Chapter II
Review of Past Research and Related Literature

2.1 Introduction:

The First chapter is a discussion the background aims and objective of the present study. This chapter deals with the review of related literature and past research. The purpose of the study of research works done in the same field is to understand what type of study has been done and what exactly has been explored before the present research work started. The study of related literature and research work is very essential an important as it provides us proper guideline. It further develop understanding of research methodology and the design to be adopted. Various Resources can be tackled for review of related literature. Books, dissertations, thesis Reports, newspaper articles, journals, academic papers, internet are few of them. A review should not be taken in simple form of set summaries but it should be rather in a formal, academic style. A review is extremely important as it helps the Researcher to build up the content and background, promotes understanding of the present problem.

2.2 Concept of communicative approach

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

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

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

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

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

4) The formal properties of language are never treated in isolation from use language forms are always addressed within a communicative context.

5) Learners are encouraged to discover the forms and structures of language for themselves.
6) There is a whole language approach in which the four traditional language skills (SLR’H) are integrated.

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

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

**2.1. Review of Past Researchers:**

**2.2.1. Review of pre/ Past Researcher in India**

2.2.1.1. Deshapande.M.D(2010)“A critical study of oral Approach of Teaching English in Marathi and English Medium High Primary and Secondary schools in Osmanabad District” Dr.Babasaheb Ambedkar Marathawada University, Auragabad. Ph.D.

A) Objectives of the Research:-

1) To study the oral Approach used for teaching English in Marathi and English Medium Higher primary and secondary schools in Osmanabad District.

2) To study the efficiency of the use of oral Approach in teaching English.
3) To prepare specific plan to develop supporting material.

B) Procedure:

The researcher had made eight homogeneous groups the district as it consists of eight Talukas he had selected at least six schools from each talukas. This is done as per the stratified Random sample method. The researcher had employed the tools Questionnaire, Observation schedule for the research.

C) Main Finding:-

1) 92.30% teachers know the objectives of teaching English at secondary level.
2) 84.61% teachers know the objectives of teaching English clearly
3) 23.07% teachers use Audio-lingual approach to develop understanding and speaking skill of the students.
4) 76.92% teachers used oral approach in the classroom.

Research study :-

The above research study deals with the **Oral approach used** for teaching English in Marathi and English medium higher primary and secondary school in Osmanabad district. The researcher had studied the oral approach comparatively in Marathi and English medium secondary school. As well as the researcher studied the efficiency of the use of oral approach in teaching English subject. The researcher had made the modal of oral approach teaching. The researcher had used normative survey method.

The findings are positive that the oral approach becomes effective in teaching English language for Marathi and English medium school. 76.92% teachers used oral approach in the class while teaching
English subject. The researcher proved that the utility of oral approach in English teaching is very important.


The studies 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 learner’s 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.

A) Objectives of the Research

1) To develop student’s communicative competence in written English.

2) To find out student’s communicative needs in social context which motivate them to communicate through written English.

3) To develop new strategies for developing student’s communicative competence in written English.
4) To study the comparative efficacy of the two teaching approaches (the Traditional and Communicative Approach) for developing communicative competence in written English.

**B) Main findings of the study**

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

2) The presentation of the language and its items in life like and social context helped the learners in learning linguistic appropriancy.

3) Informal atmosphere facilitated learning in the classroom.

4) A lot of exposure to ‘real’ language helped the learners to be linguistically accurate, socially appropriate and communicatively competent.

5) Diagnostic testing and CLT both proved to be useful for finding out learner’s communicative tasks/activities should be provided.

**Research study :-**

The above research study deals with the written competence about English language. The researcher studied the CLT and TLT approaches in developing written competence in English language. The researcher had used the normative survey method as well as experimental method too.

The findings were positive that the students who were taught by CLT&TLT approaches scored significantly higher than the students who were did not given the special experimental treatment. The diagnostic
testing & CLT both proved to be useful for developing written competences of the learners.

2.2.1.3. Tamboli, Benazeer (2015), Effectiveness of a communicative approach based programme in spoken english for urdu medium students., Tilak Maharashtra Vidyapeeth Ph.D, Education.

A) Objectives of the research

1) To find out the difficulties of Urdu medium students of Std. VIII in speaking English.
2) To develop the communicative approach based program in spoken English for Urdu medium students of Std. VIII.
3) To study the effectiveness of developed programmed in spoken English for Urdu medium students of Std. VIII.
4) To study the effectiveness of developed program in spoken English for Urdu medium female students of std. VIII.
5) To study the effectiveness of developed program in spoken English for Urdu medium male students of std. VIII.
6) To study the gender wise difference in spoken English for Urdu medium Students.

