INTRODUCTION

1.1. Language Teaching - Learning Process

Language acquisition happens at an early stage in a child’s life under normal circumstances either as unilingual or multilingual skill through a necessary interplay of innate and environmental factors. Any child can learn any language under the appropriate conditions. The easiest time for someone to learn a language is before a child hits puberty.

Language being a skill has to be acquired only through constant conscious imitation and sustained practice. The use of language as a tool for communication continuous since centuries and this has helped man to regulate his social behaviour. Learning to speak a language is always the shortest road to learning to read and write it. Hence, language teaching and learning should begin with oral work. This should include ear training, listening to good model, fluent speaking and oral communication and so on.

The very essence of teaching - learning process is communication. Without communication, teaching-learning would be impossible. Fluency, accuracy and other communicative skills are probably best developed through instruction that is primarily meaning-based but where guidance is proved through from focused instruction, correction in context. Our learners are very seldom exposed to the spoken form of English. It is the teachers who are to give a good
exposure of the target language to the students in the class. But the sad
plight is that most of the teachers have never been so much exposed to
the spoken aspect of English language for themselves. Teachers need
to be more aware of their own social contexts, developing
methodologies appropriate to their classrooms.

In daily life, one does not realize how important communication
has become to live life purposefully. Whether it is conversation, public
speaking or body gestures, a message correctly delivered produces
astonishing results. Samuel Johnson has opined that language is the
dress of thought. Hence, to be successful in life, communication has to
be excellent. A message has to be always put across candidly, correctly
and cogently. Here communication plays a vital role. Teaching and
communication are inseparable. Learning cannot occur without
communication. Good speech is the result of imitating good models.
English being a second language, indeed it is very essential that the
learners have good models of speech, as the exposure to English in
many cases is restricted to exposure available in the classrooms.

The difficulties students encounter not so much from a defective
knowledge of systems of English, but from unfamiliarity with English.
Their needs can be met only by a course that develops knowledge of
how sentences are used in the performance of different communicative
acts. What should be taught is dialogue with structure embedded in the
dialogue. Mastering a language means achieving communicative
competence that includes fluency, accuracy, and appropriateness and so on. Meaning is paramount when using language for communication.

The importance of English in India is indisputable. Its role in the educational system as well as in the national life of the country is very important. It is think link language that helped in the growth of nationalism and served as a great unifying force in the struggle for independence. English is the most widely spoken language in the struggle for independence. It being the most widely spoken language in the world, a person who knows English is sure to be understood anywhere in the world. In a country like India where states are divided on the basis of regional languages, learning English becomes a must. The vast treasure house of knowledge in the world is most accessible through English. As such, a considerable knowledge of English is highly essential.

English has the status of a second language in India. The second language learners must have the opportunity to take part in meaningful communicative, interaction with competent speakers of the language that is to respond to genuine communicative needs in realistic second language situation. The aim of present day communicative language teaching is social. But the language classrooms do not seem to reflect this aim of English language teaching as they are still largely governed by the active. Input of the teacher and a rather passive in take of the learners who listen to repeat, memorize, reproduce and learn the rules
of grammar rather than forming hypotheses and trying to mould the language resources at hand to suit their communicative needs. It has been very often seen that grammar teaching or even knowing grammar rules needs not lead to correct language use. This is so because an average Indian learner does not get enough exposure to English to internalize its rules as a native speaker would.

In order to overcome and detract the drawbacks of such a plight, remedial measures are to be taken right from the primary level of education. The term secondary applied to education implies the basic stage of educative process. This is a period in which children are ready to begin the process of intellectual and social learning and get moulded to be an educated individual. The teacher of English has the responsibility of equipping his students with the skills that they need to pursue their studies in all other subjects either immediately or in the future.

Language learning and teaching for communication requires teachers to help learners to become active participants in the classroom activities by using the language. The teachers efforts should be directed towards facilitating learning rather than imparting learning and counseling learners.

