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1.1 Language and its significance in human life

1.1.1 Meaning of language

Language includes all those verbal and non-verbal actions of human beings that are related to the communication of ideas. It is a complex system of communication with various levels of complexity involving intricate selection and ordering of meanings, sounds and larger units and managements. Language emerges from meaningful sounds. The moment we say something meaningful we are saying it in some language. In this sense, body postures, gestures, written and printed symbols, etc. come within the definition of language.

Different linguists have defined language differently stressing its various characteristics.

Malinowski defined language as, a type of speech in which ties of union are created by a mere exchange of words.

Otto, Jespersen defines language as, a set of human habits the purpose of which is to give expression to thoughts and feelings.

Edward, Sapir defines language as, a purely human and non-intrinsic method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols.

Bernard, Block and Trager write that 'a language is a system of arbitrary vocal symbols by means of which a social group operates.'
Michael, Gisbansk says, 'Language is a set of arbitrary symbols which one places in an orderly relationship with one another according to conventions accepted and understood by the speakers, for the transmission of messages.

According to J. Whatmough, Language is human a verbal systematic symbolism a means of transmitting information a form of social behaviour with a high degree of conventions.

Allen has given certain definitions of language in his book as follows

Language is a means of communicating thoughts and social control. Language is a social activity rather than as a means of individual self-expression. Allen writes (to quote Ben Johnson) Language most shows a man speak, that I may be thee.

According to all these definitions, it becomes clear that language is used to give expression to thoughts and feelings of a social group.

Thus language is

- a complex whole
- a kind of control
- an oral-aural communication
- essentially speech
- always relational
- a dynamic and not a static phenomenon
an arrangement of oral and written signs, symbols and words

- a unity. It is an organic entity and not a compartmental piece
- evolutionary in nature
- a means to communicate one's thoughts, feelings and experiences
- a tool through which human beings preserve, develop and prosper their knowledge
- the process of thinking
- having two main forms - oral and written

1.1.2 Nature of language

Characteristics of languages can be summarized as

- Language is means or vehicle for communicating ideas, thoughts, feelings, experiences and emotions
- Language is a verbal communication or verbal interaction of thoughts and ideas among the members of society
- Some signs, cries, laugh, smile and body gestures are also used for communicating the same thing. It is known as non-verbal language or body language or non-verbal interaction. The verbal interaction takes place with the help of a verbal language
- Language is the God given gift or boon for human beings. No other animal and species can use a language. Man alone uses language for communication
Language is a signal system which employs vocal sounds and is based on man's abilities and skills to speak. The written language is derivative and secondary aspect of a language.

Language is speech, which in turn means the production of meaningful sounds according to a system. It is an introduction to the study of speech.

Language is the system of system which includes phonemes, morphemes, semantics and syntax.

Language is a powerful instrument or tool which has made human civilization and culture.

Language is a uniquely human trait shared by the cultures so diverse and by individuals physically and mentally.

Language is purely human and non-instinctive method of conveying or communicating ideas, feelings, emotions, and desires by means of a system of voluntarily produced symbols or alphabets or words.

Language is a social and cultural not a biographically inherited function. The skills of a language like reading, writing, speaking and listening are acquired.

Language is a highly structured system which permits an infinite range of permutations. The structure is based on semantics and grammatical relationship between words.
Language makes use of non-verbal language or body language or silent language for an effective communication or verbal interaction. The feelings and emotions are expressed effectively by using body gestures. Thus verbal language and non-verbal language are complementary to each other from an expression point of view.

### 1.1.3 Significance of Language

Imagine for a moment a world without language. There will be no information, no exchange of views and no communication between people. There will only be signs and gestures and shouts as in the days of the cave dwellers. In those ancient times when life began, man obviously used a lot of sounds and signs to attract attention, to describe things and to get what he wanted. That was the only communication between people in those days. Even animals and birds communicate with one another through sounds and smells. They cannot speak. Deer are said to identify their herd through smells left on trees by other deer. Bees are said to communicate through their intricate dancing and peculiar buzzing. All communication among animals and birds has remained instinctive. But man has made a quantum jump from his primitive handicaps and acquired the power of using language with a marvelous effect.

Man alone of all creation is endowed with the power of speech. He seems to have an innate capacity for speaking. He has the ability to use his vocal chords, his tongue, lips and teeth to make specific sounds and sound clusters, words and word groups, and sentences. He has developed the ability
to use his brain for identifying and naming objects, classifying them and using them for his needs. By means of speech he mixes with his fellowmen, cooperates with them and makes his life orderly and systematic. Of course he also quarrels with his fellowmen at times and makes himself unhappy. All the qualities of love and friendship, anger and hatred, sympathy and fellow feeling find expression first through his speech. Speech alone of all human activities, makes life on earth bearable or unbearable as the case may be. The word 'Language' itself means speech. Speech is thus a unique possession of man and distinguishes him from animals.

114 Knowing a Language

P. Gurrey (1966) said: All languages are used for communication, for expressing anything that we have attended to for recording information, for thinking and for getting what we want and so on. Language plays a great part in the mental, emotional, and social development of a person.

Every language has three constituents. They are - sound, structure, and vocabulary. The chief problem in learning a foreign language is to master its sound system i.e., to understand the stream of speech, to hear the distinctive sound features and to approximate their production. The second problem is to grasp the structure of the language i.e., the arrangement of words into sentences. The third problem is to learn the vocabulary.

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In learning a foreign language, therefore, the first task before the learner is to understand the sounds of the language. His/her second task is to master the way words are used in making sentences. He must have some vocabulary to operate them. Having mastered them, the learner can expand his/her vocabulary to any extent he likes.

Fries (1948) says a person has learnt a foreign language when he has thus first within a limited vocabulary mastered the sound system (that is, when he understands the stream of speech and achieves an understandable production of it) and has, second made the structural devices (that is the basic arrangement of utterances) matters of automatic habit.

The fundamentals of the language — the sound system and the structures within a limited vocabulary should be mastered through speech. It is through speech that the student is able to make the sentence patterns automatic habits. To master a language it is not necessary to read it but to read a language, it is important to first master it orally. Without mastering a language orally, the process of reading is reduced only to translation i.e., finding word equivalents. Such a reader never grasps the thought and spirit of the foreign language. Thus we may say that a pupil knows a language if he has mastered its basic speech and grammatical patterns and essential vocabulary through the basic skills, viz., listening, speaking, reading and writing.
1.2 Importance of English Language

The English language has exercised a great influence over the past two centuries in shaping the political, social, economic, intellectual and cultural life of India and is still serving as a dynamic instrument of social change. English is today one of the widely used international languages of the world. It provides easy access to the world's rich literature, science and technology, radio and TV and an ever-growing number of books, periodicals and newspapers. We in India have gained immensely by being part of this great heritage through the English language.

1.2.1 Status of English in Pre-Independence Era

In India, English was introduced two centuries ago by the East India Company first for trade and commerce. Later the language shaped the political, administrative and educational life of the country in several far-reaching ways unforeseen by the reformers themselves. Lord Macaulay in his famous Minute of 1835 proposed to produce through the medium of English education a class of persons Indian in blood and colour but English in tastes, opinions, morals and intellect. That thinking eminently suited the rulers of the day, looking back however, one can say that it has benefited many Indians.

English language was soon introduced at all stages of education and it was the medium of instruction for all subjects at school and college. It was taught for some time by native speakers in schools and colleges. Later many Indian professors and teachers took their place mastered the language and
taught it very effectively. Even the Englishman was surprised at their brilliant performance. English education slowly but surely helped the growth of nationalism and political institutions in the country which in turn helped our Freedom Movement to a great extent.

Sir William Bentinck supported Macaulay's Policy and advocated the promotion of European literature and Science among native Indians. English Schools flourished under government patronage and the beginnings of westernization could be seen all over the country. English education was the gateway for jobs to many Indians. The subject of English had acquired great prestige in school and society. A quick spread of western literature and science became possible through the English language.

As the language of administration and justice, English helped in perfecting the art of governance, democratic debate and discussion. Its rich literature helped many Indians to develop their creative talent, and today we have many popular writers of Indian English. English thus had acquired a supreme position by the turn of the 19th century. The later English rulers and scholars appreciated the ill effects of English medium on elementary education and supported the teaching of Indian languages for the greater benefit of the masses of learners. Wood's Despatch of 1854 which is called the Magna Carta of Indian education gave equality of status to Indian Vernaculars and English. It emphasised the fact that certain purposes were best served by the mother tongue and certain other purposes required English.
122 Status of English in Post Independence Era

After independence in 1947 the status, role and importance of English in India has been recognised.

a) English as a world language

F.G. French (1966) says No language ancient or modern can be compared with English in the number of geographical distribution of the homes factories and offices in which the language is spoken, written or read. Because of the spread of industrial development science and technology international trade and commerce and the close interdependence of nations English has become a world language.