B) Procedure:

Method of sampling means the way or procedure adopted for selecting the Sample for research. Selection of sampling method depends upon the need of the individual project and various aspects included in that project such as population, objectives as well as financial and time related aspects. In present study, the researcher adopted the convenience sampling method for experiment.
C) Main findings:

1) The program becomes effective.
2) 80% students are eager to speak in English.
3) The girls are more active in comparison of the boys.
4) 90% teachers give their positive attitude about the program.
5) 100% Parents want that teachers must teach their students by using the program.

Research study :-

The above research deals with the communicative approach. The researcher had studied the effectiveness of the communicative approach based program in spoken English on Urdu medium students of std. 8th. The researcher had studied the gender wise difference in spoken English. The researcher had used convenience sampling method for experiment. The findings were positives, The spoken programme was effective on the Urdu medium speakers.

2.2.1.4. Vanbhatte R.B, (2003.) Development of a programme to improve English speaking skill of Marathi medium students of standard eighth- a critical study., Shivaji University, Ph.D., Education

A) Objectives of the research

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 program to improve their English speaking skill. The program 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

B) 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 those practical hints enable them to produce the sound correctly.
6) Creating a suitable situation is helpful to improve communicative competence.
7) The program proved to be very effective for identification of errors, their analysis and categorization and causes of errors

Research study :-

The above research study deals with the improving English speaking skill of Marathi medium students of standard 8th. The researcher had focused on the errors of speaking as well as the various causes of it. The researcher had developed program which was based on the articulation of English sounds. The researcher had given the treatment of English speaking by using English sounds isolated and in
words. The researcher had created the situations in the classroom which was helpful for developing speaking skill of the learners.

The researcher used experimental method for it. The researcher had studied the errors and their causes. The findings were positives that the program proved effective by using the direct method while teaching English in the class. The program becomes effective in improving English speaking skill of the learners.

2.2.1.5. Tidke, S. A(2012), A study of problems of teaching English by communicative approach in higher primary schools of Nashik district Researcher: university of Pune Ph.D. Edu.

A) Objectives of the research

1) The following objectives were framed for the present research.

2) To study background characteristics of teachers of English, their views and opinions about training, qualifications and practices followed by them to teach English by Communicative Approach.

3) To identify the present status of teaching English by Communicative approach through observations of teachers' performance in the class.

4) To identify the practical difficulties of teachers and schools in teaching English by Communicative Approach.

5) To study strengths and weaknesses in teaching English Communicative approach.

6) To try out effectiveness of teaching English by Communicate approach.
7) To suggest the remedial ways for improving teaching English by Communicative Approach.

The procedure was divided into following two parts –

The survey:

The researcher first prepared a letter to the Education Officer of Secondary Section of Zilla Parishad, Nashik to get his approval for conducting the present study and appealed the headmaster to co-operate the researcher. For this first part i.e. the survey, the researcher used two important tools i.e. the questionnaire and the interview. As the researcher wanted to find out the situation of Communicative Language Teaching in English at 3 different strata, she sent the drafted letters to the headmasters for sending the addresses of the teachers of English subject. The necessary information was collected.

The questionnaires were sent to the teachers. The questionnaires to the local teachers were personally given by the researcher. Some of the properly filled in questionnaires were immediately received. At the same time the researcher also had discussion with the teachers about the present status of teaching English Communicative Approach. The questionnaires were sent to 507 teachers in total. They were given 15 days to fill in the questionnaires. Out of them, 325 duly filled in questionnaires were received by the researcher even after continuous follow-up. These teachers comprised the major part of the sample. The response was more than 60%.

The Experimental Part

1) Pre observation of lessons
2) A CLT package to the teachers
3) Development of training programme for the teachers
4) Implementation of training programme for the teachers
5) Observation of the lessons
6) Discussion and suggestions to the teachers
7) Post observation of the lessons

**B) Main Findings:**

1) There are 92% qualified teachers to teach English at higher primary Level and 94% have English as their principal subject.
2) 53% teachers use grammar translation method along with Communicative Approach to teach English.
3) Teachers are not much aware about Communicative Approach and they don’t have adequate knowledge about CLT

**2: Effect of Training Package on the Teachers’ Performance**

Due to the training programme of CLT the teachers showed significant Change in their performance of lessons. The lessons conducted after training programmewas more effective than the previous one. The lessons' post observation was based on CLT. As these lessons showed remarkable achievement in their performance, it was considered to be a positive step towards the use of CLT adopted for teaching English as second language.

**Research study :-**

The above research study deals with problems faced by the teachers of English while using the communicative approach in the class. The researcher had studied about communicative approach, English teachers characteristics; their opinion about the training.