When needed rather than continually assessing them and thus causing a high anxiety rise among the learners. In the context of a global society and especially since the opening of Indian markets to
foreign investments, competence in the use of English has become the passport not only to higher educational opportunities but also to better economic gains. As a library language it yields considerable presence in the arena of higher education. As such the emphasis has shifted from learning the content of the English lessons to trying to acquire the language skills, which will enable the learners to use the language.

In the present era of computers, all educational institutions have been equipped with at least as many as a pair of computers for the use in teaching learning process. The learners have the basic knowledge in operating computers, so the present study fit to develop language skills to provide students an interactive learning environment. It has potential for personalised instruction; it is interesting, motivating and challenging. The teacher of English felt the need to provide the college learners with an acquisition rich environment with the help of the language skills in classroom activities and language games in English. This would enhance communicative competence in English as the learners need to be equipped with skills that they require to pursue higher studies and face the present context of globalization for which English is a must.

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1.2. Approaches to Language Teaching

Some of the approaches that were widely used during the final quarter 20\textsuperscript{th} century were:

1. Grammar - Translation Approach
2. Direct Approach
3. Reading Approach
4. Audio-linguistics
5. Situational Approach
6. Cognitive Approach
7. Affective - Humanistic Approach
8. Comprehension - Based Approach

1. **Grammar-Translation Approach:** An extension of the approach used to teach classical languages to the teaching of modern languages.
   - Instruction is given in the native language of the students.
   - There is little use of the target language
   - Focus is on grammatical parsing i.e. the form and inflection of works.
   - There is early reading of difficult classical texts.
- A typical exercise is to translate sentences from the target language into the mother tongue. The result of this approach is usually an inability on the part of the student to use the language for communication. The teacher does not have to be able to speak the target language.

2. **Direct Approach:** A reaction to the grammar translation approach and its failure to produce learners who could use the foreign language they had been studying.

- No use of the mother tongue is permitted (i.e., teacher does not need to know the students native language).
- Lessons begin with dialogues and anecdotes in modern conversational style.
- Actions and pictures are used to make meanings clear.
- Grammar is learned inductively.
- Literary texts are read for pleasure and are not analyzed grammatically.
- The target culture is also taught inductively.
- The teacher must be a native speaker or have native like proficiency in the target language.

3. **Reading Approach:** A reaction to the impracticality of the direct approach, reading was viewed as the most usable skill to have in a foreign language since not many people travelled abroad around 1930;
also few teachers could use a foreign language well enough to use a
direct approach in class.

- Only the grammar useful for reading comprehension is taught.
- Vocabulary is controlled at first (based on frequency and
  usefulness) and then expanded.
- Translation is once more a respectable classroom procedure.
- Reading comprehension is the only language skill emphasized.
- The teacher does not need to have good oral proficiency in the
  target language.

4. Audio Linguistics: A reaction to the reading approach and its lack of
emphasis on oral-aural skills. This approach became dominant in the
United States during the 1940s, 1950s, and 1960s. It takes much from
the direct approach but adds features from structural linguistics and
behavioural psychology.

- Lessons begin with dialogues
- Mimicry and memorization are used, based on the assumption
  that language is habit formation.
- Grammatical structures are sequenced and rules are taught
  inductively.
- Skills are sequenced listening speaking reading writing
  postponed.
- Pronunciation is stressed from the beginning.
- Vocabulary is severely limited in initial stages.
- A great effort is made to prevent learner errors.
• Language is often manipulated without regard to meaning or context.
• The teacher must be proficient only in the structures, vocabulary, etc. that she/he is teaching since learning activities and materials are carefully controlled.

5. **Situational Approach:** A reaction to the reading approach and its lack of emphasis on oral-aural skills, this approach was dominant in Britain during the 1940s, 1950s and 1960s. It draws much from the direct approach but adds features from Firthian Linguistics and the emerging professional field of language pedagogy.