English is one of the five languages of the United Nations. It is the first language in UK, USA, Canada and Australia. It is also spoken and read by millions of Europeans Chinese, Japanese Indians Africans and South Americans as a second or foreign language. One in ten of the world's population speaks English. English has the richest vocabulary. Three quarters of the world's mail is in English. More than half of the world's newspapers and technical and scientific periodicals are in English. It is one of the world's leading languages of scientific research and international scholarship making available a wealth of latest information on science and technology. It is also the language of world sports radio and television telecommunication and Internet fashion and glamour.
Present day EFL Courses modeled on native – speaker competence are often criticized for their lack of realism. According to Kachru (1977) the model should change according to the educational, political and linguistic characteristics of the country. George (1981) further more points out that EFL courses aiming to achieve native - speaker communicative competence go beyond language into the area of social behaviour – norms and values.

Language tensions are normal in a world where over 6000 languages co-exist in 190 countries, and it's all the more normal in a country like India where 850 million people use over 1650 languages and dialects including more than 200 classified languages and 16 constitutionally recognised languages of national importance Kachru (1986). But let's not worry for the time being about what's going on an English-only or Hindi-only or Tamil-only movement which is indeed only to maintain political dominance in various states. English cannot be the cause for cultural in security or ethnic prejudices in India. Protest movements that we notice from to time have failed and are bound to fail because we have been mostly supported by those who think 'status quo which is Latin for the mess we're in'.

English is also already functioning as a link language in the present-day global village, not necessarily for reasons of quality or supremacy but for political and historical reasons (like Latin in England or Sanskrit in India was the universal language once upon a time). Both England and the USA have been dominating powers for the past three centuries or so and as it happens both these countries speak English which has become a dominating language the language of power, utility and International Communication to day Kachru (1989). Not only has the number of English-speakers doubled in the past three decades English has in many a by been the first choice for second language learners in many countries. Now about 750 million people around the world use it either as a first or second language.
English has one of the richest literatures in the world. It is the medium of expression for a transcendental epic like Sri Aurobindo’s Savitri as it is for the latest treatise on logical positivism or nuclear physics. English has developed a vocabulary and idiom which can express the finest nuances of human thought and feeling. It is borrowed freely from other languages and given freely to many of them. In fact there is no one English today but many Englishes, though its essential structure has remained the same. English has truly been nationalised, localised and democratised away from the land of its birth. It has promoted international understanding and increased cultural exchanges.

India has gained immensely from its contact with English linguistically, scientifically, politically, administratively and in all spheres of modern activity. Soon after independence however the fortunes of English have swayed from continued attachment to total rejection. Several statesmen and scholars, commissions and committees have cautioned against the jettisoning of English in prejudice and petulance.

b) English as a Link Language

India is a multilingual country with 14 major languages recognised by the Constitution and more than 350 languages and dialects spoken all over the country. All the stages of the Indian Union use their own regional languages for business and commerce, administration and internal correspondence.

The framers of the Constitution had envisaged that the national language Hindi would be developed sufficiently fast to be a link language in the country.
but that has not happened. Also, there was opposition to the introduction of Hindi in some States.

After the formation of linguistic States, regional languages have developed extensively and the people in these States are making an increasing use of their own languages for political, social, and cultural development. The regional language, which is the mother tongue of most people in the State, is also a successful medium of increasing the literacy of people.

Hindi is barely understood in the Southern States. Also, a Bengali cannot understand a Punjabi and a Kannadiga cannot follow a Keralite. The only language which the educated people of different States can speak and interact in is English. Business and trade across the country are carried on through English. Even semi-literate on travel or trade are prompted to use broken English to carry on conversation with people of other States. Tourism and other cross-country industries make use of English on a large scale. The correspondence between the Union Government and the State Government is carried on mostly in English. English is also the language of the Supreme Court of India.

In the Freedom Struggle, English played a vital role in bringing together leaders from various parts of the country and helped them exchange their thoughts and plan their strategy.
Pandit Nehru’s words bear repetition about the invaluable linking role of English in the country and across the world.

The language link is a greater link between us and the English-speaking people than any political link or Commonwealth link or anything else. If you push out English does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such hiatus or gap must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future.

India’s abiding connections with the U N O, UNESCO and other World agencies, with the Commonwealth, SAARC, EEC, ASEAN and other economic affiliations, her greater role in the recent context of globalisation and liberalisation of the economy and for the free flow of technical know-how including satellite technology around the world – all these growing bonds should convince educational planners and administrators of the importance of English as a powerful link language which will ensure a major role for India in world development.
c) **English as a Library Language**

The Kothari Commission enunciated the concept of English as a library language. The Commission said that no student be deemed qualified for a Master's Degree unless he has acquired a reasonable proficiency in English or in some other library language. In view of the fact that the medium of instruction even at the Post graduate stage is the regional language in many Universities (only the Professional courses are taught through English medium) the Commission's recommendation would imply that teachers at Post graduate level should be essentially bilingual that is they should be able to teach in the regional language as well as English. Students at that level should be able to follow lectures and use reading materials in the regional language as well as English.

The use of English as a library language also implies that among the language skills of speaking, reading and writing, the reading skill is the most important and it should be developed in the students to a high degree so that they will be able to read all reference material, general and technical, which is in English, make notes and use it for their purposes. Students develop the ability to read fast and with understanding. The skill of getting the summary of books and periodicals in English quickly and correctly is most useful in modern life. This is the essence of using English as a library language.
**English as a Window on the World**

In a fast developing world making rapid strides in science and technology by bringing innovations in various fields like medicine, agriculture, industry, transport, telecommunications, space technology, etc., it will be to our advantage in India if we keep abreast of all the revolutionary changes in human thought and knowledge. Keep the doors and windows of your mind open for fresh winds to blow freely as long as you are not blown off your feet is a wise saying to be remembered always.

The English language is the window, which opens up the vast prospect of human achievement and beckons of new horizons beyond. The more effective our grasp of English in all its diversities of speech, vocabulary, structure and meaning, the more will we benefit individually and contribute to the growth of our country as a modern nation of the 21st century.

The chairman of the University Education Commission Dr S Radhakrishnan's (1948) words on the importance of English to India need repetition:

It (English) is a language which is rich in literature - humanistic, scientific and technical. If, under sentimental urges we give up English, we would cut ourselves off from the living stream of ever growing knowledge. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain.
of ignorance. Our students who are undergoing training at schools, which will admit them either to a University or a vocation, must acquire sufficient mastery of English to give them access to the treasures of knowledge. In Universities no student should be allowed to take a degree who does not acquire the ability to read with facility and understanding works of English authors.

English thus helps us to keep pace with the explosion of knowledge and scientific and technological advancement. Translating foreign books into regional languages will be an expensive and doubtful exercise. We may slide back in time as the world progresses fast.

123 The role of English in Schools – View of Commissions and Committees

Mahatma Gandhi advocated the development of Indian languages and advised us not to be blind imitators of the West in everything we do. He also said that a few people should learn English to represent India abroad.

C. Rajagopalachan said that English was the gift of goddess Saraswati to India and that in our anger and hatred, we should not throw away the baby (English) with the bath water (the English people).

Pandit Nehru (1957) said, "I completely accept the statement that people cannot really grow except through their language but it does not follow that in order to make their language grow, a barrier should be erected between them and others. Elaborating he said - one hundred and fifty years of intimate contact has made English an integral part of our education system and this cannot be
changed without injury to the cause of education in India. In addition English has today become one of the major languages of the world and Indians can neglect its study only at the risk of loss to themselves. He was convinced that in the future as well the standard of teaching English should be maintained at as high a level as possible.

With the adoption of the Indian Constitution in 1950 English was allowed to continue as our official language for fifteen years during which period Hindi the national language would be developed to take its place. But there was opposition to the introduction of Hindi from the Southern States. Consequently in 1963 Parliament by an Act decided to accord English the status of associate official language of India for an indefinite period. And that is the position even today. English serves as a link language between States and Centre as a language of administration and justice in many states. It is a compulsory language in some states, taught from Class III / V / VIII and optional in some other states. It is the medium of instruction in professional colleges and universities. Regional languages have vastly developed after the formation of Linguistic States and they are now the media of instruction in schools and colleges even up to the Post-Graduate level in many states.

The suggestions made by some commissions and committees throw valuable light on the status of English and its teaching in India, the stage at which it should be started, whether it should be compulsory and how it should be taught.
The University Education Commission (1948) headed by Dr. S. Radhakrishnan recommended that English be studied in high schools and universities in order that we may keep in touch with the living stream of ever-growing knowledge. This would prevent our isolation from the world and help us take advantage of the wider reach of the English language.