The
researcher studied the observation of English teachers while teaching by using the communicative approach in the class. In last the researcher had suggested the remedial way for improving teaching English by communicative approach. The researcher had used Experimental method and survey method too.

The findings were positive that the remedial teaching English by communicative approach proved effective. If the English teachers used communicative approach properly they can improve their teaching as well as students English language. The farmed package programme was positive. The lessons post observations were based on CLT should remarkable achievement in teacher’s performance

2.2.1.6. Nafisa Roopawalla, (2014), A study of effectiveness of remedial programme for improving disability and achievement in English method” Shri Jagdishprasad Jhabarmal Tibarewala University, Ph.D Education

A) Objectives of the research

1) To give supplementary help to pupil who, for one reason or another have fallen behind.
2) To understand methodically the strengths and weaknesses of the pupil.
3) To help pupil who has fallen behind to learn and to bring them back into normal classes as Far as possible.
4) To design individualized educational programme with intensive remedial support.
5) To help pupils consolidate their essential knowledge in different subjects.

6) To improve the effectiveness of learning

**B) Selection of research methodology:**

Experimental research method was chosen to conduct the present study. Within the experimental research design pre experimental design i.e. one group pretest posttest design is used. In this design the researcher administers a pretest, then the treatment and finally a posttest. The effects of treatment are judged by the difference between the pretest and posttest scores. The design is represented as follows:

O1 X O 2

Where O1 - Pretest

X - Treatment

O2 – Posttest

**C) Major Findings of the Study:**

1) Majority of students’ state that they sometimes talk to parents in English at home.

2) Majority of students stated that they always speak in English at home

3) The statistics shows that most of the students always converse in English at home.

4) The statistics shows that most of the students always get engage in activities where English is used.

**Friends**

Majority of students stated that they always speak to friends in English.
Home

1) Majority of students stated that they always attend social gatherings where English is spoken.
2) Majority of students stated that they always talk with their friends in English.

University

1) Majority of students stated that they always speak to their professors in English
2) Majority of students stated that their professors always encouraged students to write in English
3) The statistics shows that most of the students always say that the activities in their school are conducted in English.

Research study :-

The above research problem deals with the study of effectiveness of remedial program for improvising disability of students and achievement in English method. The study had psychological base. The researcher had studied about the disabilities of the students of B.Ed. The researcher studied the reasons of pupils fallen behind in English language. So that the researcher had made individualized educational programme with intensive remedial support.

The researcher had used the experimental method, one group pre-test and posttest. The findings were positives, the design individualize education programme with intensive remedial support become effective it proved by statistical measurement and majority of the students stated that they always speak to their friends, professors, parents in English.
2.2.1.7. GILL.P.S.(1984), An Investigation into the Impact of “Teach English – Learn English” Radio programme on Listener Teachers and Pupils; English in Gujrat University of Gujrat Ph.D.Edu.

A) Objectives of the research

1) To construct the tools to measure the impact of Teach – English – Learn English Programme.

2) To measure the impact of the TELE series on teachers of English in relation to the skills of the English language.

3) To measure the impact of the TELE series on the learners of the English in specific areas and on skills of the English language.

4) To make the organizers of the TELE programme familiar with reactions of the audience towards the programme.

The pilot test was administered to 300 teachers and 2000 students of class 9th selected at random from Kheda, Baroda & Panchmahal districts. The simple percentage & T-Test were used for analysis and testing the significance of difference between the means. Two groups of Teacher & Pupils were formed as listeners and non-listeners.

B) Main Findings:-

1) The impact of the TELE series on the Teachers own English was positive and it was in the favor of listener teachers.

2) The impact of the TELE series was even greater in the case of the learners of the English.

3) The TELE series helped the teachers and learners of English in the schools of rural area. This supported the contention that the radio could fruitfully be used to strengthen.
4) The TELE series contributed to development of general awareness in teacher and learners of English.

5) The series had a positive impact on the standard of English teaching in the state.

**Research study :-**

The above research study was deal with the Radio Programme. The researcher had studied the impact of Teach English & Learn English. The researcher studied this Radio programmes impact on the listener. Teachers as well as the students improved their English language. The researcher studied the relationship of TELT series with teachers and students English language skill.

The researcher had taken polite study on some teachers and students of 9th class. For the measures the research used percentage, ‘t’ Test for the two groups of teacher and students were formed as listeners and non-listens.

The researcher had got the positive findings that, the impact of TELE series on the teachers own English was become effective. The TEET series effect was even greater in the case of learners of English. TELE series contributed to development of general awareness in teachers and learners of the English language. The TELE series had positive impact on society.
2.2.1.8. JOSEPH.K.S.,(1983), Evolving a strategy for Teaching English Grammar at High school Level., University M.S.U. Ph.D Education.