  • The spoken language is primary.
  • All language material is practiced orally before being presented in written form (reading and writing are taught only after an oral base in lexical and grammatical forms has been established).
  • Only the target language should be used in the classroom.
  • Efforts are made to ensure that the most general and useful lexical items are presented.
  • Grammatical structures are graded from simple to complex.
  • New Items (lexical and grammatical) are introduced and practiced at the situations (e.g. at the post office, at the bank, at the dinner table).

6. **Cognitive Approach:** A reaction to the behaviourist features of the audio-lingual approach.
• Language learning is viewed as rule acquisition, not habit formation.

• Instruction is often individualized; learners are responsible for their own learning.

• Grammar must be taught but it can be taught deductively (rules first, practice later) and / or inductively (rules can either be stated after practice or left as implicit information for the learners to process on their own).

• Pronunciation is de-emphasized; perfection is viewed as unrealistic.

• Reading and writing are once again as important as listening and speaking.

• Vocabulary instruction is important, especially at intermediate and advanced levels.

• Errors are viewed as inevitable, something that should be used constructively in the learning process.

• The teacher is expected to have good general proficiency in the target language as well as an ability to analyze the target language.

7. Affective-Humanistic Approach: A reaction to the general lack of affective consideration in both audio-linguistics and cognitive code.

• Respect is emphasized for the individual (each student, the teacher) and for his/her feelings.
• Communication that is meaningful to the learner is emphasized.
• Instruction involves much work in pairs and small groups.
• Class atmosphere is viewed as more important than materials or methods.
• Peer support and interaction is needed for learning.
• Learning a foreign language is viewed as a self-realization experience.
• The teacher is viewed as a counsellor or facilitator.
• The teacher should be proficient in the target language and the student’s native language since translation may be used heavily in the initial stages to help students feel at ease, later it is gradually phased out.

8. Comprehension-Based Approach: An outgrowth of research in first language acquisition, which led some language methodologists to assume that second or foreign language learning is very similar to first language acquisition.

• Listening comprehension is very important and is viewed as the basic skill that will allow speaking, reading and writing to develop spontaneously overcome given the right conditions.
• Learners should begin by listening to meaningful speech and by responding nonverbally in meaningful ways before they produce any language themselves.
• Learners should not speak until they feel ready to do so. This results in better pronunciation when the learner is forced to speak immediately.

• Learners progress by being exposed to meaningful input that is just one step beyond their level of competence.

• Rule learning may help learners monitor (or become aware of) what they do, but it will not aid their acquisition or spontaneous use of the target language.

• Error correction is seen as unnecessary and perhaps even counterproductive; the important thing is that the learners can understand can make themselves understood.

• If the teacher is not a native speaker (or near-native), appropriate materials such as audiotapes and video tapes must be available to provide the appropriate input for the learners.

9. **Communicative Approach:** Grew out of the work of anthropological linguistics e.g., Hymes, 1972 and Firthian linguistics e.g., Halliday, 1973), who view language first and foremost as a system for communication.

• It is assumed that the goal of language teaching is learner ability to communicate in the target language.

• It is assumed that the content of a language course will include semantic notions and social functions, not just linguistic structures.
• Students regularly work in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the other(s) lacks.
• Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts.
• Classroom materials and activities are often authentic to reflect real-life situations and demands.
• Skills are integrated from the beginning a given activity might involve reading, speaking, listening and perhaps writing (this assumes the learners are educated and literate).
• The teacher’s role is primarily to facilitate communication and only secondarily to correct errors.
• The teacher should be able to use the target language fluently and appropriately.