The Secondary Education Commission (1952-53) led by Dr. Lakshmana Swamy Mudaliar stressed the importance of dynamic methods of teaching all subjects including English. They said, that the best curriculum and the perfect syllabus remain dead unless quickened into life by the right methods of teaching and the right kind of teaching. They stressed in particular the need for Activity Method and Project Method. They opined that methods chosen should be suited to the dull, average and bright students.

In the Sixties, some attempt was made officially to define the relative status of English, Hindi, and the regional languages in the school and college curricula. The conference of Chief Ministers- C A B E (1961) decided on what is known as the three-language formula in schools by which the students will learn:

1) The regional language or mother tongue when it is different from the regional language.

2) Hindi or any other Indian language in Hindi speaking areas.

3) English or any other European language.
The Kothari Commission (1964-66) endorsed the three-language formula while recommending Hindi and English as link languages and English as a library language and a medium of international communication. Two important recommendations were:

1) English should be the medium of instruction in all universities

2) Special units should be set up for teaching English as a skill subject

Later, the Study Group appointed by Government of India headed by Prof V K Gokak (1967) recommended that:

(i) The teaching of English should be done through the structural approach

(ii) The introduction of English should be done not earlier than class V

(iii) The preparation of textbooks and other material be based on controlled lexical and structural items

The Group lamented the falling standards of English at school and college levels and the poor state of Men Materials and Methodology in schools and colleges. They stressed their importance in improving the standards of English in schools.

A National Policy on Education (NPE) was formulated in 1966 largely to implement the Kothari Commission Report. It was noted that regional
languages which were already used as media of instruction should be made the media at college level too. The NPE recommended the strengthening of Hindi as a link language and English as language of science and technology.

The next stage in policy making was the National Policy on Education - NPE (1986) and the Programme Of Action - POA (1992) which restated the earlier view on strengthening languages. NPE (1986) asked for the setting up of rural schools, college and universities. The Navodaya Vidyalayas were set up under this plan.

The Acharya Rama Murli Committee (1966) had endorsed that the three-language formula had stood the test of time. They also emphasised the attainment of competencies in Hindi and English, irrespective of the duration of study. They recommended that the competencies should be evolved and specified by the premier institutions in charge of these subjects (KHS, CIEFL & CILL).

It is quite clear from these recommendations that nobody has said anything against English and many people including policy makers, administrators and parents even now feel that English teaching should be strengthened at all stages. There is an unmistakable public opinion that learning English voluntarily is for our own good. English and our own languages would mutually gain immensely by being learnt with different levels of competencies for different people.
1.3 Aims, Objectives and methods of teaching English at secondary school level

1.3.1 Aims of Teaching English

We have considered English as a world language. In India, it is studied as a second or third language in many States while it is optional in some States. The Kothari Commission suggested that English be studied as a Library language with the aim of getting the knowledge of science and technology, commerce and trade by reading standard books in English. Even with the growth of Indian languages, English continues to be the link language between the States and the Centre and also between the multilingual Indian communities apart from its being a valuable link with the world organisations and with the growing knowledge in science and technology and trade. English is a window on the world, opening up a vast vista of knowledge and scholarship, literature, arts and much else besides. These are the general aims of teaching English in the country.

1.3.2 Objectives of Teaching English

The main objectives of teaching English at the Secondary level are:

- To help the students enjoy the learning of English
- To help the students listen to English spoken by their teachers and classmate, and understand it
- To help the students speak English with their teachers and classmates
To train the students to read and understand the given reading materials

To help the students write simple but appropriate English in answering questions and doing language exercises

To help the students read, recite, understand and enjoy fairly simple poems in English and

To help the students learn elements of language such as sounds, words, spellings, phrases, sentences and their structures

1 3 3 Methods of Teaching English

Grammar Translation Method

As in many other things so in the teaching of English there have been many improvements during this century. Many methods have been tried to teach it effectively. The oldest method is known as the Grammar Translation Method. This method was used for the teaching of English in the beginning under the influence of classical languages like Latin, Greek and Sanskrit. In this method the students first study the parts of speech, conjugation and syntax in detail. The rules of grammar and the lists of exceptions were all learnt by heart and applied in translation exercises during and after the lesson. The method did not take into account the rarity or relative difficulty of any words. All of them easy and difficult, common and rare, had to be learnt by the student under their respective word groupings. The sentences in English and the mother tongue were compared and contrasted side by side. The teacher translated all the words, phrases and sentences into the mother tongue of the pupils. The pupils
Performing actions

grammar. The first words are taught by pointing to objects or pictures or by
the pupils language without translation and without the study of formal
conversational discussion and reading in the language itself, without the use of
of teaching a foreign language especially a modern language, though

Weislers New International Dictionary says, "Direct method is a method

in the way we learn our mother tongue

one through the mother tongue. The method is also called the Natural Method
sentence and idea between experience and expression instead of an indirect

is a direct association between word and thing and between
handing the new language and of presenting to the class if demands a direct

an teaching method, a system that operates through many mediums, a way of

Direct Method is a principle not

as an English is learnt in the same way as the mother tongue is learnt

it is a set of principles to be followed when teaching. The basic principle of the

The Direct Method came into use as a reaction to the Grammar

was completely cut away and totally removed from the situations
detail but there was very little practice in the use of the language. The method
were also required to do the same. The theory of the language was taught in
Bilingual Method

Dr C J Dodson of the University College of Wales was the originator of the Bilingual Method.

The aims of this method are:

- To make the pupils speak English with fluency and accuracy
- To make them write English fluently and accurately
- To enable the pupil to use his mother tongue concepts for bilingual proficiency

In the Direct Method and the Structural Approach the meanings of words and sentences are made clear through situations and the use of objects, pictures and actions. These situations are laboriously created by teachers whose own English is generally shaky. The creation of situations in English usually took plenty of time, and effort, even then the teacher was not sure if the pupils really understood the correct meanings. Also, it required a very capable teacher fluent in English to be able to create newer and newer situations to sustain the interest of children. In fact we know from experience that many teachers are using the mother tongue extensively often under social compulsions to give the meanings of English words and sentences and even whole lessons. The Grammar Translation method advocated extensive translation.
Naturally there should be a method which would strike a balance between the Direct Method and the Grammar-Translation Method. This is the Bilingual Method. In this method the teacher gave the meanings of English words and sentence patterns in the mother tongue, thus helping the pupils immediately to recall the object or situation and understand the meanings. The teacher and pupils practised the English sentences in English. Thus the Bilingual Method recommended a restricted use of the mother tongue only by the teacher and not by the pupils. It also provided for intensive practice of patterns in English helping the formation of correct language habits.

**Structural Approach**

Generally the Structural Approach to teaching English refers to the way the language material is organized for presentation. It is the way some English sentences (or utterances) all carefully selected and graded are arranged to form a Syllabus. Structural Approach, therefore is not a method of teaching. It is the What of language and not the How of it. The selected sentence patterns or structures are arranged class wise before they are actually presented or taught in the classroom.

The principles of the Structural Approach are

- Language is primarily speech
- It is a set of habits
- We should teach the language and not about the language
- Languages (English and Indian languages) are different
Communicative Approach

Most of the methods follow an analytical approach. They concentrate mainly on the components of the English language viz. words and their different forms and grammatical categories, their order of appearance in the sentence etc.

Basically language is a tool of communication. The English language is a powerful means of communication with people inside the country and outside. Methods like the Direct Method and the Structural Approach made the teachers and pupils concentrate on the forms of the words and the structure of the English sentence. The total meaning of the words and the communicative function of the whole sentence were ignored.

Language practice was done mainly through unimaginative drills, which often tended to be mechanical and boring. The methods were largely teacher-centred. Without his active monitoring at every stage the pupils were helpless and tongue-tied. Nobody was keen to communicate anything to anybody.

The overall function of language viz. to say something purposeful to somebody was totally lost sight of in their preoccupation with the form of the words—singular, plural, present tense, past or future— or the skeleton of the sentence or the selection or grading of vocabulary and structure.

Thus the basic purpose of using English to convey something or to respond to somebody, or to describe something was totally missed. The
Structural Approach was criticised as being teacher-centred and functionless and as a mere list of teaching items arranged in a linear fashion (one after the other) as additives to one another. Drill was the watchword of that approach.

We know that the learner never learns language only with the help of pattern practice, drills and substitution tables. He learns language by using it.

The Communicative Approach is a learner-centred approach. It gives the learner not only grammatical competence but also a social skill as to what to say, how to say, when to say and where in order to satisfy his daily needs or larger aims.

In the Communicative Approach, apart from fluency of saying something, accuracy and appropriateness are equally important. Of course an effective user of language needs to produce grammatically well-formed sentences.

But he should also have the ability to select, mix and use the sentences appropriately, keeping in view the social context. The teacher has to develop in the pupil both rules of use (what to say and how to say it) and rules of usage (grammatically correct sentences).