A) Objectives of the research

1) To evolve a validated multimedia strategy for teaching English grammar at high school level.
2) To find out the relationship between the pupils attitude towards the multimedia strategy and their achievement in the comprehensive test.
3) To find out the relationship between pupils intelligence and their performance in comprehensive test.
4) To suggest to apply the multimedia strategy for teaching grammar to pupils of 9th and 10th.

B) Procedure:

For realizing the above objective a single group design was used. The study was conducted in a group of 28 students studying in the classes 9th and 10th of an English medium school of Baroda city. The study was conducted for two successive years in one group of students studying in class 9th and 10th. Descriptive statistical techniques are t-test were used for analysis of data.

C) Main Findings:-

1) About 90 percent of the students scored 60 percent or more marks in five out of nine units. In the last of the units 30 to 80 percent students scored 60 percent or more marks.
2) Both the students and the experts had expressed a highly positive reaction towards the multimedia instructional strategy.
3) The students expressed a stable favorable attitude towards the multimedia instructional strategy.

4) There is no significant relationship between student’s attitude and achievement.

5) There was a significant positive relationship between intelligence of the students and their achievement through the strategy.

**Research study :-**

The present study deals with development of validated multimedia strategy for teaching English grammar at higher school level. The researcher had studied the relationship between the learners and the attitude towards the multimedia strategy and its achievement in the comprehensive test. For that study the researcher had adopted a single group design. The study was conducted on the group of 28 students studying in the 9th class. The researcher had come to the conclusions that the relationship between students’ attitude and achievement in grammar test was significant.

The major finding was that there was a positive relationship between intelligence of the students and their achievement through the validated multimedia strategy.
2.2.1.9. KACHHIA M.J. (1986), An Investigation into the Effect of Reading improvement programme in Gujarati for pupils of 5th class of Sabarkantha District in the context of Different variable. University, S.P.U. Ph.D. Edu.

A) Objectives of the research:
1) To construct a reliable and valid reading comprehension test for the students of 5th.
2) To prepare a reading improvement programme for students of class 5th.
3) To study the impact of the reading improvement programme on the reading comprehension of students.
4) To study the effect of the reading improvement programme in the context of socio-economic status.
5) To study the effect of the reading improvement programme in the context of Ach.

B) Procedure:

Six equivalent groups were formed. In the experimental group there were 252 students and in the control group there were 246 students. Analysis of covariance was used to analyses the results.

C) Main Findings:-

1) The members of the experimental group taking the reading improvement programme (RIP) treatment proved better in reading comprehension on the post-test than students in the control group.
2) Similarly the experimental group shown more improvement in speed of reading after taking the reading improvement programme than the control group.
3) RIP (Reading Improvement Programme) could be used to improve reading comprehension of the pupils.
4) The programme was also effective in improving reading comprehension of pupils having high as well as low level.

**Research study :-**

The above research study is related to the effect of reading improvement programme in the context of comprehension of the students of 5th std., socioeconomic status, achievement in reading skill of the students. The researcher had completed the study as per the objectives 1) Developing reading improvement programme for 5th std. students. 2) implementation of it and to study the effect of it on the reading skill of the students of 5th std. To study the objectives the researcher had used experimental method, he had made three groups of control group and three groups of experimental. For analysis the researcher had used statistical tool co-variance of measure.

The findings were positive. 1. The reading improvement programme was effective on 5th std. students. 2. The covariance measure proved that the experimental group students had better reading comprehension than control groups pupils.

2.2.1.10. KHAIRE, M.A. (1986), Comparative study of Traditional and Structural approaches to Teaching of English with reference to their Learning outcome, Govt. U. Ph.D. Edu.

**A) Objectives of the research**

1) To test the general level of performance of junior high school students in various aspects of English, namely spelling, comprehension, applied grammar and vocabulary.
2) To make a comprehensive study of the average performance of students taught through the structural approaches and the traditional approach.

3) To study the effect of cultural and economic background and intelligence on the performance of in the above aspects of English.

**B) Procedure:**

The stratified random sampling method was used for the selection of students. In all 253 boys and 300 girls were included from four districts in U.P. The obtained data was analyzed through the calculation of mean, standard deviation, critical ratio and f-ratio.

**D) Main Findings:**

1) Student’s achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition and pronunciation applied grammar, and vocabulary.

2) Cultural and economic background was found to play a significant role in achievement in the areas of comprehension, composition and pronunciation.

3) Intelligence was found to be an important factor in achievement in all the seven areas of English.