Since 1969 there have been significant paradigm shifts in learning theory, linguistic theory and instructional models with an important movement from a primary focus on teaching and teacher-centred classroom to an increasing concern with learning and learner-centred classroom. At the same time, there has been a shift from a major emphasis on structure to an emphasis that includes attention to language function and communication. It has become apparent in recent year that there have been marked changes in the goals of language education programmes. Today, language learners are considered successful if they can communicate effectively in their second or foreign language, where as two-three decades ago the accuracy of the language produced was the most major criterion contributing to the judgment of a learners success or lack of success.
The latest of developments in language called the proficiency movement by some and the promotion of functional or communicative ability by others have moved away from the goal of accurate form and towards a focus on fluency and communicative effectiveness. Thus developing communicative competence has become increasingly important. Communicative competence entails not solely grammatical accuracy but also knowledge of social cultural rules of appropriateness, discourage norms and strategies for ensuring that a communication is understood.

1.3. The Essential Components of Communication

Speech is a most obvious channel of communication. A speaker plans his verbal message in the light of the idea he intends to convey and who is listening. Communication is basic to all human performances and interaction. Education with its co-related activities of teaching and learning involves communication. It consists of a number of essential components like source, message, channel, receiver, environment and feedback. Anything that interferes with a message and distorts its intended meaning is called noise, which is also a component of communication. The following figure presents a model of communication.
1.4. A model of communication

The source is the encoder of message. In the classroom it can be anyone who initiates a message-the teacher, a learner, or a group of learners. The source has essentially four roles: a) to determine the meaning of what is to be communicated. b) to encode the meaning into a message c) to send the message and d) to perceived and react to the learners response to the message. The teacher as a source has to determine 1)what is to be communicated (taught), 2) the best method of teaching the intended material (encode), 3) effective way to send the message or communicate, and 4) perceive and react to the students response to the message.

The message is the stimulus produced by the source. It includes organization, words grammar and style. The channel is the link between the source’s message and receiver. Language or audio-visual materials like films, books, television, computers, radio, magazines, pictures and the like serve as channel. The receiver decodes the message and understands the idea or thought. Like the source the receiver has several roles; 1) to receive the message; 2) to attend to the message; 3) to decode and evaluate the message and 4) to store, recall and respond to the message.

The environment is the atmosphere that surrounds the person or persons engaged in the communication. It has a tremendous influence upon communication. Noise, which is always present to one degree or
the another in every communication situation, is the undesirable input due to the factors called barriers. This distorts the message. Feedback in the communication systems is that which allows the source to monitor the receiver’s response to the message. It ensures accurate communication exchanges and indicates whether or not the communication has been received and understood. It helps the sources and the receiver to monitor the communication. Not only is feedback essential for communications, but it is also vital to teaching and learning.

Communication can be horizontal and vertical. Horizontal communication refers to the process of exchanging information. Ideas and feelings among peers or people at the same organizational level. Vertical communication refers to such an exchange between individuals at differing levels of the organization.

1.5. Communicative Approaches to Language Teaching

The Oxford Advanced Learners Dictionary defines communicative approach as "ready and willing to talk and give information".

Noam Chomsky’s communicative view of language and theory of competence has much to do with linguistic competence. According to him competence was internalized knowledge of the system of syntactic and phonological rules of the language that the ideal speaker - hearer possesses in the native language communicative competence is the ability to use the language appropriate to given social context. It is the ability to say or write something which is grammatical, appropriate,
fluent, formally possible, feasible and socially and contextually acceptable.

Communicative Approach focuses on message rather than medium. In it learners must be able to participate in their own learning process. This implies that the teacher must be prepared to deviate from his plan and enter into real conversation with his students. This highlights to the fact that the role of the teacher is one of facilitator and not of an instructor. A participatory atmosphere is to prevail in the classroom. Here there is a shift in focus of attention from grammatical to the communicative properties of language.

Communicative approach is based on the belief that acquiring a language means to communicate confidently and fluently in the language. The view is that the difficulties that the students encounter arise not so much from a defective knowledge of the system of English, but from unfamiliarity with English use.