The Communicative Approach aims to develop both accuracy and fluency from the very beginning of language learning. Errors are not frowned upon as in the other methods but tolerated as stepping stones to correct learning.
Brumfit C J and Johnson K (1979) select a framework in Semantic Syllabus design for written English. They make clear in the case of the pre-sessional writing programme that two aims are felt to be particularly important. The first is to ensure that the student can recognise and produce exponents associated with the communicative functions most commonly found. The second is to offer him/her practice in sequencing these functions to produce coherent discourse.

A course design specified in communicative terms alone meets the aim of introducing and practicing communicative functions. Gradually, the student will soon be able to produce introductory, developmental and concluding paragraphs.

For this reason, the writing course is eventually to be linked to the pre-sessional reading. Follow-up exercises will draw attention to various sequences and will make an explicit link between the writing and speaking / reading programmes.
Communicative language teaching does not deal with teaching items as coming rigidly one after the other but combines them freely to yield coherent or sensible conversation (or discourse as it is called).

Communicative teaching is a function-based and task-centred approach. The learner is constantly faced with the problems of how to learn English and choose his own route to a solution. He learns by discovery.

The learner is given some tasks like making a request for something.

- Making a phone call
- Drawing somebody's attention
- Booking a room in a hotel or guest house
- Greeting and introducing people
- Entertaining them
- Talking about their leisure activities, etc.

The learner is trained to perform these tasks. The present state of affairs in Indian schools by and large is that the learners fail to use English for any of the above purposes because they are not exposed to anything other than the textbook language. Both teaching and learning are examination oriented.

Moreover, the structural syllabuses do not contain any language functions, tasks or games or any other communicative activity, which are essential for developing communicative skills. Even if some functions are
included in the Exercises of textbooks, teachers do not do them because they are not examinable.

In the Communicative approach which is learner centred, the teacher's role is that of a co-participant not that of an authoritarian master. He is in the background helping all pupils to take part in the language task given (a group discussing how to book a railway ticket or a room in a rest house, what language to use or even dramatising some textual or other material etc.). The teacher should provide all the resources necessary for communication to be effective in every context.

**Principles of the Communicative Approach**

1. **Contextualisation and meaning are important.** Language without a suitable situation or context is not realistic and functional. The tasks provide the context and the language used in the context has a meaning and a purpose.

2. **Language learning means the ability to communicative something useful and purposive.** Nobody uses language in a vacuum. Whether it is the mother tongue or English, we are always conversing with people and are getting our jobs done needs satisfied and responding to language from others.

3. **Careful use of the mother tongue or translation may be made.** There is no ben on the use of the mother tongue as in the Direct Method. Judicious use makes conversation meaningful.
Grammar rules and definitions

- They get more language practice because nobody feels inhibited by.

- Better learning will be a self-generating exercise.

- By interacting in pairs and small groups, pupils feel confident and do

Parts of the Communicative Approach

- Teacher is a facilitator of learning, dialogue is marginal

- Permanent interest to participate, learning in a congenial atmosphere will be

- A chain reaction, interest in what they say will stir them to do better

- Small groups. They interest, better intelligible pronunciation is acceptable

Students may interest, with one or more of their friends with reference to

- Communicative skills

- Fluency, acceptable language, appropriateness are the goals of the

Questions Writing exercises also follow

made to read a paragraph of two and answer inferential type of

The tasks provide the basis for reading and writing. The students are

Communicative approach reading and writing are stated simultaneously

Work and better practice between reading and writing were stressed in the

Structural Approach were mainly drill approaches. After a spell of oral

Reading and writing can steer simultaneously. The Direct Methods and
They acquire fluency and accuracy and appropriateness of English use

- Cooperation in language learning is a great motivating factor and helps each individual to shed his shyness and show his individuality in using English.

1.4 The Four Language Skills

There are four basic language skills which every learner must master. They are a) Listening, b) Speaking, c) Reading and d) Writing. Listening and reading are receptive skills whereas speaking and writing are productive skills.

First comes listening. The pupil must understand the stream of sound and learn to discriminate between the different sounds. Only then s/he will be able to speak even though it may mean repetition after the teacher at the initial stage. After speaking, comes reading. It is said that regular reading from the textbook should start after about two months of aural-oral practice. Last of all comes writing.

It is said that especially during the first three years of teaching English pupils should not be asked to read any language items which they have not already mastered in speech. Nor should they be required to write any item which they have not already read. New items therefore should first be practised in speech then in reading and lastly in writing.

The four basic language skills should receive due attention. No skill should be neglected at the cost of others. There is sometimes a tendency on
the part of teachers to neglect listening and speaking because these skills are generally not tested in the examination. On the other hand, some teachers devote too much time to listening and speaking and consequently neglect reading and writing. However, the emphasis laid on these basic skills will differ at various levels of teaching.

The first thing in language learning is speech and therefore much attention is to be devoted to speech practice during the first 2/3 years. Later on, the emphasis on speech is reduced and in secondary classes more attention is paid to reading and writing. This does not mean, however, that speech is totally neglected. On the other hand, it is considered important, but the time devoted to it is decreased because a) the pupils have already acquired mastery over the basic sentence patterns and b) reading and writing become more important at this stage. Our approach in teaching a language throughout the whole school course should be balanced and aim at the proper development of the four language skills. Thus we need a multi-skill approach.

14.1 Listening

Listening is a pre-requisite to further communication. Listening involves processing the data, reconstructing the data and giving meaning to the data. Listening is not an isolated activity. It is always followed by some other activity like speaking, reading, and writing. When we listen to others speaking to us face to face or through the radio, we are 'receiving' language: its sounds and sound clusters, words and word combinations which have certain agreed
meanings. We are not strictly passive when we listen, we are receptive to language.

Children should be trained to listen to English coming to them directly from the teacher and others or indirectly through the radio tapes and tape recorders. Listening practice may be given through graded spoken English material starting with sounds, sound clusters, and words and sentences and paragraphs.

14.2 Speaking

Language is primarily observed as speech. Speaking skill requires correct pronunciation and spontaneous use of words and sentence forms in meaningful contexts. Fluency and accuracy are the watchwords in speech.

Speech is the fundamental thing in language learning. Reading and writing are secondary. If a person has command over the spoken word s/he has a sense of achievement which is an incentive for further progress.

When we speak, we are supposed to have

a) Mastery of Vocabulary. It means we are familiar with the sentence patterns and their meanings and are able to use them in meaningful contexts. We should also be familiar with the varieties of sentences, which could be produced from simple patterns. We should know that in an English sentence, word order is more important than in Indian
languages. Experience and training are required for mastery of sentence structure.

b) Mastery of Grammar. Apart from word order we should be familiar with inflections (like s for plurals, ed-ed or -t for tense forms, etc.) indirect questions, reported speech, etc.

1.4.3 Reading

Reading means to understand the meaning of printed words, i.e., written symbols. Reading is an active process which consists of recognition and comprehension skills. A reader can understand a text only when s/he actively puts to use his/her mental faculties. S/he should have:

- the knowledge of the language
- the knowledge of the writing system
- the ability to interpret
- a reason for reading

While reading, a reader interacts with a text, decodes it and constructs meaning in the process. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.

1.4.4 Writing

Writing is the communication of ideas to some/any one through the written media. Writing is an expression of clear thinking. Speaking is
spontaneous in most cases whereas writing requires correctness of grammar use, appropriacy of expression and of comprehension on the readers part.

Writing helps the students to learn in the following ways:

- It reinforces the grammatical structures idioms, and vocabulary
- They also have a chance to be adventurous with the language i.e. to go beyond what they have learnt
- They necessarily become very involved with the language the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning.

1.5 Paradigms of writing

Vivienne Maddock (1995) provides four basic principles for effectively developing the language skill of writing viz., understanding contextualization, speaking, reading and writing. Firstly, one needs to impart the understanding of the subject matter and to ensure that one uses the most effective teaching methods so that the students retain what they learn. Moreover it's only when the spoken element has been mastered that a student can write well. Secondly, a context for the subject matter must be provided which is real and practical and to which the students can easily relate to form their own experience. Thirdly, in addition to teaching correct grammar structures it is equally important to teach the appropriate natural speech of every day because any day to day communication will invariably use the common structures and usage.
of spoken English. Fourthly, one needs to help students to read and write the living language, but this should be done only when the students are competent and confident enough to express themselves in the spoken form of the language. This evaluation of a student’s writing according to some scholars, which may be understood as the assessment or grading of a pupil's work, a measurement of their progress and writing, primarily depends on three factors:

(a) The variety, the dialect and the style of English

(b) Knowledge of syntax, phonology and semantics

(c) Skill in decoding sentences

15.1 A model for writing

Writing as a process can be divided into three stages: Prewriting, Writing, and Rewriting.

1) Prewriting. In the pre-writing stage, we gather information perhaps by reading and taking notes, by making phone calls, by looking through the files, by talking to other people, or even just by collecting one's thoughts. Then we make an outline. This may be no more than an informal list of the key points or something more formal and considerably more complete.

