Chapter 2

Review of Related Literature
2.0 Introduction

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2.2 Review of Related Research Studies
This chapter aims at providing a bird's eye view of the related works with the study in hand. An attempt has been made here to review the researches that have already been done in India and abroad. The points emerging from review of the related literature have also been objectively discussed. This chapter also describes the theoretical aspects and related literature connected with the study.

According to C.V. Good (1959), a survey of related literature is necessary for proper planning, execution and developing right concepts of the problem and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for interpretative purpose.

J.W. Best (1966) believes that a summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested.

Thus review of related literature provides conceptual framework of reference for the contemplated research and suggests methods, procedures, and sources of data and statistical techniques appropriate for the solutions of the problem. The researcher will be able to formulate the hypotheses on the basis of review of related literature which presents the rationale for the study.

In the present study, the researcher has made use of related books, periodicals, abstracts, encyclopedias, dissertations, handbooks, year books, etc.
and journals in order to understand the problem and prepare the research design. The literature related to the various components of the present problem involved in the experiment i.e., linguistic competence, Communicative Competence, oral competence, written English traditional methods, Communication approach to language teaching have been extensively surveyed.

The review of literature has been divided into the following categories:

1. Review of Related Theoretical Literature
2. Review of Related Research Studies

2.1 Review of Related Theoretical Literature

By early nineteen eighties, a change in the second language pedagogy gave birth to the Communicative Approach, which was revolution against the traditional approaches in the same way that Democracy was a revolution against Monarchy. It aims at developing the learners' Communicative Competence. In other words, it is mainly concerned with developing the communicative ability in language learners. Howatt (1984) indicates that the original motivation for developing a communicative approach was remedial: an attempt to overcome the inadequacies of existing structural syllabi, materials, and methods. However, the recent approach is organized on the basis of communicative functions. It does not ignore the role of grammar in the process of language teaching but questions the usefulness of grammatical rules without their application to real-life situations.
2.1.1 Communicative Language Teaching

It is generally true that the current state of English language teaching in India is by and large unrelated to the essentials of a second language teaching situation. Our teaching efforts are not generally aimed at teaching the use of English. The inadequate syllabi, unsuitable textbooks and unimaginative teaching methods are some of the major factors responsible for the deterioration in the learning situation.

In our universities it is often the syllabus that tells the textbook writers and the teachers what should be taught and when. It goes without saying that the content of the syllabus should be selected on scientific principles and should be well-organized too, so as to serve the purpose it is intended for.

Brean (1984) thinks that the syllabus is a plan of what is to be achieved – a statement of desired terminal behaviour. It has also been argued that a syllabus should evolve in consultation with students. Many people feel that both content and method should be taken into consideration. It would be advisable in any case that a syllabus should include a communicative methodological component also. Many scholars have emphasized that more language use-oriented categories for syllabus design would encourage more effective teaching. It should be stressed that real use of language, especially social uses, are the new priority. However when communicative approach is introduced, teachers may encounter some initial student reservations.
There are a number of ESL/EFL models available now. Munby's (1978) model operates within a communicative and sociological framework. Munby's model is driven solely by the participant (student) whose precise needs are fed into what he calls a communicative type and while some of them are familiar, others are very different from what are normally called needs. Purposes, setting, and level are asked in any needs assessment, but the new elements here are things like the lively role that the student will eventually be playing (e.g., the social interaction he may have to participate in in addition to whatever professional purpose he will be using English for) the mode of communication most likely to be used (written or spoken etc.) The dialect that he should become familiar with, the communicative event most likely to take place (that is, the acts or functions he will most likely perform) and the communicative key (e.g., polite firm etc.) in which his interactions will probably take place. Munby produces a profile of the communicative needs of the student. But these needs have not yet been translated into linguistic realizations, and this calls for three more steps. The first is the language-skills selection which shows the functional/notional skills needed by the student. The second is the meaning processor which brings in socio-semantic processing for example, the student understands the illocutionary force of utterances. The third is the linguistic encoding of the optimal notions from the skill selection. In simple terms that means that if one wishes to use the phone in someone's office s/he could possibly find 30 ways to ask their permission. Clearly this number must be pruned down to a manageable number for teaching purposes. Although this
model is not complete-Munby does not go into teaching methodology testing evaluation etc it does serve to show how the design of a communicative curriculum raises points previously unmentioned in the design of ESL/EFL courses

Munby's model for specifying Communicative Competence (1978)

<table>
<thead>
<tr>
<th>Participant</th>
<th>Purposive domain setting</th>
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<tbody>
<tr>
<td>Communication processor</td>
<td>Target level interaction</td>
</tr>
<tr>
<td>Profile of needs</td>
<td>Instrumentality</td>
</tr>
<tr>
<td></td>
<td>dialect</td>
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<td></td>
<td>Communicative event</td>
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<tr>
<td>Languages skills selector</td>
<td>Communicative key</td>
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<tr>
<td></td>
<td>Meaning processor</td>
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<td></td>
<td>Linguistic encoder</td>
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Communicative Competence specification

At the same time it should be our endeavour to study the feasibility of making available to the teachers the curriculum guide and teaching-guide. It goes without saying that a careful study of the errors committed by the students and the knowledge, skills and attitudes that will be required of them in various social situations in which they may find themselves later and also job analysis studies with the same end in view may pave the way for preparation of the syllabus on sound principles

Some of the important notions to be borne in mind while judging the merit of any syllabus are

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i) The syllabus should not be too bookish

ii) It should provide variety as the needs, interests, and capacities for learning of the individual students differ

iii) It should be related to the community life

iv) It should train the students not only for work but also for leisure

v) It should be flexible enough for the class teacher to plan his work according to the situation one has to face

vi) It should be related to the quality of teachers, facilities available and the needs of the students bearing in mind their socio-economic background

The approach to the teaching of English language which aims at developing Communicative Competence enables the learner to express notions and functions in English. This approach is being discussed and adopted on a large scale now since what people want to do through languages is, in many ways, more important than mastery of the languages as an unapplied system (Wilkins, 1976)

The UGC Study Group had also highlighted the need to replace the existing English courses by a course in language skills. The group has suggested that at the degree level teaching should equip students with communication skills necessary to cope with the predictable situations they are likely to encounter. The focus of English teaching at the undergraduate level now, therefore, should be on the teaching of language rather than literature. The scales have often been heavily tilted in favour of literature.
However, it has been argued, not unjustifiably, that literature is useful
even in language learning narrative and drama give contexts in which everyday
language is shown in operation. Although this task can be performed by a
communicational course as well in the context of language teaching the
literacy texts are now being increasingly used, keeping the language scheme in
the foreground. A Language Through Literature course designed at the Central
Institute of English & Foreign Languages, Hyderabad, is an example. The
course designers do not wish to introduce the students to literary landmarks but
to expose them to the living language as it exists today. It may be advisable to
prescribe simple and interesting pieces from Indo-English literature. The
students may find them a great deal more readable both thematically and
linguistically. Both language controls and cultural controls should be exercised.