**Research study:**

The above research deal with the study of the comparison between the traditional and structural approaches to teaching of English with reference to their language learning outcomes. The research study aimed to test the various aspects of English language like spelling, comprehension, applied grammar and vocabulary. The researcher had
comparatively studied the average performance of the students taught through the structural approach and traditional approach. The researcher had used stratified random sampling method for the selection of the students in boys and girls from the four districts in UP. The researcher had used the statistical measure used for analysis that was Mean, S .D. Critical ratio, and F-ration.

The major finding was the achievement under the structural approach was better than those the traditional approach in spelling, compressions, compositions, pronunciation, applied grammar and vocabulary.

2.2.2. Pre –Researches in Abroad.

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

2.2.2.1. Mohamad Kamal Hasanain., (1984), The communicative teaching of English as foreign language to secondary school Arab students in Kuwait, Sawwan, University of Wales (United Kingdom) Ph. D., Edu.

This study refers to the analysis of the relevance of the communicative syllabus “Crescent English Course” to Arab learners and language teachers in Kuwait.

The thesis concludes with speculations on the meaning and use of the term ‘Communication’ is syllabus design including the rationale, the definition and various kinds of Communication. It also studies the
desirability and possibility of teaching the communicative aspect of English as a foreign language to Arab students.

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

This study aimed at designing four syllabi for teaching the speaking and understanding of English. The syllabi describe elective courses to be offered to grad nine to twelve students in Thailand. They were designed by applying

**Main findings of the study**-

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

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

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

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

**Research study :-**

This study aimed at designing four syllabi for teaching the speaking and understanding of English. It Tuba’s Curriculum Development model to the Communicative Language Teaching approach. The aim of the study was to develop speaking and understanding skill of English language as foreign language.
The major finding
1) students understood the importance of English language learning, especially speaking and listening skills.
2) Most teachers agreed that as far as communication is concerned, listening and speaking are most important skills.

2.2.2.3. Reysse-Borilla, MoriaAlejendra.(1991) , The effects of the Natural Approach on English oral communication skills in third-grade learning-disabled students. Fontham University, Ph.D. Edu.

The study was done to determine the instructional effects of the Natural Approach on the English oral communication skills of third-grade learning disabled students. It was found out that learning disabled students can learn English with an instructional methodology like the Natural approach.

The Natural Approach Treatment (NAT) and the Audio-lingual Approach Treatment (AAT) showed significant instructional strengths for the acquisition of English as a second language in learning disabled students. Students under NAT treatment showed a significant difference in the Analogy Subtest by age group

Research study :-

The study was done to determine the instructional effects of the Natural Approach on the English oral communication skills of third-grade learning disabled students. It was found out that learning disabled students can learn English with an instructional methodology like the Natural approach. This thing was very notable one in the above research study. NAT and AAT showed significant instructional strengths for the
acquisition of English as a second language in learning disabled students.

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

The study was done to document and understand the programme implementation, process from the teacher’s perspectives and to examine these perspectives with the help of appropriate research. The research is an ethnographic study of the development and implementation of content-based English programme to teach South-East Asian teachers in an urban school district. The participants were 4 teachers. The researcher has taken efforts of 900 hours for field work.

Main findings of the study

1) Various factors were responsible for programme implementation, i.e. district policy and no educational facilities or leadership in schools.
2) Implementation process is affected by the problems faced by the teacher.
3) The programme will be implemented in a different way be the teachers who do not understand it properly.
4) Individual teacher seems to be enthusiastic for conducting programme for his students.
5) Teachers who have differences regarding language, culture or life experiences with their students can teach these students
Research study :-

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

(i) The major findings were as

1) Various factors were responsible for programme implementation, i.e. district policy and no educational facilities or leadership in schools.
2) Individual teacher seems to be enthusiastic for conducting programme for his students.


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

The present study has designed and evaluated hyper card computer application for ESL learners. One part of this study throws light on how hyper card is used for designing software with
communicative language activities. The other part of it shows evaluations of the software to see how the learners interacted with each other with the help of the software. The study points out the fact the English was produced only when it was necessary for the task. In a way, only using Hypercard can’t develop communicative ability among the learners. Hence, well planned activities should be developed for the learners to interact in the target language at the computer.

**Research study :-**

The above study was related to the interactive software programmes which was to be prepared to develop the communicative approach of the students. Hyper card is a computer programme which integrated texts, graphics, sound and human speech.

The present study has designed and evaluated Hyper card computer application for ESL learners. One part of this study throws light on how hyper card is used for designing software with communicative language activities. The other part of it shows evaluations of the software to see how the learners interacted with each other with the help of the software.

**2.2.2.6. Troudi, Salah.(1994), The nature of speaking opportunities in an English as a second language speaking class. Ph. D., the Florida State University, Ph. D. Edu.**

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


Objectives of the research

1) The feasibility of applying the CLT approach in Pakistan
2) To study the effectiveness of CLT approach in the students.
3) To study the comparison between the achievement of the students.