2) Writing. In the writing stage, we make a quick first draft of whatever we are writing. We concentrate on the big things like the overall organization, the movement from idea to idea, the relationship of the
parts to the whole. We don't worry about details such as punctuation or getting the exact word. If we do, we'll distract ourself from those larger matters.

3) **Rewriting** In the rewriting stage, we can worry about both the smaller and the larger matters. We can spend time getting the exact word and deciding whether or not we need a comma - such details now won't distract us from the paper's overall flow since we already established that during the writing stage. Most good writers like to set their work aside for a while-hours perhaps, but sometimes days if practical. By setting our draft aside, we allow ourself to take a fresh look at it later almost as if someone else had written it. We can then spot some amazing things that we hadn't even noticed before. It's probably the least demanding mentally of all three stages, but it is also very important.

### 1.5.2 Writing a recursive process

Writing as a linear process, first the prewriting, then the writing, then the rewriting. It is one convenient way to think of the writing process, but it would often be a mistake for us to try to write that way. Like most human activities, writing is more complex than it seems.

We can think of writing as a recursive process; i.e., instead of prewriting, writing, and rewriting taking place one after another, we can think of them to be constantly looping back on one another. For example, prewriting - planning what we wish to say - occurs not only at the very beginning of the writing process.
but throughout The same is true for revision. We almost certainly don't do all of our revision at the end, even though we may do a substantial portion then. We're revising constantly as we go along.

Nancy Sommers (1978), who has done considerable research on the writing process, talks about revision this way:

Current research offers a contradictory perspective to the conventional perspective that revision is a separate activity that comes after the completion of the first draft and one that can be singularly distinguished from the conception, incubation, or production components of the process. One constantly revises as one writes, as one tries to make a work congruent with what one intends. This is a process that occurs prior to and throughout the writing of a work, as a writer continues to be surprised and enlightened by his own words and ideas.

Thus we can think of the writing process in two ways: 1) The large blocks of prewriting, writing, and rewriting in a linear model; 2) Intermixing of the three components constantly and returning to one another in a loop form.

15.3 Writing as thinking

We all have had the experience of discovering to our chagrin that what seemed clear when we were thinking it didn't seem clear at all when we tried to put it on paper. That's a common experience, and it probably happens to almost everybody all the time: to some extent or other, except during the most routine writing.
Today's writing specialists consider writing to be a thinking process. In other words, when we are at the point of actually putting words on paper, when our brain is actively engaged with the details of our material during the utility stage, we are not simply transcribing our thoughts. We are also shaping and reshaping them, rethinking, revising, analyzing. To some extent, in fact, we don't really know what we think until we try to write it. Peter Elbow (1973) presents a right image for this phenomenon:

Meaning is not what you start out with but what you end up with. Control, coherence, and knowing your mind are not what you start out with but what you end up with. Think of writing then not as a way to transmit a message but as a way to grow and cook a message.

Elbow has another good image for the writing process. Producing writing is not so much like filling a basin but rather getting water to flow through till it finally runs clear.

If much of the important part of thinking, the growing, and cooking of our message occurs when we're writing that first draft, what is the implication for the writing process? The important implication is that we should not overdo the prewriting stage. If we try to force ourself to write a complete, detailed, and perfect outline, we may well be doing so before our thoughts have been clarified. Then if we're the persevering type and stick with that outline no matter what, we will probably force a lot of square pegs into round holes. The value of
the outline comes before and after the writing stage. Before the writing stage, it helps gather all of the material into head at once. It also gives sense of where to start, where to end, and how to cover the points in between.

While doing the actual writing we should let the ideas come as they will. Often a natural organisation develops rather than an imposed one stuck with the outline during the writing stage.

An advantage of the natural organisation that develops during the writing stage is that the ideas seem to move better from one to the other following one thread all the way through, each idea following naturally from the one before it.

Writing is a difficult skill and learners should develop writing skill as it is an important means of self-expression. Writing English is practised in gradual stages starting from the script-print and cursive – then translation, dictation, through graded and controlled writing of paragraphs then on to independent writing of letters, applications and free expression of thoughts. Writing serves as a mental discipline with attention to detail.

1 5 4 Fluency in Writing

Stubbs (1980), talks of fluency of writing. He says:

"Writing poses a problem for fluency activity which is not posed by any of the other basic abilities. We seem to monitor our writing as native speakers, rather more consciously than we monitor our speech, and by its stability writing is available for"
revision both by the author and by others. Further, writing because it cannot be adjusted in response to the apparent in comprehension of the interlocutor requires a more rigidly idealized linguistic patterning. Thus, whether we are dealing with native speakers or non-native speakers, errors are unacceptable. If we couple this with the fact that writing has a major ideological role in literate societies as a means of establishing who has access to what kinds of knowledge we can see that the writing of the beginner non-native users of the language will often be both incomprehensible and heavily marked as uneducated, whether or not the writers are uneducated in their mother tongue cultures. When we write the text becomes public as an artifact independent of the writer and is judged therefore by socially decontextualised criteria.

The most frequent solution to this problem has been to concentrate the attention of teachers and students almost exclusively on accuracy at the early stages of writing. Even after problems of the script have been overcome—as they have to be for many learners—writing is usually conceived of as the construction of written sentences, or of controlled paragraphs with little or no linguistic freedom and no content freedom being offered to the writer. It is generally held that learners should first master the language in a mechanical way, and only then hope to branch out on their own. Controlled writing
exercises may be regarded as a monolingual attempt to perform a similar function to that of translation into the target language in grammar—translation approach. But whereas translation did often demand that texts of same intrinsic interest might be used, however inappropriately controlled and guided composition seems invariably to produce texts which are totally trivial. It is unfair to blame the writers of text books for this; for the rules of the exercise demand an attention to form which would be destroyed if the learner became too interested in content.

Nonetheless, the gap between the creativity of young writers in mother tongue and the activities of language learners is very striking, and we need to ask whether there is no a role for genuine writing even if accompanied by formal incompetence in the language classroom.

Manichaean strategy was adopted with one part of the course consisting of a highly rigid series of controlled and guided writing exercises, and another encouraging totally free writing which would be discussed only in terms of its ideas and content with no reference to formal errors except where they impeded communication. It is significant that teachers who have been exposed to the distinction between accuracy and fluency have been least happy with it in this form, applied to writing, and there may indeed be arguments for allowing students to write their own ideas and to produce corrected forms with guidance from the teacher.
It is also possible to create the conditions for group revision and improvement of written work so that the accuracy activity is turned into something of a conscious but relatively spontaneous exercise for talking about accuracy may be fluency talk. But at some point writers will need to integrate their thinking to the powers of creating written language. Traditional free writing activities for advanced students have always performed this function (though it is important to note that much native speaker writing is situational and semi-guided, as with journalists or university students rather than free and creative) and there are opportunities for creative and situational writing in such activities as the radio programme project. Whether we can do more than provide some degree of stimulation for creative writing through class magazines and projects and couple this with more controlled work when necessary is an open question. It is not a question which has been answered or even addressed by the standard texts on the teaching of writing (Byrne 1986).

15.5 Teaching Writing

Some of us may wonder why it is not enough to teach our students how to speak English adequately won’t they then obviously be able to write it? Not necessarily, for writing is not simply speech written down on paper. Learning to write is not just a natural extension of learning to speak a language. We learnt to speak our first language at home without systematic instruction whereas most of us had to be taught in school how to write that same language. Many
adult native speakers of a language find writing difficult. The two processes, speaking and writing, are not identical.

When we learn a second language, we learn to communicate with other people to understand them, talk to them, read what they have written and write to them. An integral part of participating fully in a new cultural setting is learning how to communicate when the other person is not right there in front of us listening to our words and looking at our gestures and facial expressions. Visitors to another country will often have to leave a note for the mailman, fill out a customs declaration form, give written instructions, or write a thank you letter.

But the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second-language syllabus. There is an additional and very important reason: writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning. As writers struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their idea. They discover a real need.
for finding the right word and the right sentence. The close relationship between writing and thinking makes writing a valuable part of any language course.

A great deal of writing that goes on in ESL lessons, especially in an elementary-level class, is sentence writing. Students repeat or complete given sentences to reinforce the structure, grammar, and vocabulary they have learnt. They work with pattern sentences, performing substitutions or transformations. We write

- to communicate with a reader
- to express ideas without the pressure of face-to-face communication
- to explore a subject
- to record experience
- to become familiar with the conventions of a written text

It is obvious that our students will not just pick up writing as they learn other skills in ESL classes. We have to teach writing.

1.5.6 Approaches to Teaching Writing

There is no single approach to teach writing in ESL classes. There are as many approaches as there are teachers and teaching styles, or learners and learning styles. The following diagram shows what writers have to deal with as they produce a piece of writing.
Writing is perhaps one of the most demanding of skills. It has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural to humans — it is a skill which has been developed in civilized society to pass on knowledge or messages beyond the constraints of here and now.