Several courses designed after 1975 are generally functional
communicational or notional. English by Radio and TV courses attempt to teach
English through dramatized stories, anecdotes, conversations and the like. The
basic objective of these media courses is to expose the learners to acceptable
models of English being used in different situations. A language laboratory can
be effectively used for listening comprehension, reading, testing and
evaluation. The computer also opens up possibilities for language teaching
though computer-assisted instructions in ELT are still in its infancy and vast
potential remains untapped.
The University of Bombay has considerably devalued the learning of English but had the good sense at least to introduce a communication skill paper for the First year B.A.

The university is in favour of such elementary but useful skills as comprehension, letter writing, answering a phone call or disagreeing with some one courteously. Though a number of books have been recommended the teacher has the freedom to choose any one to be taught in class. The question papers in the examinations do not carry any question from these books as the proficiency in language is tested and not the capacity to paraphrase or memorize.

The Bangalore Project, also known as Communication Teaching Project, is expected to serve as an empirical test of the hypothesis that English can be learnt without explicit teaching through concentration on language using tasks. Many experts now realize that the structural approach as a means of English teaching has been ineffective as the approach has failed to encourage the learners to use what they are supposed to.

Hymes has aptly remarked that the rules of grammar will be useless without the rules of use. Widdowson wants language teaching to move away from an emphasis on sentences in isolation to the use of sentences in combinations. It may be particularly useful if from a very early stage one writes down phrases rather than words and in contexts rather than isolated (Roussel 1983).
The experiments carried out at Loyola College, Madras produced an experimental paradigm which could serve as a framework for second language teaching learning. The Loyola experiment tried to shift the focus to tasks promoting the actual involvement and engagement of the learners in the process of learning and performing in the language – the experience of learning through involvement of the student and the teacher (Xavier 1988).

Many claim that in recent years language teaching has more or less come to mean teaching people to communicate. The communicational approach is a situation based teaching (Prabhu 1981) remarks. What we are saying is not English for communication but English through communications. The learners react to communicational situations and are provoked to use English for effective communication. The teachers are supposed to develop an atmosphere where the learners really use the language. What is important here is the acquisition of Communicative Competence acquired through constant use rather than linguistic competence acquired through conscious learning. In fact, the communicative approach requires the integration of linguistic skills and communicative abilities.

Wilkins's (1976) theory of notional syllabus takes the communicational facts of language into account from the beginning without losing sight of the grammatical and situational factors. At least four modes of communication are well recognised: gestures, speech, writing, and graphics. Communication among human beings in any social situation resorts to all the four modes in different
Johnson has set out five principles which teachers should bear in mind when designing a communicative syllabus:

i) Information transfer

ii) Information gap

iii) Task dependency

iv) Correction of content

v) Jigsaw

Some select specialists have attempted the communicative approach to ESP (English for Special Purposes). Many want ESP to be socialized to meet the speaker's Social communicative needs. Much discussion of communicative teaching assumes that a concern for students' needs is a defining characteristic (Brumfit 1986).

It should be borne in mind, however, that many teachers just couldn't imagine teaching a language without a textbook. They may feel a little awkward and out of place if the book is taken away from them. For the success of English through communication programme or English without textbook approach, resourceful and imaginative teachers with complete command over the language are required. We find it advisable at any rate to think of reorganizing our teaching programmes in such a way that the oral and written communicational aspects of English get more attention and prominence. Undeniably, the study of English is primarily the study of the process of how to
communicate something to somebody with the maximum of clarity and effect that is best suited to a particular situation. It has been argued that syllabus design, materials writing and methodology are separate but related issues through they are often mentioned in the same breath and there is always the danger of confusion. It is necessary to separate syllabus implementation and syllabus design if we have to give serious attention to the development of communicative teaching strategies (Crombie 1989).

It has been remarked that today there are as many schools of thought about syllabus design as there are syllabuses. Generally speaking the syllabus controls the teacher and the taught to a great extent (Nagra G 1989). Nagra is of the view that syllabus becomes even more important when we consider the teaching of English communicatively. Communicative language teaching is a relatively new concept to teachers in this part of the world and a syllabus is necessary to give teachers a sense of direction and security. It is necessary that the learners get the required ethos to think and express their thoughts if the lesson has to move towards communication.

Wilga Rivers (1981) and Littlewood (1981) have both proposed models of teaching activity with regard to communicative teaching. They say that skill-getting or pre-communicative activities can be extended to include pseudo-communicative or quasi-communicative activities. It should be realized, however that the most difficult part of a teaching programme based on
communicative methodology is the smooth change from such activities to fully communicative activities.

Littlewood feels that the communicative activities provide i) whole task practice ii) Motivation iii) Natural learning iv) a context which supports learning. Activities in the classroom under communicative methodology can be divided into skill-getting or pre-communicative and skill-using or communicative (Rivers 1983) Little wood divides communicative activities into i) Functional Communicative Activities and ii) Social interaction Activities.

Communicative Competence particularly when most of it is learned in the classroom may not be very successfully tested with normal procedures of classical test methodology. An atmosphere suggestive of real-life situations may be more useful for the evaluation of such competence. Edelman (1987) is of opinion that interview is the method with the greatest potential for measuring communicative abilities. The teacher should present language in the situation in which it is used and must control the activities that follow allowing the learner to practice in a controlled situation then in more communicative activities and finally in fluency activities (Sterti, 1990)

It should be stressed that language learning is not only producing grammatically well-formed sentences but also to use these sentences to achieve the communicative purpose. Wilkins's notional syllabus takes the "desired communicative capacity as the starting point. There are several models of communicative language teaching available now. Some of the more
important ones are i) Notional-Functional (Wilkins 1973) ii) Discoursal (Widdowson 1979) iii) Functional (Brumfit 1980) and iv) Task-based (Prabhu 1982)

The principles which form a basis for communicative language teaching are realized by i) language activities that involve real communication ii) activities for carrying out meaningful tasks iii) activities meant to engage the learner in meaningful and authentic languages use. Translation as a component of ELT may involve the students in serious consideration of the expressive possibilities of the new language.

Communicative language teaching takes language as communication – the speaker’s ability to use language in socio-linguistic and socio-cultural contexts. Canale and Swain (1980) analyse the communicative language teaching in four different dimensions: Grammatical competence, Sociological competence, Discourse competence, and Strategic competence. A large number of communicative textbooks are available now though they generally contain exercises resembling the ones one finds in the structurally organised textbooks. Even with a functional book a teacher often combines a structural with a communicative approach according to pupils needs and circumstances.

Savignon (1983) and others are in favour of communicative activities. They reject the notion that learners must achieve competence in grammar and vocabulary before taking up communicative activities. Yalden’s (1987) framework encourages an interactive, communicative approach but no barriers
to an overt study of grammar or vocabulary are implied. She notes that grammar can be taught communicatively by being presented in a context.