There are two types of communicative language teaching. They are the Synthetic and Analytic approaches. Synthetic approach is characterized by the rigorous specification of communicative, coupled with a methodology which is not significantly unlike traditional methodology. In it the teacher isolates and orders the forms of the linguistic systems systematically present them to the student one by one thus builds up language competence. Analytic approach proposed methodological procedures that are quite often revolutionary. In this it is
the student who does the analysis from data presented to him in the form of natural chunks.

Ellis identifies two kinds of communicative approach. They are:

1) Formal and 2) Informal

The formal is based on a syllabus of language. Item to be learnt, selected and graded into units for teaching in the traditional manner expect that the syllabus should be based on functions rather that on linguistic items and should suit the needs of the learner. If, it is to be truly communicative, it is concerned with the product of communication.

The informal is designed to engage the learner is the process of communication in the classroom. In this emphasis is the use of language as a means to some behavioural end. The teacher here becomes more of a participant and facilitator.

In Littlewood’s introduction to communicative language teaching, he summarizes four broad domains of skill from the speaker’s perspective which make up a person’s communicative competence.

1. The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.

2. The learner must distinguish between the forms he has mastered as part of his linguistic competence, and the communicative functions which they perform. In other words, items mastered as
part of a linguistic system must also be understood as part of a communicative system.

3. The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language.

4. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances but rather the ability to use generally acceptable form and avoid potentially offensive ones.

Widdowson argues that language teaching should move away from an emphasis on the properties of sentences in isolation to a concern for the use of sentence in combination. He draws a careful distinction between two different kinds of meaning. One kind of meaning is that which language items have as elements of the language system, and the other is that which they have when they are actually put to use in acts of communication. He calls the first kind of meaning signification and the second kind value.

According to Widdowson the present approach is directed at the teaching of signification rather than value and it is for this reason that it is inadequate for the teaching of English as communication and it is a radical mistake to suppose that knowledge of how sentences are put to
use in communication follows automatically from knowledge of how sentences are composed and what signification they have as linguistic units. Learners have to be taught what values they may have as predictions, qualifications, reports, descriptions and so on. There is no simple equation between linguistic form and communicative functions.

Widdowson suggests that one should consider ways of adapting communicative approach to the teaching of English so as to incorporate the systematic teaching of communicative value. He proposes that in the process of grading and presentation one should think not only in terms of linguistic structures and situational settings but also in terms of communicative acts.

According to Breen and Candlin the teacher has three main roles in the communicative classroom. The first is to act as facilitator of the communicative process between all participants in the classroom and between the participants and various activities and texts. The second is to act as an independent participant within the teaching-learning group. The third is to act as an observer and learner.

From the above discussion some of the characteristics of the communicative view of language can be summarized as follows:

1) Language is a system for the expression of meaning.
2) The primary function of language is for interaction and communication.
3) The structure of language reflects its functional and communicative uses.
4) The primary units of language are not merely its grammatical and structural features but categories of functional and communicative meaning exemplified in discourse.

One would get an excellent model of language use if one uses Searle's illocutionary acts to fill in Halliday’s matrix of language functions.

Significantly, J.A. Van Ek (1979:113), while setting up his list of language functions, has distinguished six main categories of verbal communication:

1. Imparting and seeking factual information;
2. Expressing and finding out intellectual attitudes;
3. Expressing and finding out emotional attitudes;
4. Expressing and finding out moral attitudes;
5. Getting things done (suasion);
6. Socializing

Communicative competence thus rests on a set of composite skills. Emphasizing the communicative aspect of language learning Canale and Swain (1980:27) have observed: Communicative competence is composed minimally of grammatical competence, sociolinguistic competence, and communicative strategies, or what we will refer to as strategic competence. There is no strong theoretical or empirical motivation for the view that grammatical competence is any ore or less crucial to successful communication than is sociolinguistic
competence or strategic competence. The primary goal of a communicative approach must be to facilitate the integration of these types of knowledge for the learner, an outcome that is not likely to result from overemphasis on one form of competence over the other throughout a second language programme.