The skill of writing includes a number of sub-skills. The sub-skills of writing are:

1. Mechanics - handwriting, spelling, punctuation, etc.
2. Word choice - vocabulary, idiom, tone
3. Organisation - paragraphs, topic and support, cohesion and unity
4. Syntax - sentence structure, sentence boundaries, stylistic etc.
5. Grammar - rules for verbs, agreement, articles, pronouns, etc.
6. Content - relevance, clarity, originality, logic, etc.
7. The writing process - getting ideas, getting started, writing drafts, revising etc.
8. Purpose - the reason for writing, justification

In writing, even a simple thing like the direction of writing can be a problem. In English, we write from left to right but learners whose primary schooling has been in Urdu will have learnt to write from right to left or top to bottom. Different approaches to teaching writing are used in different classes, depending on when students begin to learn English.

Writing aims at clear and efficient communication. Ann Rames (1983) diagrammatically represents which clearly illustrate the complexity of sub-skills that go to make a piece of writing coherent, effective and communicative. The following diagram shows what writers have to deal with as they produce a piece of writing.
As teachers have stressed different features of the diagram combining them with how they think writing is learned, they have developed a variety of approaches to the teaching of writing.

**The Controlled-to-Free Approach**

In the 1950s and early 1960s, the audiolingual approach dominated second-language learning. Speech was primary and writing served to reinforce speech in that it stressed mastery of grammatical and syntactic forms. ESL teachers developed techniques to move students towards this mastery. The controlled-to-free approach in writing is sequential: students are first given
sentence exercises then paragraphs to copy or manipulate grammatically by
for instance, changing questions to statements, present to past or plural to
singular. They might also change words or clauses or combine sentences. They
work on given material and perform strictly prescribed operations on it. With
these controlled compositions, it is relatively easy for students to write a great
deal yet avoid errors. Because the students have a limited opportunity to make
mistakes, the teacher's job of marking papers is quick and easy. Only after
reaching a high intermediate or advanced level of proficiency are students
allowed to try some free compositions in which they express their own ideas.
This approach stresses three features of the diagram above: grammar, syntax,
and mechanics. It emphasizes accuracy rather than fluency or originality.

The Free-Writing Approach

Some teachers and researchers have stressed quantity of writing rather
than quality. They have approached the teaching of writing by assigning
vast amounts of free writing on given topics, with only minimal correction of
error. The emphasis in this approach is that intermediate-level students should
put content and fluency first and not worry about form. Once ideas are down on
the page, grammatical accuracy, organization, and the rest will gradually follow.

To emphasize fluency even more, some ESL teachers begin many of
their classes by asking students to write freely on any topic without worrying
about grammar and spelling for five or ten minutes. At first, students find this very difficult. They have to resort to writing sentences like "I can't think of anything to write." As they do this kind of writing more and more often, however, some find that they write more fluently and that putting words down on paper is not so frightening after all. The teachers do not correct these short pieces of free writing; they simply read them and perhaps comment on the ideas the writer expressed. Alternatively, some students might volunteer to read their own aloud to the class. Concern for audience and content are seen as important in this approach especially since the free writings often revolve around subjects that the students are interested in and those subjects then become the basis for other more focused writing tasks.

The Paragraph - Pattern Approach

Instead of accuracy of grammar or fluency of content, this paragraph-pattern approach stresses another feature: organization. Students copy paragraphs, analyze the form of model paragraphs, analyze the form of model paragraphs, and imitate model passages. They put scrambled sentences into paragraph order, they identify general and specific statements, they choose or invent an appropriate topic sentence, they insert or delete sentences. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways. So even if students organize their ideas well in their first language, they still need to see, analyze, and practice the particularly English features of a piece of writing.
The Grammar – Syntax – Organization Approach

Some teachers have stressed the need to work simultaneously on more than one of the features in the composition. Writing, they say, cannot be seen as composed of separate skills which are learned one by one. So they devise writing tasks that lead students to pay attention to organization while they also work on the necessary grammar and syntax. For instance, to write a clear set of instructions on how to operate a calculator, the writer needs more than the appropriate vocabulary. He needs the simple forms of verbs, an organizational plan based on chronology, sequence words like first, then, finally, and perhaps even sentence structures like “When then”. During discussion and preparation of the task, all these are reviewed or taught for the first time. Students see the connection between what they are trying to write and what they need to write it. This approach, thus, links the purpose of a piece of writing to the forms that are needed to convey the message.

The Communicative Approach

The communicative approach stresses the purpose of a piece of writing and the audience for it. Student writers are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audience.

Why am I writing this?
Who will read it?
Traditionally the teacher alone has been the audience for student writing. But some feel that writers do their best when writing is truly a communicative act, with a writer writing for a real reader. Teachers using the communicative approach therefore, have extended the readership. They extend it to other students in the class who not only read the piece but actually do something with it, such as respond, rewrite in another form, summarize, or make comments— but not correct. Or the teachers specify readers outside the classroom, thus providing student writers with a context in which to select appropriate content, language, and levels of formality. Describe your room at home. Is not merely an exercise in the use of the present tense and in prepositions. The task takes on new dimensions when the assignment reads:

- You are writing to a friend and telling him or her about your room. You like your room, so you want to make it sound as attractive as possible or

- You are writing to your friend's mother and telling her about your room. You do not like your room much at the moment and you want to make changes so you want your friend's mother to see what is wrong with your room or

- You are participating in a student exchange program with another school. Students will exchange schools and homes for three months. A blind student whom you have never written to before will be coming to your home and occupying your room. Describe the room in detail so that student will be able to picture it, imagining that your description will then be read onto tape so that the student can listen to it.
Real classroom readers can be brought into these assignments too, if students role play, exchange letters, and write back to each other asking questions and making comments

15.7 The Communicative Approach and Writing

A decade ago teachers believed that a knowledge of the system of the language could enable the learner to use it for communication. The rhetorical approach marked a shift of focus from the teaching of sentences as self-contained units to the teaching of sentences in combination to form a structured text. Today it is accepted that the ability to use language appropriately in communicative situations does not follow automatically from the ability to manipulate linguistic situations. One must be able to use them appropriately to perform communication acts such as ordering, instructing, requesting, apologizing, complaining, persuading, etc. Communication functional entails the use of the language of doing and not the language of reporting. Further, the linguistic patterns selected for written communication depend on the situation in which the writer communicates, to whom s/he communicates, what s/he wishes to say, as well as why s/he wishes to say it. The writer has also to be in some way aware of the reaction of the reader.

Writing is acknowledged to have a specific role in society. Besides possessing a difficult organizational character and a different linguistic character, speech and writing fulfill quite different social functions.
Widdowson (1973) says: It is seldom that situations arise when it would be equally appropriate and effective to use either. It seems clear that they are different forms of communication each having its recognised area of operation.

The writer has an advantage which a speaker doesn’t normally enjoy. In spoken interaction we can normally judge how our message is being received and comprehended by looking at how our audience is responding. In writing, feedback from the reader is always delayed and it will be too late to change or improve the written message by them. As writers write, they are able to monitor their own performance and to make corrections and improvements without the reader being aware of this process of self-connection. In speech, hesitation and corrections are obvious to the hearer whereas in writing such features are not revealed to the reader. So the writer has to spend a lot of time and effort producing a perfect message and should be far more fluent and accurate in writing than in speaking. It is important that the writer should be explicit and not take for granted shared knowledge with the reader. Different types of writing, for instance, business correspondence will often open with such phrases as with reference to in which the writer establishes a context and shared knowledge/understanding of what she is writing about. In speaking there are many expressive ways of indicating shades of meaning through stress, intonation, tone of voice such features are absent in writing. Underlining the use
of italics, bold and upper and lower case print are some of the expressive features available in writing. Finally, writing requires thought, discipline, and concentration. Writing involves committing something to a relatively permanent form. It is a record by which we are judged by whoever reads what was written. A reader will judge us by our style and the content and logic of what we have written. So writing demands care and thought.

Thus writing is cognitively a very complex activity and as it involves discovering ideas, discovering how to organise them, and discovering what it is that one wants to put across to one's reader, achieving success in the use of complex features in the target language such as linkers, for example, demands an intensely systematic teaching procedure.