Gautam and Sachdeva (1989) have presented a five-stage pedagogic exercise on the use of simple past tense to demonstrate how a grammar class at the tertiary level can be exploited for motivating a learner to develop an appreciable level of Communicative Competence in English. One feels that unless a basic competence in handling grammatical structures has been acquired, it is no use trying to give students a communicative syllabus because a communicative syllabus cannot make use of graded structures. Consequently every notion has to cover a variety of grammatical forms which are needed to express a particular meaning. In our country the tradition of teaching grammar, as an independent subject seems firmly lodged in the fabric of the language-teaching process. Therefore any pragmatic pedagogical model designed to develop the learner’s communicational skills should begin from the side of the grammar (Gautam 1988). If one needs to communicate, he has to be able to produce the language in a way that will be understood. If the learner can do this, he knows the language and can communicate at will. Wilga Rivers (1991) observes that saying that we don’t need to teach grammar is like saying that you can have a chicken walking around without bones. Grammar is a framework within which one operates.

It should be noted here that many in India of late have been critical of the communicative approach and the way it is being propagated.
teaching approaches, syllabus designing models of teaching and concepts of learning have been undergoing change so fast that the classroom teacher feels baffled in keeping pace with them. The validity of the new approaches for local situations is not often taken into account. Consequently, often the outcome is not up to the expectation.

Communicative Competence, even in our mother tongue is relative. When faced with problems in communicating the message, native speakers and non-native speakers alike resort to special strategies such as guessing, paraphrasing, gesturing, repeating, etc. It is far better to attempt to communicate meaning than to avoid it. It is in trying to communicate with speakers of the language—native or otherwise (Corder 1978) that acquisition of this competence occurs. Communicative strategies serve as important tools to the learners. The goal behind these strategies is the negotiation of meaning.

The learners resort to the following strategies when faced with some difficulty in conveying the message (Tarone, 1983):

i) Avoidance — topic avoidance and message abandonment

ii) Paraphrase — i.e. approximation — big watch for clock, word-coinage — air ball for balloon, circumlocution

iii) Transfer or foreignizing — literal translation and language switch

iv) Appeal for assistance e.g., How do you call?

v) Mime e.g., sound used in boeing
If the learners take resort to the first strategy and avoid communicating they may not receive any input to help them develop their English; they will not test any hypothesis about the target language and they will not grow in the continuum towards acquiring it. The other four strategies are risk-taking strategies. If learners adopt them they will not only succeed in communicating but will also improve their fluency and ultimately their linguistic skills. The learners should be told to slightly monitor their speech. If they are over-monitored users they may not convey any message at all. Their speech becomes full of false starts and repairs. They must be taught to relax and accept their mistakes as a natural part of language learning (Saiz 1980).

It has also been asserted that it is not easy to make use of this approach in India as the students and teachers work in different social, economic, cultural, and educational conditions. Bhargava (1986) opines. A situation where an average class is sixty to eighty strong where an overwhelming majority of learners are from the economically and culturally weaker or disadvantaged sections of society where there is little or no motivation to learn a foreign language, where the linguistic and Communicative Competence of the average teacher is extremely poor, where library facilities are hopelessly inadequate and where a moribund examination system controls and governs all teaching and learning — a situation of the above description is simply inconceivable for these highbrow theorists.
It has been said that the approach emerged in the European context where the student belongs to a homogeneous cultural background whereas in a heterogeneous situation like the situation in our country the approach perhaps may not be wholly valid in all its details. It has been claimed that the concept of Communicative Competence where the students can negotiate with the teachers is totally alien to Indian culture. Nagraj G (1989) says that the guru was the fountain of wisdom and was not to be questioned. However one feels that of late things have considerably changed.

Howatt (1984) and Paulston (1981) observe that there is little new element in this approach. Widdowson and others have been accused of calculated salesmanship business. To quote Howatt (1984) The Third World has frequently been the victim in the past of the over enthusiastic promotion of packaged methods originally devised for quite different circumstances and there have been instances of the same kind of salesmanship with communicative approaches. Howatt in fact goes to the extent of saying that there is no reason why communicative performance cannot be promoted on the basis of traditional syllabus provided the linguistic material is suitably selected, presented and exercised. Widdowson's contention that a syllabus can be structural it is the teaching methodology which makes it communicative appears interesting and deserves attention here. One should be judicious and selective and not over-enthusiastic while adapting the approach for use in our country though, it is also true, at the same time that the importance of the
approach cannot be overemphasized. A study of language now it should be
realized includes not only the grammatical aspect but also the inter-actional
aspect of using a second/foreign language. The focus must be shifted at least
to some extent from language form to language use and development.

Talking of the approach, David (1989) observes, One has to possess
some linguistic capabilities so that they may be stretched. There is a limit
beyond which these may not be stretchable. It has been noted that an
attractive feature of a communicative approach to language teaching has been
the focus on authenticity. It has been said that the processing of the text which
the learners are asked to carry out corresponds recognizably to the type of
processing which in the real world, real language users would perform.

Once again, even the notion of authenticity is not without its critics. It has been
argued that the language classroom is not the real world and that there are
pedagogic criteria for the selection of texts and activities which may over ride
simplistic notions of authenticity. It is true that many teachers are now aware of
the absurdities of extreme positions on each side. However, a great deal of
focus now is on practice rather than theory. Needless to add to learn a
language and to learn about a language is different things.

2.1.2 Communicative Approach

The goal of communicative approach is to make learners
communicatively competent. Of course this has been the stated goal of many
of the traditional methods, but in the communicative approach the notion of
what it takes to be communicatively competent is much expanded. Communicative Competence involves being able to use the language appropriately in a given social context. To do this, students need knowledge of the linguistic forms, meanings, and functions.

In the communicative approach, the teacher is seen as a facilitator of his students' learning. As such, s/he has many roles to fulfill. S/he is manager of classroom activities. In this role, one of these major responsibilities is to create situations likely to promote communication. During the activities, s/he acts as an advisor, answering students' questions and monitoring their performance. At other times, s/he might be a 'co-communicator,' engaging in the communicative activity along with the students (Littlewood 1981).

Students are above all, communicators. They are actively engaged in negotiating meaning in trying to make themselves understand even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Moreover, the teacher's role is less dominant than in a teacher-centered method. Students are seen as more responsible managers of their own learning. Students use the language a great deal through communicative activities such as games, role-plays, and problem-solving tasks. Activities that are truly communicative, according to Morrow (in Johnson and Morrow 1981), have three features: information gap, choice, and feedback.

Another characteristic of the communicative approach is the use of arithmetic materials. It is considered desirable to give students an opportunity to
develop strategies for understanding language as native speakers actively use it. In the communicative approach, students in small groups carry out activities. That means small numbers of students interact in order to maximize the time allotted to each student for learning to negotiate meaning.

Also, teachers give students an opportunity to express their individuality by having their above ideas and opinions as a regular basis. This helps students to integrate the foreign language with their own personality and to feel emotionally secure with it. Further more, the student's native language has no particular role in the communicative approach. The students learn from these classroom management exchanges and realize that the target language is a vehicle for communication, not just an object to be studied.