Procedure:

The study was based on the Watanabe, et al (1984) model. It was experimental in its kind and as pre-test/post-test equivalent group design was selected for this purpose. The achievement of two groups in pre-test and post-test was measured and compared with each other. Besides this, attitude of the students in the two groups before treatment and after treatment was measured and compared to find any significant difference as a result of treatment.

Main finding:

Communicative competence as a result of the CLT approach should be acknowledged. This research can prove to be a milestone in this direction. The education department and other stakeholders need to
understand the importance of using the CLT approach for helping learners to become well versed in English

**Research study :-**

The study was based on the Watanabe, et al (1984) model. The achievement of two groups in pre-test and post-test was measured and compared with each other. Besides this, attitude of the students in the two groups before treatment and after treatment was measured and compared to find any significant difference as a result of treatment.

The major findings were Communicative competence as a result of the CLT approach should be acknowledged. This research can prove to be a milestone in this direction, CLT approach proved help to becomes well versed in English language development.

**2.2.3. Difference between pre-researches and existing research:**

During the past decade there has been an exponential growth in the use of information and communication Technology (ICT). This has made pervasive impact both on society and our daily lives. In the recent years, information &communication technologies (ICT) have been used with considerable degree of success to widen access to education, to raise its quality, to reform, reposition. The use of new educational technologies in the teaching –learning process has now become cast-effective. This E-program is also a part of the use of ICT in Education.

The choice of technology is important for a process. The Ministry of Human Resource Development (MHRD), Government of India and The Indian Span Research Organization (ISRO) took a path breaking policy
decision to launch a dedicated educational satellite, in which the use of ICT can make substantial changes both in teaching & learning.

The researcher also wants to change the path of education and bring the new trend in schools to **Learn with E-program and Teach with E-Program**. Many common ICT tools have been developed for personal use and their development in a teaching environment requires careful consideration. The advantages of ICT in a classroom situation include the followings, like an opportunity to develop innovative teaching methodology & to develop more interesting material that creates an interest in the students. The researcher is also eager to know the effect of the communicative approach in a new way that’s mean the use of E-Program in developing communicative approach in English language. With the help of E-Program the researcher want to develop the interest of the students, the E-Program affected the interest, the confidence, to enable the students to communicate in English.

The Government of India is stressing computer awareness and education from very initial classes. The schools are also highlighting computer education. The E-Program is also the part of the technology which is developed with the use of ICT in Education there are so many software’s available in the market. Some of them are used in the schools as it is to develop the knowledge of the students for e.g. GURUJI software is provided by the Government of India. Our State is also insisting that there should be computer Lab for each school. There should be awareness of computer as well as its use for innovations in Education. So we came across the themes’ like E-Learning, E-content, E-banking-Teaching –learning, E-Schools, etc. For the present research
study the researcher considers all the above things and she also developed software which has the base of communicative approach.

The researcher developed such software for the Seven standard students. It will play very vital role in developing communication skill of the students, which develops confidence of the students while speaking and which remains as the support material in developing communication skill in the classroom. The communicative approach is the new tread in our English subject, but it is not used in teaching learning process because the teachers must give the priority to use of Grammar-cum-translation method. Some of them think that students are not having that environment and culture than why we spend our time on them, some teachers use computers only for showing the ready materials for the specific std. But very few teachers teach by making and using PowerPoint presentation in the class room. Some teachers have that creativity to do such innovative things which are notable in education field about teaching learning process.

This is also a little effort of the researcher which make judicious use of computer in developing software which is helpful to the students for developing their communication skill because the communicative approach deals with the fourfold skill that Listing, Speaking, Reading, Writing skill. This E-Program also develops according to the LS skills.
2.3. Review of related literature:


The book, written by a teacher educator at the undergraduate and postgraduate levels is mainly divided in three sections- A, B, and C. Section A and C are comparatively short than Section B which covers various innovative aspects about teaching of English. The major themes discussed in the book are psychological theories of second language acquisition, various methods and approaches used for teaching English, creative techniques of teaching English, use of teaching aids, language laboratory, evaluation, etc.

The book also emphasizes the basic concepts like nature of language, skills of language, factors in language acquisition. The focus is also given on importance of English language and how it can be a boon for mankind. This book helped the researcher in many ways. The topic ‘Methods and approaches’ gave an idea about how various approaches, especially communicative approach can be used to develop spoken English of Urdu medium students. The theories of second language acquisition proved to be a great help for the researcher as in present study psychology of Urdu medium students in learning spoken English was important factor to be handled while implementing the programme.