1.5.8 Relevance of Communicative Approach to Writing

The main implication and appropriate goal of English language teaching would be to determine the classroom teaching practices on communicative needs of the learner. The specific objectives of teaching have to be based on the communicative needs of the learners. The aim of communicative language teaching is to produce in individuals the ability to create utterances (spoken and written) which have the desired social value or purpose. An individual in the process of initiating communication conceives a message and is able to construct and utter the linguistic form which conveys the message.
The teacher can also give his/her students the following kinds of tasks as part of teaching writing.

a) The sentences in a paragraph can be jumbled and the students can be asked to convert the jumbled set of sentences into a coherent paragraph. This exercise will help the students in recognizing the topic / concluding sentence of a paragraph.

b) Similarly, the paragraphs in a well-written piece of writing containing two or three paragraphs can be put in an incorrect order and the students can be asked to rearrange the sequence into a properly ordered one.

c) An irrelevant sentence can be inserted into a well-written paragraph of five or six sentences and the students will be expected to identify the irrelevant sentences. It of course should not be very obviously irrelevant.

d) The students may be given a passage from which the topic / concluding sentence has been deleted and asked to supply the deleted sentence.

e) A well-written paragraph makes effective use of linkers. In order to give the students practice in the use of linkers the teacher can give them a sequence of sentences which is ambiguous and ask them to disambiguate the same by using appropriate linkers. She can also give them a sequence of sentences, which becomes more meaningful when appropriate linkers are used and ask them to supply the linkers.
The teacher can use newspaper reports, editorials, and articles to prepare the various kinds of exercises.

The language teacher can make use of our best national newspapers for language teaching at higher levels especially for teaching composition. Before giving the students practice in writing, the teacher should make them aware of the way paragraphs are structured and the way they are linked in a well-written piece of writing.

1.6 Need for the study

The falling standards of English in India have been a matter of serious concern for every responsible citizen. Seminars and conferences have been organized in many parts of the country and campaigns of all sorts have been run with varying degrees of success. There has been an unprecedented increase in the number of educational institutions at all levels during the last three decades and this is being done at the expense of quality. It is ironical that with the enormous growth of training institutions, the achievement of our learners in English should be steadily falling. In an era where the status of English has been raised to that of a link language in the present-day global village, there has been a growing awareness of the value and importance of learning the language in its true form and manner. It's in this respect that the proper development of the language skills requires an immediate attention for its apt and adequate nourishment.
The Concise Oxford Dictionary defines the term skill as the ability to acquire expertness and this is exactly what a student of the English language is supposed to attain proficiency in. Philip Prowse, a noted Saffron Walden scholar states that for effective and proficient language learning one needs to discuss the language learning process with the students by providing self-assessment questionnaires in order to bring out the attitudes of the students. Though it's essential that the learners become aware of the resources for learning (as the radio, TV Programmes, English clubs, etc.), the students also need to be equipped with important study skills (the use of dictionaries, how to read efficiently and write effectively). Some of the prescribed means for proficient language learning and its usage are

(a) The sole aim of a teacher is to see that his students learn English and English alone and thus acquire the skills of the language.

(b) The student on the other hand must realize that one does not learn how to speak, read or write a language by merely listening to it. One has to speak, read and write as well.

(c) The teacher must determine the pace and level of teaching only when the students display the ability to understand, speak, read and write.

(d) At no cost should the classroom teaching become a ritual leading to boredom. It should be full of variety, flexibility, creativity and imagination.

It can be observed that the teacher happens to be the focal point on whom solely rests the responsibility of proficient language teaching. The
that learning in their days was meaningful because the teachers knew exactly
the meaning of the words and the sentences they taught. They would thus argue
would also argue that the translation enabled the learners to have a firm grasp over
the explanation of grammar. It is directly responsible for the fall of standards. They
and enlightened persons would look back to their own school days and say that
very eminent speakers and writers in the country, many of our older teachers
method of teaching English in our country our educational institutes produced
in the past when the grammar and translation methods were the only
developed

The language skills similarly can be cultured, mastered and perfected
through personal relationship in the most desirable, effective and efficient manner.
Teaching is a system of actions which includes listening, teaching and learning both are skills that are a process of continuous
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Teaching and learning both are skills that are a process of continuous
The main objective of effective teaching is not to explain the meaning but

A large group of classes in listening or reading
speak and write English correctly and fluently but can also provide practice to
improve. The teacher can not only train the students at the individual level to
make rapid acquisition, but such acquisition cannot be quick if the teacher is
not quick. The skills of the language can be acquired and developed through directed and
skills which would assist him in communicating and transmitting effectively
Teacher also needs to develop certain classroom skills and communication
what to do and they were never in doubt. The views of these people that the
replacement of the old grammar and translation method by the direct method is
responsible for the poor quality of teaching English in the country is not entirely
tenable. The mastery over English which our countrymen achieved in the past
was not due to the grammar translation method but to their intensive as well as
extensive exposure to English language. English was the medium of instruction
then and the amount of English the learners received and also produced was
far more than that can be attained today when the regional language is the
medium of instruction. To come anywhere near these standards of the past any
method that is used in the classroom should promote first of all greater contact
frequency.

The old grammar and translation method began to yield its place to the
direct method during the early years of the twentieth century. The findings of
psychology and linguistics increasingly tended to support the view that
language primarily meant speech and that it should therefore be given
precedence over the other language skills such as reading and writing. This
method found wide acceptance at the official level and the features associated
with this method were oral work suppression of the mother tongue the
acceptance of the sentence as the unit of speech and the inductive teaching of
grammar. Except its ban on the use of the mother tongue there does not seem
to be any evidence that the other features ever made any impact on the
teaching methods adopted in schools. The method succeeded in a few English
On the other hand, there is a relation between the mother
the notion of difficulty in learning a second language. The notion of difficulty,
habits of the mother tongue to the second language was said to relate to
was drawn to the theory of interference – the negative transfer of language
With the publication of Lado’s Linguistic Across Cultures (1967) attention
methods and materials were not available.

have been introduced. The situation would have been much worse if the new
development but it cannot be denied that many detrimental changes and reforms
of the Central Institute of English. Opinions vary on the extent of the training and the setting up of ELT Institutions in various states under the guidance
syllabi. New teaching materials organization of syllabi and in-service
English teaching in India. These years have seen the introduction of new
those twenty years also have perhaps been the most eventful in the history of
rigorous control to lead to systematic organization of language materials and
established system of presentation and (d) repeated practice for establishment. Though
principles of (a) Structural Grading (b) Vocabulary control (c) Oral and
structural approach to the teaching of English. This approach embodied the

The rules and the skills witnessed the large-scale acceptance of the

Grammar

of the movement was the gradual weakening of the teaching of formal
implemented effectively it was used with numerous consequences. The only effect
medium schools but in a large majority of schools where it could not be
tongue and the second language. Applied comparative linguistic studies were made to discover the differences between the mother tongue and the second language with a view to predicting the areas of difficulty of the learner where the mother tongue may interfere in his learning. It was assumed that by the time the learner starts learning a second language s/he has already achieved a command of her/his mother tongue and in the process has already acquired an implicit knowledge of the nature of human language. S/he will already have become aware of and able to exploit some part of the social situational and stylistic variability of his own language. From a functional point of view, thus, the learner doesn't approach the task of learning the second language from scratch. S/he is not acquiring language but learning a new code, a particular realization of human language. S/he comes to the classroom with an implicit knowledge of the target language in so far as it shares a range of communicative functions with his mother tongue. The whole of seventies was devoted to an enormous amount of contrastive linguistic studies between English and the regional languages in India with a view to predicting problem areas in the teaching of English. In course of time it was realised that differences between the mother tongue and the second language do not always pose difficulty to the learner. In fact there is evidence that something totally different from the mother tongue may prove easier to learn than something which is slightly different. It was further realised that difficulty is a psycholinguistic matter but difference is essentially linguistic. Although scholars started questioning the validity of the theory of interference, everyone was made
conscious of the role of the learner's mother tongue in learning a second language. Applied linguists realised the relevance of the Bilingual Method which advocates the use of the language known to the learner in the teaching of second language. Applied linguists realised the relevance of the Bilingual Method, which advocates the use of the language known to the learner in the teaching of second language. This method they believed had achieved a synthesis of the latest findings of both psychology and linguistics. Unlike the Translation Method or the Direct Method or the Reading Method each of which gives precedence to one aspect of language teaching (such as meaning, speech or reading) the Bilingual Method concentrates on the multi-skill approach right from the beginning. In this method the use of the mother tongue is justified on the ground that it is not translation but concept-interpretation. This secures attention and stimulates interest.

One school of thought which seemed popular then emphasized the value of creative and free use of language by the learner even if this involves committing errors. The learner's errors, it is said, furnish evidence that a certain pattern of learning is being formed, and the teacher can make constructive use of this evidence. Allen and Widdowson (1974) came forward with the Form and Function approach which represents an attempt to move from an almost exclusive concern with grammatical forms to at least an equal concern with theoretical functions. In other words, the shift would be from the ability to recognize and manipulate the formal devices used to combine sentences to
create continuous passages of prose to the ability to recognize how sentences are used in the performance of acts of communication. In practice, of course, one kind of ability merges with the other. Eclecticism came to play its role in the teaching of English. It was realized that the task for the learner is not simply to experience more language material but to develop a complex set of communication skills over and above those which he needed to cope with the elementary syllabus and to learn to put these to use in serving a variety of communicative purposes. Everyone was made to accept the view that in spite of the shortcomings of secondary school English teaching the students have in course of a period of time acquired considerable dormant competence in the manipulation of the language system. Thus one of the principal aims of language teaching is to activate this competence and to extend it by leading the student to relate his previously acquired linguistic knowledge to meaningful realizations of the language system in the areas of his interest and field of study. During the last one and a half decade a number of experiments have been made in preparing communicative competence oriented ELT courses and teaching programmes.