Errors of form are tolerated and are seen as a natural outcome of the development of communication skills. Students can have limited linguistic knowledge and still be successful communicators (Freeman 1986).

Littlewood (1981) indicates that in the communicative approach, the meanings that learners need to express became less predictable. The teacher therefore has less chance of equipping them with the specific language items that they will need. Also, learners must draw on a wider range of skills and strategies in order to get new meanings across. There is a gradual increase in the range of communicative functions that are likely to occur. Learners also need to develop greater skills for managing the interaction, e.g. signaling.
disagreement or interrupting without offence. There is increasing opportunity for learners to express their own individuality in discussions.

2.1.3 Grammar translation method vs Communicative approach

For a better understanding of the Communicative Approach the characteristics of the predominantly used Grammar – Translation method and the Communicative Approach are compared.

<table>
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<tr>
<th>Characteristics of Grammar Translation Method</th>
<th>Characteristics of Communicative Approach</th>
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<tbody>
<tr>
<td>1 A fundamental purpose of learning a foreign language is to be able to read its literature. Literary language is superior to spoken language. Students study of the foreign culture is limited to its literature and fine arts.</td>
<td>1 Whenever possible authentic language—language as it is used in a real context—should be introduced.</td>
</tr>
<tr>
<td>2 An important goal is for students to be able to translate each language into the other. If students can translate from one language into another they are considered successful language learners.</td>
<td>2 Being able to figure out the speaker or writer's intention is part of being communicatively competent.</td>
</tr>
<tr>
<td>3 The ability to communicate in the target language is not a goal of foreign language instruction.</td>
<td>3 The target language is a vehicle for classroom communication not just the object of study.</td>
</tr>
<tr>
<td>4 The primary skills to be developed are reading and writing. Little attention is given to speaking and listening.</td>
<td>4 One function can have many different linguistic forms. Since the focus of the course is on real language use a variety of linguistic forms are presented together.</td>
</tr>
<tr>
<td>5 The teacher is the authority in the classroom. It is important that students get the correct answer.</td>
<td>5 Students should work with language at the discourse supra-sentential (above the sentence) level. They must learn about the cohesion and coherence properties of language which bind the sentences together.</td>
</tr>
<tr>
<td>6 It is possible to find native language.</td>
<td>6 Language games are important.</td>
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</table>
7 Learning is facilitated through attention to similarities between the target language and the native language.

8 It is important for students to learn about the form of the target language.

9 Deductive application of an explicit grammar rule is a useful pedagogical technique.

10 Language learning provides good mental exercise.

11 Students should be conscious of the grammatical rules of the target language.

12 Wherever possible verb conjugations and other grammatical paradigms should be committed to memory.

11 The social context of the communicative event is essential in giving meaning to the utterances.

12 Learning to use language forms appropriately is an important part of Communicative Competence.

13 The teacher acts as an advisor during communicative activities.

14 In communicating a speaker has to make a choice not only about what to say but also how to say it.

   The grammar and vocabulary that the students learn follow from the function situational context and the roles of the interlocutors.

   Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.
2 1 4 Communicative Competence – Definitions

Richards (1992) states that because the Grammar – Translation method emphasizes reading rather than the ability to communicate in a language there was a reaction to it in the 19\textsuperscript{th} century and later there was a greater emphasis on the teaching of spoken languages. It is believed that learners who are familiar with the grammar of the second language and have a good sense of vocabulary still fail, or in other words, let themselves down in real conversation.

Hatch (1978) is of the view that if one learns how to converse, one learns how to interact verbally, and out of this verbal interaction syntactic structures are developed. Dornyei and Thurrell (1994) and Bhatia (1993) consider learners’ interaction in the classroom as a key factor in the process of acquiring the second language as well as one that enables learners to solve communication problems that they may encounter in real communicative situations.

This means that the learners’ grammatical competence can be developed through interaction and not vice-versa. However, this does not devalue the importance of grammar but it shows that students will not be able to communicate merely by their mastery of the rules of grammar of the second language, as is the case of the teaching situation. This means the ability to use language or Communicative Competence (CC) which entails linguistic competence, discourse competence, socio-linguistic competence and strategic competence can be acquired through real communication.
The term **Communicative Competence** was coined by Dell Hymes (1972) a socio linguist who was convinced that Chomsky's (1965) notion of competence was limited. In view of Chomsky's (1965) strong claim that competence is to be associated exclusively with knowledge of the rules of grammar, Hymes (1972) proposed a broader notion of competence than that of Communicative Competence. This notion intends to include not only grammatical competence (implicit and explicit knowledge of the rules of grammar) but also context or socio-linguistic competence (knowledge of the rules of language use). He is of the view that there are rules of grammar that would be useless without rules of language use.

Richards (1992) defines Communicative Competence as *The ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences.*

Ellis (1984) indicates that Communicative Competence includes knowledge that speaker-hearer has of what constitutes appropriate as well as correct language behaviour and also of what constitutes effective language behaviour in relation to particular communicative rules.

Little Wood (1981) defines Communicative Competence as *A degree of mastery of a very considerable range of linguistic meaning and appropriacy in language and his/her ability to develop effective strategies for communicating in the second language.*

Savignon (1983) is of the view that Communicative Competence is relative and not absolute and depends on the cooperation of all the participants involved.
Brown (1987) supports Savignon's idea. He says Communicative Competence is a dynamic interpersonal construct that can only be examined by means of the overt performance of two or more individuals in the process of negotiating meaning.

According to Canale and Swain (1980) and later in Canale's (1983) definition, four different components or sub categories make up the construction of Communicative Competence. The first two subcategories reflect the use of the linguistic system itself. Grammatical Competence is that aspect of Communicative Competence that encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology. It is the competence that we associate with mastering the linguistic code of a language or the Linguistic Competence. The second subcategory is Discourse Competence, the complement of grammatical competence in many ways. It is the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. In other words, it focuses on discourse of supra-sentential (above the sentence) level – those properties of language which bind the sentences together such as cohesion and coherence whereas grammatical competence focuses on sentence level grammar.

The last two subcategories define more functional aspects of communication. Socio-linguistic competence, is the knowledge of socio-cultural rules. This type of competence requires an understanding of the social context in which participants use language, the information they share and the functions of the interaction. They are concerned with, register appropriateness (degree of
politeness) and so on. The fourth subcategory is Strategic Competence. They
describe strategic competence as the verbal and nonverbal communication
strategies that may be called into action to compensate breakdown in
communication due to performance variable or due to insufficient competence

Savignon (1983) paraphrases this as the strategies that one uses to
compensate for imperfect knowledge of rules – or limiting factors in their
application such as fatigue, distraction and inattention. In short, it is the
competence underlying our ability to make repairs to cope with imperfect
knowledge, and to sustain communication through paraphrase, circumlocution,
repetition etc.