Communicative Language Teaching like any other kind of language teaching should be geared to the objectives of the course and the learners needs. Piepho (1981:8) has discussed the following levels of objectives in a communicative approach:

1. Interactive and content level (language as a means of expression)
2. linguistic and instructional level (language as a semiotic system)
3. affective level of interpersonal relationships (language as a means of expressing value judgments).
4. level of individual learning needs (remedial learning)
5. level of general extra linguistic needs.

D.A. Wilkins proposed a need-based, functional or communicative definition of language that could serve as a basic for developing communicative syllabi for language teaching. Wilkins described two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency etc.,) and categories of communicative functions (requests, denials, offers, complaints etc). Wilkins’s views, which he later revised and expanded in 1976, had a considerable impact on the development of Communicative Language
Teaching. Wilkins (1979) groups notional categories into two sections. The first is made up of semantico-gramatical categories, which comprise time, quantity, space, matter, case and diexis, each of which may be further sub-categorized. The second set of notional categories consists of communicative functions and includes morality, moral evaluation, suasion, argument, rational enquiry exposition, personal emotions, emotional relations, and interpersonal relations.

Rahman (2002) was particularly useful because of the clear view he gives of the ELT position on the Indian subcontinent. Especially so his clarity in the different perceptions of language learning, wherein there is a helpful enunciation of the various levels of language learning in an Indian classroom:

1. Rational language learning which is the demand for learning a language in order to empower one’s self by acquiring the potential to achieve employment.

2. Resistance language-teaching that is the teaching of one’s ethnic language for the purpose of resisting the domination of a language of power.

3. Extra-rational language learning is purely for the purpose of self-gratification or for other emotional or private reasons, for the pleasure of it.

Notwithstanding its limitations and variousness the communicative approach to language teaching is a stimulating and
useful way of teaching language. It presupposes that the learners are exposed to authentic materials and real-life language rather than to artificial paradigms.

A useful distinction can be made between functional communication activities and social interaction activities (Littlewood 1981). The first kind of activities include acts such as the learner comparing sets of pictures and noticing similarities/differences, working out a likely sequence of events in a set of pictures, discovering missing features in a picture or map; communicating from behind a screen to give instructions to do things, and solving problems from shared clues. The other kind of activities, i.e., social interaction activities, would include conversation and discussions, dialogues and role playing, simulations, skits, debates, improvisations, and so on. Learning activities, however, should be selected according to how well the teacher engages the learner in meaningful and authentic language use. The basic principle working behind all these activities would be that activities that involve real communication promote language learning that activities in which language is used for carrying out meaningful tasks facilitate learning, and that language that is meaningful to the learner supports the learning process.

In communicative language teaching the teacher needs to adopt a variety of role. In it the teacher is a general overseer of his students learning must aim to coordinate the classroom activities so that they
form a coherent progression, leading towards greater communicative ability. The teacher is responsible for grouping classroom activities into lessons and may act as a consultant or advisor and monitor the strengths and weaknesses of the learners as a basis for planning future learning activities. He may participate in an activity as a co-communicator with the learners. In this role he can stimulate and present new language without taking the main initiative for learning away from the learners themselves.

Language teaching programmes must be oriented towards catering to the needs of the learners so that in an acquisition poor environment, the learning of English is facilitated by the intrinsic motivation and interest of the learners. The teacher can facilitate this process by providing opportunities for active language use to the learners. The teacher needs to function as an organizer and a facilitator in the classroom and provide the learners opportunities for language use. In an acquisition poor environment the teacher needs to be especially sensitive to the motivation or needs of the learners for learning the language. So that he/she may adopt the materials and organize the learning environment to fulfill the learners needs.

Communication is most important function of a language. Opportunities to communicate or use the language must form the core of any language learning programme. Newspaper clippings, magazine advertisements, official forms (railway reservation, telegram form), etc
can be used to motivate the learners to use English in authentic real life situations.

