literature and some standardized tests of English, iii) to design, construct and administer an observation schedule to record information about the pattern of discourse during the teaching sessions, iv) to arrive at a set of techniques for the teaching of the oral communication, v) to arrive at a set of tests of oral communication, vi) to conduct an experiment to measure the
effectiveness of the techniques of teaching and testing oral communication, vii) to analyze and interpret the data collected during the experiment with a view to arriving at a set of findings regarding the effectiveness of the techniques of teaching and testing oral communication.

The study was conducted using both the Survey and the Experimental design. The tools used for the study were a questionnaire, an interview schedule and an observation schedule and various tests. The sample consisted of 240 students of class IX of four secondary schools of Gujarat State where the medium of instruction was Gujarati. The new techniques were tried out in four schools and pre-test, post-test results were analyzed to establish the effectiveness of the new techniques. In addition to statistical analysis, the researcher supported the findings with discourse analysis of classroom interaction in both controlled and experimental groups. Major findings of the study were 1. The new techniques of teaching oral communication were found to be effective in all the experimental groups, both in urban and rural areas. 2. All the learners across the range of intellectual abilities and socio-cultural background had got benefited from them. 3. The analysis of classroom interaction established that new techniques facilitated greater use of language within the classroom. 4. To cover a wide range of oral communication, it was found to be necessary to include test items based on a single-voice stimulus (a talk) as well as a two-voice stimulus (a conversation). 5. Dictation can be used as a ‘pragmatic’ task to cover the testing of oral communication. 6. Teachers needed to be trained in the new way of working to use the new techniques effectively and promote interaction in the class.

**Jain (1987)** has conducted a study on the English Language Teaching in the Secondary School of Gujarat State. Researcher had investigated that the objectives of teaching English has been an evolutionary process in the beginning. The classroom teaching showed that over 70% of the teachers used lecture and translation method. The evaluation of the students’ performance showed that evaluation was merely based on written examination alone and not on their oral performance. Teachers teaching English were found over burdened by clerical duties, co-curricular activities and overcrowded classrooms also added to their burden.
Sharma (1986) tried to investigate the problems of teaching English in the state of Bihar. The objectives of the study were, i) to study the position of English in India, and ii) to study the problems of English language teaching in schools and colleges. The sample included Heads of Institutions, teachers of English and students of schools and colleges. The data was collected through a questionnaire, interviews and discussions. The findings of the study were, 1. There had been a gradual lowering of the standard of English, 2. Efficient teaching of English was lacking, 3. Misconceptions regarding ELT faulty teaching methods, unpalatable text books and their mishandling etc. were the main problems, 4. The program appeared to be theoretical, and 5. There was confusion about the aims and objectives of teaching English. The investigator recommended effective teacher training for improving the standard and efficiency of teaching of English. (20) Sharma (1986) tried to investigate the problems of teaching English in the state of Bihar. The objectives of the study were, i) to study the position of English in India, and ii) to study the problems of English language teaching in schools and colleges. The sample included Heads of Institutions, teachers of English and students of schools and colleges. The data was collected through a questionnaire, interviews and discussions. The findings of the study were, 1. There had been a gradual lowering of the standard of English, 2. Efficient teaching of English was lacking, 3. Misconceptions regarding ELT faulty teaching methods, unpalatable text books and their mishandling etc. were the main problems, 4. The program appeared to be theoretical, and 5. There was confusion about the aims and objectives of teaching English. The investigator recommended effective teacher training for improving the standard and efficiency of teaching of English.

Bhattacharjee (1984) attempted to investigate into the teaching of English in the high schools in the East Khasi Hills district of Meghalaya. The objectives of the study were, i) to study background characteristics of teachers of English, ii) to identify Present Status of Teaching English, iii) to study the strengths and the weaknesses in the Teaching of English, and iv) to suggest measures for improving Teaching of English. The first phase of survey included 490 teachers and the second phase included 20 teachers. The tools used for the study included a schedule, a questionnaire, and a rating scale. The findings of the study were, 1. The majority of the teachers were not professionally equipped, 2. Teaching at the Foundation stage
was neglected, 3. Experience and Professional training played significant roles in the 
Teaching of English, 4. There was no uniformity regarding work load of teachers of 
English in different category of schools, 5. English readers were written according to 
the latest approach to the teaching of English. The readers were not accompanied by 
teachers’ hand books, 6. The mean overall score in English class room teaching was 
between “poor” and “satisfactory”, 7. Sex and marital status differences and 
participation or non-participation in co-curricular activities had no impact on 
teaching of English, 8. The majority of teachers was not aware of appropriate 
methods and was not clear about the fore-fold objectives of teaching English, 9. 
They did not use teaching aids and other materials. They did not give assignment, 
evaluate students’ progress and take remedial measures in the English class, and 10. 
In service training facilities were inadequate. The researcher felt that training in 
selected skills through micro teaching was effective in improving teaching 
competence of the teachers of English.

Singh (1984) has conducted a study on the linguistic communicative abilities 
of higher school teachers of English in relation to their classroom functions. The 
study explored linguistic and communicative abilities of higher school teachers of 
English in relation to their classroom functions. The sample selected for this 
research consisted of 60 trained graduate teachers (TGTs) and post graduate teachers 
(PGTs) Four types of ability tests were administered for them i.e.

i. Speaking ability

ii. Writing ability

iii. Sensitivity to pupil errors.

iv. Sentence complexity

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

Souamini (1984) has conducted a study on the Course design based on 
Communicative Approach for English language teaching in regional medium high 
schools. A course based on Communicative Approach for English language teaching 
was designed for this study. The sample selected for this study was students of IX to 
X from regional medium high school. Science content was used for the study. The
researcher has also used English proficiency tests I, II, science pre-test, post-test and questionnaires were used for the study. The parallel group experimental design was also employed.

Main findings of the study-

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

2.20 Summary of Reviewed Studies

Different researchers have taken up different studies regarding on the implementation of Communicative Approach in teaching English. The studies of 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. It appears that communicative approach is best suited to improve the communicative competence of the students. Jabeen Shazi Shah (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.KMd. (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 Bhattacharjee (1984) find out the need of improvement of teaching by professional training of high schools teachers to make them efficient.

The investigator did not find enough number of studies on teaching English towards communicative approach at secondary level. Considering present scenario of academic achievement of secondary school students in Lakhimpur district of Assam, this is a humble attempt on Effectiveness of communicative approach on academic achievement of secondary school students in Lakhimpur district of Assam.

*The methodology chapter is presented in the next chapter*