Any technique, no matter how successful, leads to boredom if recorted to constantly. Classroom teaching must not become a ritual to be observed. It must be imaginative and flexible. Since variety of techniques is an integral part of methodology, classroom teaching should be a blend of different approaches.
Ultimately it is the teacher who decides what is best for the classroom. S/he determines the level and pace of teaching and should communicate with his students in a language which they can understand.

What must cause concern however is the rapid decline in the standard of English language teaching (ELT) in the educational institutions in the country with both the teachers and the taught not being in a position to use it effectively. A somewhat puzzling feature in the scenario is the existence of a large number of teachers in schools with paper credentials affirming their competence. These credentials are obtained by the members after they attend courses in English language teaching in places like the Central Institute of English and Foreign Languages (CIEFL) Hyderabad and serve a purpose. So far so good. Ultimately however, it is not the certification above that matters but the feel for the language which the teachers are expected to have. Only this trait can make the members absorb the essence of English and in turn enable them to transmit their knowledge to the pupils.

There have been suggestions regarding the teaching of what is known as functional English in order to overcome difficulty in the language. Experts have been advocating several methods for strengthening English language teaching and these include the communicative approach. A lot of excellent material on this subject has been generated and it is for the teachers to acquire and utilize it. It all boils down to the fact that a certain amount of dedication on the part of teachers can bring about a transformation in the scene. Teaching
aids can also supplement the work. The pupils must also be initiated even at the earlier stage into the art of reading and writing so that this can stand them in good stead in the later years. With its strong links with the English language the country is certainly in a position to emerge as a trend-setter for the other Asian nation in the matter of ELT.

Implementing Communicative approach for developing writing

Innovations in teaching involve changes in teachers' attitudes and practices and will almost always lead to an increase in teachers' workloads and an economic cost in terms of time and money. Innovation in Language Teaching, be it a syllabus, a textbook or a method, in order to succeed, needs to maintain the balance between tasks, group and individual (White et al. 1991). According to Kennedy (1987) and Tomlinson (1990), there are factors which either facilitate or hinder the implementation of innovation. These are: 'Pedagogic traditions, Pre-existing conditions and force, social, economic, political, educational. Perceived needs for innovation.' (White et al. 1991). The more complex an innovation is perceived to be, the more it will be resisted. The innovation is not necessarily more complex than the existing practice, but because it is different, it will tend to be perceived as more complex. Besides attitudes, there is also time and money to be considered. A radical change involves training, which in turn will cost more.

It should be remembered here that when we mention innovation, we are not talking about an overall change in the whole area of ELT. What we are
advocating is a change in some areas to accommodate new ideas which will benefit us. The point has already been made that complete transition from one to another is impossible, even if it were possible it would not be practical. Despite the fact that we are not in a position to change the system and the materials, we know that it is not the content that matters for it is perfectly possible for a grammatical syllabus to be actualized by a methodology which develops a genuine capacity for communication (Widdowson 1983). Beaumont (1983) having taught in the Indian context with all its constraints has also worked out that the crucial factor is not so much the nature of the content (though this remains of course important) as the methodology employed.

When we are exposed to new methodological proposals our first reaction is often a feeling that what is being suggested would not work in our teaching situation. A teacher faced with a difficult teaching situation feels a considerable gap between the theory of communicative methodology and the realities of teaching in large classes. His/her problems are different from those of teachers who have fewer lessons to teach with well-motivated students in smaller classes. Hence they are in a position to experiment with an approach as demanding in terms of time and energy as the communicative approach.

The fact that teachers (a large number) have started to feel the need for a change means they are ready to discuss new ideas if they see it as being
something practical and workable. To bring about these innovations, teachers need to be gently (Abbott 1987) introduced to communicative approach. This means that the new approach should not be too different from what they are used to.

It is important to mention that in most EFL and ESL situations, the learner comes in contact with the target language more in its written form. This is especially true in situations where students learn English in order to get access to information published in English. This need for writing skills leads to the question whether a communicative approach can be adapted to provide a really effective training in the writing skill or whether it is intrinsically linked to the integrated skills method which would be valid in terms of communicative approach.

The recent concept of the communicative approach has brought about a revolution of thoughts and ideas, and it is in fact a challenging task for our linguists to understand it in the right perspective.

At the secondary school level, students just memorize leave applications, stories, essays, paragraphs, and get through the final examination and later on forget most of the things learnt. But we know that after completing school education, a person is required to write social letters, job applications, leave notes, invitations, greetings, complaints, etc., in English. It has been observed that such forms of writing are not taken care of in schools and colleges. This
might be the reason why our students are not able to communicate in the society they live in.

In India teaching of English is content-based but not skill-based. The four fundamental language skills namely listening, speaking, reading, and writing are generally being neglected. This is the reason why we find our students weak in spoken or written form of communication. Writing, which is an important language skill, is not given due place. The students are failing to communicate what they really want to, not because they lack ideas, thoughts, and feelings, but because they are not being taught how and when to perform the communicative tasks or acts. Consequently, they are not able to communicate properly in spoken or written form. This shows that their communicative competence is to be developed.

Hence the need of the hour is to think of new strategies or approaches like the Communicative Approach, to bridge the gap between the two, namely the theory and the practice. The development of language learning from form-based to a meaning-based approach, the move towards an eclectic approach from a rigid method, the shift from teacher-fronted to learner-centered classes are some of the characteristics of Communicative Approach.

The investigator being a teacher in English found it worthwhile to conduct an experiment in order to find out whether communicative competence in written English among secondary school learners could be developed by designing an appropriate strategy through Communicative Approach.
1.7 Statement of the problem

The present study undertaken is entitled

"A Strategy to develop Communicative Competence in Written English among Secondary School Learners"

1.8 Objectives of the study

The study has been designed with the following specific objectives

1. To develop a Competency based achievement test for measuring the competency based achievement in English language among secondary school learners.

2. To develop English language usage inventory for measuring the ability to use written English language among the secondary school learners.

3. To find out the mean differences in competency based achievement of learners on some selected school related variables.

4. To find out the mean differences in the ability of learners to use written English on some selected school related variables.

5. To study the association between performance of students in written English and some school related variables.

6. To study the association between performance of students in written English and family related variables.
7 To design a training programme and to develop a strategy to improve communicative competence in written English among secondary school learners.

8 To study the impact of communicative approach on the competency based achievement of students.

9 To study the impact of communicative approach on the English language usage ability of students.

19 Hypotheses of the study

To realise the above objectives the following hypotheses were formulated in null form as it is more akin for testing:

1) There exists no significant difference among the different groups of students on the basis of locality management type of school and medium of instruction in their competency based achievement in English (The four independent variables will be considered separately).

2) There exists no significant difference among the different groups of students on the basis of locality management type of school and medium of instruction in their ability to use written English (The four independent variables will be considered separately).

3) There exists no significant association between performance of students in written English and school related variables (All the school related variables will be considered separately).
4) There exists no significant association between performance of students in written English and family related variables (All the family related variables will be considered separately)

5) There exists no significant difference in the competency based achievement of students in written English taught through either the traditional method or the communicative approach,

6) There exists no significant difference in the students' ability to use written English taught through either the traditional method or the communicative approach

1.10 Variables of the study

The following dependent and independent variables were selected to be included in the investigation

a) Dependent variables

1) Achievement of students in English language based on the competencies in written English was the main dependent variable in this investigation

2) Ability to use written English in day-to-day activities by the secondary school learners was considered as another dependent variable

b) Independent Variables

1) The School related variables The variables such as location management, type of school medium of instruction physical
facilities in the school, strength of the school instructional facilities in the school, procedures of evaluation adopted in the school library facilities in the school, and co-curricular activities conducted in the school were considered to be the independent variables under the school related variables.

2) The Family related variables: Variables such as social status to which the family belongs, educational levels of parents, occupation of parents, income of the family, and size of the family were considered as the family related variables.

1.1.1. Conclusion

In the first chapter, the investigator presented a broad view of the research. The meaning of language and its significance in human life was discussed. The status of English in pre and post independence era and its importance was highlighted. The aims and objectives of English language teaching were listed. Methods and approaches of teaching English at the secondary school level were discussed in detail. Special emphasis was on the communicative approach. The relevance and need for using communicative approach in writing has been focussed. Finally, the objectives, variables, and hypotheses of the investigation were identified.