This kind of language learning environment where exposure to the target language is very limited, the language class needs to provide opportunities to the learners to use or experiment with the language. The learners should not be spoon fed with answers to exercise at the end of the lessons as in the case of control group learners. They should be allowed to struggle to express themselves, as in the case of experimental learners, so that they learn to use the language. They should be encouraged to speak to each other and the teacher in English so that the sense of hesitation and anxiety that they feel in using the target language gradually disappears. The materials introduced should help the learners to use language effectively for their own day to day purposes.

Teaching materials play an important role in taking the learners to the threshold of independent language use. Incorporating authentic materials, creating realistic situations and encouraging learners to participate in activities which help develop communicative skills and strategies should be a concern for the teachers. By encouraging learner’s interest, challenging their intellect, teachers can provide much of the stimulation, which will motivate them to become more independent in their use of English. It is not enough to teach learners how to manipulate the structures of the second language. They must
also develop strategies for relating these structures to their communicative functions in real situations and real time. The teachers must therefore provide learners with ample opportunities to use the language themselves for communicative purposes, which is otherwise very limited. The learner can be placed in situations where he must use language as an instrument for satisfying immediate communicative needs, and where the criterion for success is functional effectiveness rather than structural accuracy. The learner can be helped to use language as an instrument for social interaction in which emphasis is on both the communicative effectiveness and the social acceptability of the language used.

The portfolio assessment showed that as learners achieve greater independence in their learning and use of language, they will be able to move more swiftly from the initial learning of new language to the point where they have integrated it into their repertoire and can use it in more independent forms of interaction. Portfolio assessment activities learners as it is the assessment of evidence of effort, progress and product and provides the learners with feedback and assistance at their individual levels, helping learners to become meta-cognitive.

The development of communicative competence can take place if learners have motivation and opportunity to express their own identity and to relate with people around them. It therefore requires a learning atmosphere, which gives them a sense of security and value as
individuals. In turn, this atmosphere depends to a large extent on the existence of interpersonal relationships which do not create inhibitions but are supportive and accepting.

The teacher needs to be especially sensitive to the motivation or need of the learners for learning the language, so that the learner may adopt the materials and organize the learning environment to fulfill the learners needs and lower the affective filter.

1.6 Need and Importance of the study

Communication skills in English have become very essential in this post Information and Communication Technology (ICT) revolution era. People who have effective communication skills in English have better opportunities either receive or disseminate knowledge. Almost entire galaxy of higher education is being offered only in English and to communicate with people in a highly diversified country like India is once again English.

Much of the students studying in state run schools, the status of oral and written communication skills is in a poor state. Both the teachers and the students including the educational administrators prefer to communicate in their mother tongue rather than English. Much of the time communication in English is influenced by mother tongue or local dialect in every part of India. The development of communication skills among students can be effectively understood only the status of English language teaching is keenly observed from the communication
point of view. Hence, the researcher felt the importance of finding out the status of English Language Teaching (ELT) in secondary schools of East Godavari District.

This study will help the teachers to assess their methods and techniques in imparting communication skills among the students. It will help the administrators and the authorities to plan suitable methods for teaching communication skills to students having a non-English language as a mother tongue. This will throw new challenges to the teachers.

Title of the Study:

“A study on the Status of English Language Teachers in the Secondary Schools of East Godavari District.”

In the light of the above, the present study is mainly intended to know the status of English language Teaching in the Secondary Schools of East Godavari District. The perceptions were collected from the English language teachers and secondary school students studying under different managements viz.,, Government, ZP, Tribal Welfare and Municipal schools. The respondents which were selected from the selected schools considered as the sampled respondents for this study.