The components of Communicative Competence can be illustrated as
follows:

1. Grammatical competence
   - Linguistic competence

2. Discourse competence

3. Socio-linguistic competence
   - Functional competence

4. Strategic competence

Though communication approaches came as a reaction against the
traditional methods and sought to improve learners Communicative
Competence. It can be noted that more and more materials in modern course books are designed to develop linguistic competence in the learners. On the other hand, strategic competence, which is regarded as the most important element in communication, is utterly neglected. Therefore learners' communicative competence cannot be improved merely by developing some of its components (i.e., grammatical competence and discourse competence) which represents the linguistic system. Thus, activating strategic competence is a crucial importance to foreign language learners. Researchers in this field indicate that lack of strategic competence may account for situations when students get struck and are unable to carry out their communicative event.

Nunan (1987) says while a great deal has been written on the theory and practice of communicative language teaching there have been comparatively few studies of actual communicative language practice.

Thus, the Communicative Approach can be represented as follows.
Communicative Approach at a glance

THE COMMUNICATIVE APPROACH

COMMUNICATIVE COMPETENCE

- Grammatical Competence
  - The Language Code
    - Grammar Rules
      - Vocabulary
      - Pronunciation
      - Spelling
  - Linguistic Competence
- Discourse Competence
  - Rules of Discourse
  - Cohesion and Coherence
- Sociolinguistic Competence
  - Style and Register
    - Degree of Politeness
  - Paraphrase
    - Circumlocution
    - Approximation
    - Word Coinage
  - Functional Competence
- Strategic Competence
  - Verbal
  - Nonverbal
    - Mime
    - Gestures
Writing at the simplest level could mean the physical activity perhaps involving the tracing or copying of a written draft. Writing at a later stage could perhaps entail the teaching of basic mechanics and grammar. Here writer could also be used as a means to answer questions on comprehension of a text. At the most advanced level writing would involve composing, i.e., structuring words and phrases into meaningful sentences. Bracy (1971) (quoted in Raimes, 1976) distinguishes between writing and composition on the basis of freedom allowed in these activities. According to Bracy controlled composition tasks are writing tasks where in sentence level exercises are used to give practice in grammatical structures and usage. Conversely composition entails a productive generating of sentences.

Fowler (1985) in an interesting comment on the skills of reading and writing describes reading as the transferring of symbol into thought and writing as the transferring of thought into symbol.

Widdowson (1979) describes writing as the use of visual medium to manifest the graphological and grammatical system of the language. To put it differently, this would mean the production of sentences as instances of usage. This has been equated with imposing in one sense of the term (= writing as usage) whereas writing to persuade, to make the discourse effective (= writing as use) is different from composing (writing as usage) because it is more of a receptive activity involving the writer's own interpretation of what has preceded and to their assessment of how their writing will be received by the reader.
216 Writing - Performance Hypothesis

According to this hypothesis if second language acquisition and the development of writing occur in the same way then it can be said that writing ability is not 'learned' but acquired via extensive reading in which the focus of the reader is self-motivated and is being done with genuine interest and for pleasure. As speech is the result of 'Comprehensible Input' (i.e. when the input is one stage above the current level of competence) similarly writing is the result of reading. Here it is assumed that all the grammatical structures and discover rules will automatically appear (especially when reader is open and his or her Affective Filter' is low (Krashen 1985). Thus the hypothesis claims that competence in writing is achieved best through reading preferably for pleasurable purposes.

In so far as the performance is concerned the researchers claim practice in writing helps better performance (as it helps discover an efficient composing process and develop good strategies). This is in contrast to the assumption that writing practice and instruction will not help the writer actually acquire the code as this happens only through gaining of competence via comprehensible input. In the same context commenting on the role of instruction Smith (1983) suggests that instruction teaches those aspects of writing that cannot be obtained from reading for e.g. knowledge of technical details which a text cannot offer.
2.17 Writing – Learning Hypothesis

In addition to processes like discovering and meaning-making, writing has also been considered synonymous with the process of learning. For example, (1990) feels that through writing one learns by way of self-expression, thought-processes, and improvement of writing itself. When writing is taught as a process of discovery, it implies that revision becomes the main focus of the course and that the teacher helps the students to develop their personal voice through writing.

2.18 Writing – Discovery Hypothesis

While reacting to the traditional view of composing process as linear and systematic and other features of the traditional paradigm in writing such as first, it is almost impossible to teach writing as it was regarded as a mysterious creative activity that cannot be categorized or analyzed. Second, competent writers know what they are going to say before they begin to write. Third, as a result of its linearity the composing process proceeds systematically from pre-writing to writing to rewriting and finally the assumption that teaching editing is teaching writing.

Hairston (1982) emphasizes the idea that writing is an act of discovery. This implies that both skilled and unskilled writers who enter into the process of discovery, have only a partial notion of what they want to say and that their ideas develop only in the process of writing. Further, they develop their ideas intuitively and not methodically.
Consequently, writing as discovery is not a process which is smooth and linear but it is messy, convoluted and uneven. Writers write, plan, revise, anticipate and review throughout the writing process, moving back and forth among the different operations involved in writing without any apparent plan.

2.2 Review of Related Research Studies

Not much research seems to have been done in Language Teaching in India using the communicative approach which is gaining popularity on account of its effectiveness. The researcher came across a few doctoral theses by a few scholars who had used communicative approach in English Language Teaching which are presented below in chronological order.

Savignon (1972) is one of the pioneers in the field of Communication Strategies Training. She seems to have realized that the mastery of the mechanics of a language did not ensure the ability to use the language for communication. She also observed that the traditional teaching practice did not help or lead to authentic communication. Therefore, she started to think of the possibility of creating authenticity in second language teaching in the classroom. That means producing some materials for teaching verbal exchange based on real-life situations. She was concerned mainly with the skills that are needed to get one’s meaning across, to do things in the second language, to say what one really wants to say. She conducted an experiment in which she studied the communicative skills and grammar skills of three groups of college students enrolled in an introductory audio-lingual French course in the United
All three groups received the same number of hours of instruction in the standard (formal and grammatical) programme, but one group had an additional class-hour per week devoted to communicative tasks (where the emphasis was mainly on getting one's meaning across). The second group got an additional hour to a "culture lab" programme and the third spent an additional hour in a language laboratory programme. We will refer to these groups as the Communicative Competence (CC) group, the culture group, and the grammatical competence group.

She found that although there was no significant difference among groups on tests of grammatical competence, the CC group second significantly higher than the other two groups on four communicative tests she developed. Savignon's finding was that students who had received training in communicative skills felt better prepared to use their limited knowledge of French to (its best) advantage. Freed from an overt concern with linguistic accuracy, they were able to communicate in French where as the other control groups were not.