The book takes a step forward in analyzing various aspects of teaching of English. The book presents the entire content in simple and lucid manner. The book is divided into ten units covering various aspects
of teaching of English at higher level as well at lower level. It helps the teacher of English in selecting appropriate method and/or approach of teaching as per the level of students. Aspects of teaching English like teaching of prose, poetry, grammar, vocabulary and composition are also stressed simultaneously in this book. Basic skills of language learning are stressed in detail which provides in depth knowledge to the user. The present book provided detailed information about various activities in teaching English which helped in framing the programme. Information regarding Communicative approach also helped in preparation of programme and preparation of pre-test and post-test also. Further it provided the clear insight in how to use Instructional media and various teaching aids which helped the researcher during the actual implementation of the programme.


This book tells us that English has become a language of global communication as well as global opportunities. Use of effective English communication enhances employability of the students. The book also guides the teachers regarding various activities in improving listening and speaking skills. This book mostly deals with sounds of English. The place of drill work, importance of listening in improvement of speaking skills, the guidance in assessment of speaking skills are some of the striking features of this book. It also gives an idea about communication as a process and features of effective communication. The books also provide tips for the students to eliminate influence of mother tongue.
The present book helped the researcher in having an insight in the activities and assessment techniques which were used by the researcher in further study. It also provided the tips for minimizing the impact of mother tongue due to which the researcher was enabled to prepare the programme in spoken English accordingly, focusing on the activities minimizing influence of mother tongue or Urdu language on spoken English of Urdu medium students. This book also provided the help in preparing activities for face to face communication of students.


This book gives details of the role which English language performs in Indian its importance in India. Looking into the content dealt with in this book, we can easily say that maximum possible aspects of English teaching, needs and aspirations of English teachers and students are taken into consideration. The book also guides in locating the needs of learners of English language who are studying it as 2nd and 3rd language. The main advantage of this book is the thoughts and quotes given by various authors, extracts from various reports and commissions regarding English language which gives the insight in usages of English language in India.

The book also enables us to know more about modern teaching techniques in English language classroom. The prominent feature of this book is the attention given to Action Research, the striking area where English teachers need to work more. Only evaluation aspect is not taken care of in this book which is an important aspect of teaching learning
process. The present book helped the researcher in framing the plan of action for the program and to know about the use of modern techniques for teaching of English.


The book written by two authors presented a clear view of new trends in language teaching, how to use various audio visual aids for teaching of English. It also provided the idea of using various approaches and methods of teaching English effectively. This book presented the vivid picture of entire communication process and development of communication skills, basically oral communication skills which was very important and essential in present research. This book assisted the researcher in preparing the activities to teach spoken English to Urdu medium students as the activities and century bank of useful sentences are very simple and useful for the students and also easy to implement. This book provided the researcher to know the problems of Urdu medium students in speaking English fluently.


The present article indicates that CLT (Communicative Language Teaching) helps in preparing students to acquire written and spoken English. This is the article based on the research done by two authors. It also stresses the use of CLT in actual classroom situations in India. In this article it is stated that 31 teachers are surveyed and observed
purposefully regarding their attitude about CLT and how they implement CLT in two schools in India. It is noted that teachers were positive about use of CLT in classes. The problems in implementing CLT such as classroom size, available resources, verbal English proficiency of teachers and students are mentioned in the article. This article helped the researcher to have an idea about the use of communicative approach in English language teaching in India. It also supported the method selected for present research by the researcher. It provided more information regarding how teachers think about CLT and actual limitations in implementing CLT in classrooms.


The paper tells that the students of rural area of Pakistan face many problems in speaking English. It investigates various problems in using second language as peaking tool. This study was conducted by survey method where questionnaire we reused as a tool of data collection. The area of problems is related with confidence and fear of English which is mentioned in the paper. The reason behind such problems is mentioned here as the education system only stresses on reading and writing Poor listening skills, lack of vocabulary, domination of L1 (Punjabi) no exposure to proper environment are some of the further mentioned problems. The paper suggests some solutions as
changes in government policies, reframing of curriculum, appointment of special English teachers, etc.

This paper proved to be a great help for the researcher in present study as it focused the need of teaching spoken English with special efforts to erase the impact of L1. In the present research also the condition is same with Urdu medium students. The paper helped the researcher in prioritizing the problems of students who face difficulties in speaking English.


This article gives various aspects of importance of English language in general and specifically in India. It is told that language is basically habit formation process and the more a person is exposed to a new language, better he/she learns it. In India English was once the language of rulers. Many Indians achieved mastery over it. English has commercial importance, science and technology related importance, literary importance, interstate importance as language of communication, language of employment in India. The demand of good English teachers is increasing day by day in India as each and every person wants his children to be educated in English medium schools and can speak and write English well. The above mentioned views were a great help for the researcher to have all the concepts and issues clear regarding the background of the research undertaken. The Article also helped the researcher to state the need of the research clearly.