1.7. Hypotheses of the study

1. There will be no significant difference between male and female teachers opinions towards the importance of English language Teaching in Secondary Schools of East Godavari District.
2. There will be no significant difference among teachers' opinions based on their age group (below 35, 36 to 45 and above 45 years) towards the importance of English Language Teaching in Secondary Schools of East Godavari District.

3. There will be no significant difference among teachers' opinions based on their caste group (OC, SC, ST and BC) towards the importance of English Language Teaching in Secondary Schools of East Godavari District.

4. There will be no significant difference among teachers' opinions based on their religion (Hindu, Christian, Muslim and Others) towards the importance of English Language Teaching in Secondary Schools of East Godavari District.

5. There will be no significant difference among teachers' opinions based on their English teaching experience (below 5, 6 to 10 and above 10 years) towards the importance of English Language Teaching in Secondary Schools of East Godavari District.

6. There will be no significant difference among teachers' opinions based on their Educational Qualification (B.A., B.Ed., B.A., M.Ed., and M.A., M.Ed.,) towards the importance of English Language Teaching in Secondary Schools.

7. There will be no significant difference among teachers' opinions based on their school management (Government, Zilla Parishad,
Tribal Welfare and Municipal) towards the importance of English Language Teaching in Secondary Schools.

8. There will be no significant difference among teachers opinions based on their school locality (Urban, Semi-urban, Rural and Tribal) towards the importance of English Language Teaching in Secondary Schools.

9. There will be no significant difference between male and female students opinions towards the importance of English Language Teaching in Secondary Schools.

10. There will be no significant difference among students opinions based on their age (13, 14 and 15 & above) towards the importance of English Language Teaching in Secondary Schools.

11. There will be no significant difference among students opinions based on their social status; Open Category (OC) Scheduled Caste (SC) Scheduled Tribe (ST) and Backward Class (BC) towards the importance of English Language Teaching in Secondary Schools.

12. There will be no significant difference among students opinions based on their religion (Hindu, Christian, Muslim and Others) towards the importance of English Language Teaching in Secondary Schools.

13. There will be no significant difference among students opinions based on their school management (Government, Zilla Parishad, Tribal Welfare and Municipal) towards the importance of English Language Teaching in Secondary Schools.
There will be no significant difference among students' opinions based on their school locality (Urban, Semi-urban, Rural and Tribal) towards the importance of English Language Teaching in Secondary Schools of East Godavari District.

1.8. Profile of East Godavari District

The East Godavari District is located in the North Coastal part of the state of Andhra Pradesh. As the name of the district conveys, East Godavari district is closely associated with the river Godavari occupying a major portion of the delta area. East Godavari district lies between 60°-30' to 18°-20' North latitude and 81°-30' to 82°-36' East latitude. The district is bounded on the North by Visakhapatnam district and the state of Orissa, on the East and the South by the Bay of Bengal and on the West by Khammam and West Godavari districts. East Godavari District can be broadly classified into three natural divisions namely the delta, upland and agency or hill tracks. The district is known as rice bowl of Andhra Pradesh with lush green paddy fields and coconut groves.

1.9. Limitations of the study

1. This study was limited to know the opinions of English language teacher and students towards status of English Language Teaching in Secondary Schools of East Godavari District in Andhra Pradesh.

2. This study was limited to Government, Zilla Parishad, Tribal Welfare and Municipal schools only.
3. This study is delimited to collect data from the teachers who teach English language and Students.

1.10. Organization of the Study:

The study is organized into five chapters: Introduction, Review of related literature, Research methodology, Analysis and Interpretation of Data and Summary, Conclusion and Suggestions. Chapter one speaks of conceptual framework of the study, Need and Importance of the study, Title of the Problem and organization of the study. In chapter two, the review of related literature of present and past studies on status of English Language Teaching are recorded. The third chapter gives the research methodology such include objectives, hypotheses, sampling method, research tool and limitations of the study. The fourth chapter is devoted to analysis of the data and interpretation. Finally the fifth chapter covers major findings, conclusions and suggestions.