Rachel, Lalita, Eapen (1979) in her study titled *Towards designing a course in functional writing for degree classes* investigated the different approaches, methods, and classroom techniques used in composition classes in degree classes (graduates) in South India. The effort was to find a practical answer to the question of what might be an efficient approach to the teaching of composition, so that writing becomes a meaningful, relevant and interesting process to the student. The specific functions of (i) writing as against those of
speaking and (ii) functional writing as against those of creative writing are examined in the context of second language learning Writing is examined as an instrument of intellectual growth and the development of thinking process The different approaches to writing courses examined were i) The linguistic - based or synthetic approach and ii) The semantic-based or analytic approach The application of these approaches in terms of syllabus and materials were considered after which an eclectic approach was evolved Some possible approaches to writing course were examined under the sub-titles of a) The linguistic-based or synthetic syllabus and b) The semantic / meaning-based or analytic syllabus The application of these approaches in terms of syllabus and materials were examined An attempt was made to define the terms rhetoric and 'communication' a necessity in the face of (i) differing definitions and (ii) because both terms are necessary for the approach chosen for devising materials

The communicative categories of the Notional syllabus for the ordering of the writing units was used since it was appropriate and natural for functional writing and easier to evaluate whether such an approach would offer effective and suitable materials to the learner It was concluded that the approach presented and developed in the materials produced an improvement in communication Not only were students made aware of linguistic forms to express communicative categories, they also learnt to distinguish between polite and not-so polite styles, between formal and informal modes which were not known by several of the students In addition the students seemed to be
more aware of what communication entailed in terms of audience. This was in other words, definite consideration given to the recipient or reader as writing took place. The students were interested in achieving functional writing accurately; they seemed to realise the purpose of writing in their academic and professional lives.

Mohanraja, S (1980) in his study Teaching and testing of the writing skills at the undergraduate level briefly reviewed the ELT situation as it exists in India today, the need to continue the teaching of writing at the tertiary level was established. An examination of Mysore University curriculum led to the finding that writing as a skill is not imparted to the students at the undergraduate level. However while answering the examinations the principal skill in which the students are tested is writing. Hence we need to teach writing, in a more systematic way. In order to teach writing there is a need for special kinds of material. The materials which were used in the past thirty years were inadequate. New materials have been developed since 1975 onwards. These materials set tasks closer to life situations and motivate the learners to write. Besides teaching writing he recognised the need to evolve methods for assessing writing objectively. The present system employed tends to be largely subjective and impressionistic. An inventory of criteria which analyse the writing tasks into their components and which help us to evaluate each component separately becomes a necessary tool (for evaluating essays and other pieces of writing).
The tools recommended for evaluating writing have been in the form of grids. These grids help us to analyse the writing into its components and assess each component separately, or promote an analytical type of marking. The main feature of the grid developed is that it can evaluate grammar and style at the same time. The grid has six vertical columns, each column representing a component of the writing skill. They are:

a) grammaticality
b) appropriateness / acceptability
c) logical - organization
d) punctuation and spelling
e) consistency in style
f) creativity - use of idioms and phrases

A brief note on the methods of using this grid has been suggested. This grid is recommended for the actual use in the classroom.

In connection with the research, a fieldwork was conducted which revealed several of the drawbacks in the system of language teaching practiced at Mysore University. In order to overcome most of these drawbacks, teacher-training or teacher-preparation was envisaged as a possible solution.

Saraswathi V (1981) in her thesis 'Towards communicative design in EOP' A study in applied linguistics confined her study to the needs of B A / B Com/ B Sc students of Madras University. She had not only presented an approach course design in EOP for learners at the tertiary level in Tamil Nadu but also developed EOP material different from the existing material in the text on business English. She concludes that the design and approach would yield good results, since classroom experiences suggest that learners enjoy being treated as thinkers and problem solvers.
Singh, V.D. (1983) conducted a study of the linguistic and communication abilities of high school teachers of English in relation to their classroom functions. The sample (N=60) consisted of trained graduate teachers (TGTs) and post graduate teachers (PGTs) teaching high school classes in 15 Central schools located in the states of Rajasthan, Uttar Pradesh, and Delhi. Five specific research questions were addressed:

1. Is the speaking ability of the subjects adequate for teaching ESC at the secondary and higher levels of school education?

2. Is the subjects' writing ability adequate?

3. Do the subjects possess grammatical and stylistic competence to identify and correct errors in student writing?

4. Do the subjects possess synthetic control and fluency to be able to put ideas in complex sentences economically and effectively where necessary?

5. Is there a significant difference between the subjects' speaking ability and their writing ability?

To find answers to these questions, text measures were developed for the Test of Speaking Ability (TSA); samples of classroom teaching were audio-recorded. For the Test of Writing Ability (TWA), the subjects had to write a model composition for high school pupils. In the Test of Sensitivity to Pupil-Errors (TSE), the subjects had to identify and correct as a protocol errors
relating the grammar, usage, idiom, and style, and in the Test of Sentence Complexity (TSC) they had to write sets of short sentences to produce complex sentences. All the form tests were related to an ESL teacher's classroom functions.

The TSA and the TWS were criterion – governed tests of performance. The measurement of the speaking ability and the writing ability was done within the framework of communicative testing. Measurement instruments called rating grids were devised for the TSA and the TWA. The instruments consist of rating grids with analytical scales and were employed by trained judges to rate the oral and the written protocols. The rating grids distinguish levels of performance and the basic distinction is between levels of adequacy and inadequacy for which a cutting score was determined. The performance on the other two tests is scored and discrete point lines of scoring. Linguistic ability, which implies grammatical, phonological, and lexical accuracy, is considered to be of paramount importance to the non-native speaker ESL teacher, and crucial to communication ability. Accordingly, it occupies the central place in the evaluation of the subjects' perform

The research entailed both quantitative & qualitative methods. The analysis & evaluation of the data leads to the under mentioned findings:

1. The speaking ability of the three-fourths of the subjects is adequate though it is deficient in accuracy.

2. The writing ability of most of the subjects is not adequate.
3 The subjects possess grammatical competence to correct pupil errors but not stylistic competence to the same extent.

4 In error-correction they apply the norms of sentences level accuracy and are oblivious to discourse and contextual constraints. Errors for them mean grammatical errors not errors of idiom and style.

5 The subjects generally possess adequate syntactic control & fluency.

6 There is a significant difference between the subjects speaking ability and their writing ability. Their operating ability is better than their writing ability. In sum, the overall performance of the subjects displayed their deficiency in linguistic accuracy.

A questionnaire was also used to elicit views and information. The answers among other things reveal that most of the subjects favour a formal teaching of grammar and they insist that their pupils always speak and write grammatically correct English. Most of them felt that the practice & experience of teaching had improved their own English.

Few other findings need a mention.

1 The performance of the M A's in English (N=39) was consistently superior to the performance of the non-M A's in English (N=21).

The performance of the subjects varied from measure to measure. The findings of the research are generalizable to the population of 900 on 20 TGTs teaching in 450 Central Schools, from whom the sample was drawn.
Soumin, P. (1984) designed a course based on communicative approach to English Language teaching in regional medium high schools. The course was designed for regional medium class IX and X students using Science as the content. The parallel group experimental design was employed. The sample consisted of high school students. English proficiency test I II science pre-test post-test questionnaires were used for the study.