This paper aimed at studying the use of Oral approach in classrooms while teaching English and so as to improve the communicative competencies of the students of both Marathi and English medium students. This study is related to higher primary and secondary level students in Osmanabad District. Though the study is limited to a particular district, it can be applicable in Maharashtra and for Marathi speaking students irrespective of the place. This paper throws light on the role of a teacher in using Oral approach effectively.

The method used for the study is survey method where the tools e.g. questionnaire, interview schedule and observation schedules are used. The observation and conclusions in this study are that the teacher can develop and improve listening and speaking skill of students to a considerable level. It is also mentioned here that due to time limits much cannot be achieved by the teachers. This paper helped the researcher to understand the need of present research in developing communication competencies of Marathi medium student. It also aided the researcher in understanding the role of a teacher in the classrooms while using such approaches. This paper also guided the teacher in presenting the teaching material to class step by step which helped the researcher in framing the activities in the programme for improvement of spoken English for Marathi medium students.

This article states the place of English on global scenario and about the Burning desire of people to have fluency in spoken English. It is stated here that Pakistan is a multilingual country with almost 70 languages. The study is aimed at knowing the feasibility of applying the CLT approach from students’ perspective and that of the teachers also. The method of the study is experimental method with equivalent group pre-test post-test design. The 12th grade male students (40) are the sample used for these study. The barriers in implementing CLT in Pakistan are also discussed in this article. The survey also is also used as one way of studying teachers’ attitude towards implementation of CLT. The impediments identified during the research are noted as teacher training, students’ hesitation and lack of appropriate material. The teachers are found hopeful towards implementation of CLT in classes.

This article supported the researcher to strengthen the views about adopting communicative approach based programme for improving spoken English of Urdu medium students. The multilingual conditions in Pakistan are similar to India which helped the researcher to propose the strong need of the present research. The limitations stated in this article were found similar to the limitations considered by the researcher while implementing the program for improvement of spoken English of Urdu medium students.

The paper is aimed at studying the effect of Communicative approach on students, speaking proficiency as well as the effectiveness of communicative approach. This study is conducted for 42 students as a population and 21 students as sample. The study is conducted by experimental method. The design used in this study is one Group Pre-test Post-test Design. The author here is mostly giving emphasis on communication rather than grammar. The author also states here that the students studying English as a foreign language face the problem in speaking in English and in the real sense of communication. The activities included in the treatment programme are role-play, language games, pictures, etc. The paper helped the researcher in selection of research design as well as preparing the activities to be included in the programme of improvement of spoken English of Urdu medium students. This paper provided the view that students should understand the language first to know about the situation and to react according. It also helped to get an idea about statistical treatment to be given to the collected data.

The research is undertaken by three authors and submitted to King Saud University Riyadh, Saudi Arabia where English as a language has a different significance. The thesis tried to measure the effect of the implementation of the communicative approach on listening and speaking skills of Saudi Secondary Schools. The design used for the study is two group pre-test post-test designs and the method used is experimental method. The paper also tells us that communicative approach is one of the most accepted ends in English language teaching. The study aims at improving spoken fluency in English of Saudi students for various reasons.

This study also aims at exploring the dominance of traditional methods of teaching English. The paper also expects a need of establishing a link up with nations where more up to date TEFL is adopted. This study helped the researcher to know importance of teaching speaking English as foreign language in the countries where mother tongue is different one. It also provided a help in finalizing the research method, research design, variables included etc. It also gave an idea about various methods and approaches which can be used effectively in teaching speaking English to the learners of EFL.

Description:

This action research is conducted with objective to create a suitable mechanism that accommodates Erin ga Chosen: NihongoDekimasu hereinafter called as ERIN, with Japanese language syllabus in National University of Malaysia hereinafter called as UKM. Japanese language as a foreign language courses in UKM uses structural syllabus where the teaching of foreign language will focuses on the structure of the language. ERIN has been use for certain amount of time in Japanese language courses here since 2009 and a survey to acquire learner's perception towards the teaching material has been conducted. Findings of the survey suggest that students perceive it as a very useful source in learning the language. This is due to its approach that introduces the language structure within everyday situations which eventually led to a glimpse of Japanese culture as well. The current Japanese language syllabus in UKM and ERIN apply a different approach in introducing the language. On the contrary, the core content of the language between these two materials is more or less the same content. Multiple approaches applied in teaching the same content of foreign language will expand learner's ability to comprehend the language as well as the culture.
References of that Website which provides e-program for seven standard in accordance of NCERT.

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2.4. Epilogue:

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