In the case of science pre and post-test gain scores of the experimental group demonstrated a significant improvement due to communicative approach. The educational implications of the study are: (i) English Language Teaching through the Communicative Approach will give the students some capacity both for receptive and productive knowledge (iv) Activity oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communication skills.

Gotelibebe, Margo (1985) studied the role of Communicative Competence in the first and second language achievement as demonstrated in the measure of essential communication and concept achievement. The purpose of the study was to examine the communicative and the academic proficiencies of first and second language learners with the intent of improving current student assessment practices. The sample consisted of 304 intermediate grade level students in the third target school district in Illinois.

The data were analyzed by grade and across grades specific situation procedures namely – analysis of variance, PPM correlation were used. The
findings indicate that development of entry and exit criteria for educational programmes should rest on both theoretical research and classroom practice.

Jallaluddin K (1985) A study of the course book communication skills in English introduced by Osmania University for first year degree students examined different types of approaches in comparison with communicative approach he concluded that communicative approach in English Language Teaching was more effective than the existing methods of approach to language teaching. Further he explained that effectiveness of communicative proficiency test which would focus on Content Validity and Face Validity and also test the integrated skills among the students.

Navaneeta, M Krishna Bose (1985) in her thesis Language Learning in structural and communicational classes at primary level used communicative approach along with structural approach in English Language Teaching at Primary level. Her research work showed that the communicative approach would also be used at primary level basing on structures of English Language. This was in contrast to the generally held opinion that the communicative approach can be adopted only after a certain level of language skills has been attained.

Dabhi / Sinon Mathanos (1986) Developing a need based curriculum for students resuming general English at degree level described historical background of English Language Teaching. He also discussed nature of second language learning and instruction. He concluded that all approaches
discussed by him emphasized the need to gain mastery and command over the second language though the means to this common goal were differently charted out and testing had been affected by these themes in terms of concept and design.

Sharma V B B in his Ph D thesis Designing a course in written English for the high school stage A communicative approach explained various methods of curriculum constructions of Taylor Taba etc and also explained was influenced by the other three language skills how the writing skill ciling a number of experiments done by English Language Teachers of Foreign Universities He prepared a syllabus for high school students based on communicative approach and experimented taking a limited portion of class IX students and found out that the communicative approach certainly developed interest and enthusiasm among the students learning English as foreign/third language He also explained that it was necessary to give instructional material to the English language teachers.

Deepa Reddy (1986) studied the role of teacher in the teaching and writing at the college level Since college students are generally found lacking in the ability to learn on their own i.e they were too dependent on teacher- made notes and guide books to pass in the examinations it led one to enquire how the teacher would help students learn for themselves As a teacher of general English she found that writing could be used as one of the means of making students independent learners However she also opines that very few lecturers really understood the nature of writing and how it should be taught at the college level So the aims of her study were
(a) To present the salient features of the traditional way of teaching composition and the new way being suggested by modern researchers.

(b) To find out by means of a questionnaire, how well informed lecturers are about the new insights that research in writing has provided us with in the last two decades.

(c) To clarify issues at a theoretical level so that teachers could understand their role better in the teaching of writing at the college level.

Health, Inez Avalos (1987) studied and investigated the relationship between Creativity and Communicative Competence strategies among bilinguals and bidialectal adolescents. The purpose of the study was to investigate creativity in relation to adaptivals. Adaptivals are defined as native language and cultural limits by speakers of English as an L2 or dialect in developing Communicative Competence in the target language.

The results are: (i) If oral language is used effectively in teaching writing, it can serve in the capacity of clarifying and checking language in the process of developing the written product. A significant relationship was found between scores on oral and written tasks. (ii) Acquisition of a second language correlates significantly with creative development.

Gupta R L (1988) conducted an experimental study to find out the efficacy of language laboratory exposure in developing languages proficiency and Communicative Competence of tribal learners of English. The study was delimited to listening and speaking skills of VIII, IX and X classes tribal learners.
The experimental pre-test, post-test equal design was used for the study. A standardized test for listening comprehensive and another test developed by the researcher were used. It was found that language laboratory exposure developed language proficiency of the tribal learners of English.

The Communicative Competence in English developed through language laboratory exposure is more than that developed through audio-lingual method (without laboratory exposure). It was also concluded that language proficiency in English helped develop the Communicative Competence of tribal learners of English.

Buch, Amita (1989) observed that some learners manage to participate in the Target language (TL) communication situations whereas the majority fail though they have more or less the same socio-economic educational and linguistic background and almost the same linguistic repertoire. Therefore she conducted a study to develop the ability of using Communication Strategies (CSs) in learners who were inhibited from using CSs (and thus fail to participate in TL communicative situations). In her study she prepared a set of activities on the assumption that in performing those activities learners would resort to various CSs. However in order to find out whether the proposed activities are teachable in the class room situation and whether they contribute to the development of use of CS a 14-day pilot teaching programme was carried out at Gujarat Land Society Institute of English (GLSIE) Ahmedabad.

The learners chosen for the pilot programme were seven learners from the senior batch of GLSIE. Those learners came from more or less the same
socio-economic background. The learners were informed about the purpose of the pilot programme and the kind of activities they were going to be involved in.

The use of CSs was not taught explicitly or separately. It was encouraged and induced by allowing learners to use CSs by the teacher using CSs in her own conversation and by demonstrating the use of CSs when learners fell short of TL expression.

The use of mother tongue (MT) was not only allowed but also encouraged in the initial stages. The teacher also used MT in the beginning and gradually switched over completely to the TL and also the learners were asked to interact only in the TL in the later stages.

These activities were also observed by one more observer who was a senior researcher in the area of English language teaching. The researcher came to the conclusion that the outcome of the pilot programme was successful. That means the use of CSs enabled the learners to express themselves better. Moreover, it increased the learner's participation in the classroom activities which enhanced TL interaction. Besides, the task and activities (used in the pilot programme) interested the learners and they could involve learners in target language interaction. A positive change with regard to learners' language behaviour was also noticed towards the end of the programme. That means strategy training helps the learners to participate in TL communicative situation effectively.

P Bhaskar Nair, (1991) studied writing in a second language a pedagogic perspective on the interactive processes in language structuring and
composition. This study sets out with the assumption that the nature of writing in a second or foreign language and the problems related to its teaching and learning can be fully understood only if it is studied in relation to second language acquisition of which writing is only a part. According to him the basic question regarding the reason for the failure of a second or foreign language learner in a classroom to master the use of the target code still remains unanswered and continues to haunt the teacher who is struggling to produce learning outcomes inside the classroom. The present study attributes the failure of second language instructional programmes to the absence of a proper philosophical or theoretical basis. The existing theories seem to be inadequate and fragmentary in nature because they do not take into account variables such as the linguistic environment, learner characteristics and learning processes, which are of vital importance to a theory of language learning. This study perceives intricate relationships existing among culture, cognition and language on the one hand, and between thought and language on the other. Accordingly, language-use arises out of the intricate patterns woven by the interactive among the above mentioned factors into the fabric of human experience. Language has no existence away from these other realities co-existent with it, an adequate theory of language language acquisition and language pedagogy can never be formulated unless it is connected from the ingredients drawn from all these interrelated phenomena.

The researcher has no presumptions about formulating a theory of second language pedagogy as such, but proposes to argue a case for the inclusion of those elements which, in his conviction, should go into the making
of such a theory. With this aim in view, he undertakes an in-depth investigation into the relationships that link culture, cognition, and language each to the others, and also conducts a study of this that binds thought and language together. From such a philosophical basis, this study takes off into a discussion of the social dimensions of language and language-use. It is argued that a society does not teach its language to a new-born or a new-woman in terms of the alphabet, pronunciation, structures, and vocabulary but by showing him how to mean through the use of the meaningful units in that language.

The centrality of the meaningful units, and their use in national language acquisition, as well as in language pedagogy, is the pivotal idea in the thesis of this study. The study is primarily an elucidation of the different aspects of the centrality of meaning and the meaningful units in language acquisition and language pedagogy. The meaningful units are dealt with at length, and a programme of their use in language pedagogy is semantically worked out.

This study concentrates on the skill of writing not in the traditional manner of treating it merely as a productive skill, but as a means for the acquisition of the meaningful use of a second or foreign language. The study argues for an approach that writing in a second language is different from the approach to writing in a native language. While it is pointed out once again that this study does not formulate any theory as such for several language pedagogy in general, or writing instruction in particular, it is intended to serve as a fitting challenge to the existing practice of importing fragmentary theories from acquisition-rich first language environments for use in the acquisition-poor second or foreign language contexts and for writing instruction in such contexts.
Priscilla Sumalini (1993) studied a communicational approach to the teaching of vocabulary at the intermediate level. Her study attempted to focus on semantics, which is a neglected area in our teaching/learning scheme. Linguistic Competence was shown to be a pre-requisite for learning to use a language for effective communication. It also examined in detail the present method of teaching vocabulary in Indian schools and colleges. She proposed a strategy for effective vocabulary teaching in such a way that it is not the target words in isolation that are focused on, but target words as they appear within environment that are syntactically and semantically suitable to receive them are focused upon and picked up as minimal units in communication. She concludes that given an improved awareness about effective learning of vocabulary, the ESL teachers will be able to do better justice to their vocabulary teaching.

Dave, J D (1996) conducted a scientific inquiry into the effectiveness of three different approaches viz. the communicative, the structural and the conventional approaches to English language teaching (ELT) at secondary level. He compared the effectiveness of a) the communicative approach and the structural approach to ELT in terms of students achievement in English b) the communicative approach and the conventional approach to ELT in terms of students achievement in English c) the structural approach and the conventional approach to ELT in terms of students achievement in English. He studied the opinions of the students towards the communicative, the structural and the conventional approaches to ELT with reference to their learning experiences. A total number of 161 students studying in standard IX were
selected as sample. Nine achievement tests and standardized students' opinionnaire were used to collect the data. Data were analysed by calculating mean, SD, t-test and chi-square.

The major finding from the classroom experiment was that the conventional approach was most effective. Further when communicative approach and structural approach were compared, results favoured communicative approach. The students were favourable to both communicative approach and conventional approaches.

T Radhika Rao (1996) studied Developing writing skills in L2 using the L1 abilities in a bilingual. The study was an alternative teaching strategy to develop the another tongue medium learners' L2 - writing abilities. This study was based on the assumption that the nature of writing in a second language and the problems related to its teaching and learning can be understood if it is studied in relation to second language acquisition. The study focused its attention on the relationship existing between L1 and L2 and concentrated its specific attention on the transfer of L1 abilities to L2. The aim of this study is to enable secondary level learners from the mother-tongue medium background to write effectively in English using appropriate cohesive devices and towards this purpose the study makes use of a modified bilingual methodology as the alternative mode of teaching/learning English in a context specific to the one available in India. The study in the process also examines issues related to enabling the learners transfer known skills of writing in L1 to the learning/development of the skill in L2.
The bilingual methodology set out in the study consists of the following stages:

a) **Pre-test** to assess the ability of the learners in the use of cohesive devices in monolingual test items (in Hindi and in English).

b) **Training stage** training the learners to understand and use appropriate cohesive devices in the bilingual tasks and selecting passages containing relevant instances of structural coherence.

c) **Post-test** to assess the learners' performance on the use of cohesive devices with the help of final test.

The results of the study show that learners are able to perform relatively better in their writing skills in English following sustained training sessions, and support the assumption that better performance in L2 can be predicted following a period of training in writing in the L1. The bilingual methodology proposed in the study also supports the contention that the L2 writing skills of a vast number of mother tongue medium learners of the country can be developed with a greater degree of success by harnessing their L1 writing abilities.

**Dr Mrs Anandi Martins and Ms Grace Saldanha (1997)** conducted a research study aimed at identification and Achievability of essential competencies in English Handwriting among the pupils of primary schools of Mangalore Taluk. The study tried to determine the essentials of English handwriting and the achievement levels of the same among the pupils of Mangalore Taluk.
Standard Five of Kannada Medium Schools (ESL Group). They tried to study the
status of English handwriting among the pupils of higher primary schools of
Mangalore Taluk. They identified the essential competencies in English
handwriting for the Std V pupils of higher primary schools of Mangalore Taluk.
They found out the achievability of these essential competencies among the
Std V pupils of higher primary schools of Mangalore Taluk. They also
determined the inter-relationships among the essential competencies in English
handwriting. They prepared guidelines for essential levels of learning in English
handwriting among the Std V pupils of higher primary schools.

In the first stage a survey type of research was undertaken. The
investigators went through the revised essential learning competencies of first
language (Kannada) for Standard One. Since the pupils of Standard Five of
government higher primary schools learn English for the first time as second
language it was felt appropriate to frame the basic sub-competency for English
Writing. It was to copy correctly the letters of English alphabet both Capital
and Small and paragraphs (Sharada and Kappanna 1986). The investigators
prepared a Rating scale for the teachers and for the experts to find out the
present status of learning English handwriting in Primary schools where English
is taught as the second language. The opinions of the teachers and experts
were analysed by using percentages. Content analysis technique of their
responses to the open-ended questions of the rating scale was used. The
sample for this study was about fifty primary teachers and ten experts.
In the second stage the investigators identified the competencies in English handwriting from the opinions of the experts as well as the reference material. The investigators prepared a simple written test for the pupils of Std V. The test included a line and paragraph to be copied by the pupils from the blackboard. The sample for this part of the study consisted of about two hundred and fifty pupils of both genders, belonging to the rural and town areas of Mangalore Taluk. The data has been analysed using frequencies, percentages, and a statistical technique using partial correlation.

The major outcomes of the study were (i) About 70% of the teachers were not sure of the type to follow while teaching the small letters of English handwriting, i.e., whether the print type or the running hand cursive type. (ii) 64% of teachers accepted Legibility, Uniformity, and Aesthetics to be the essential competencies to learn English capital letters, small letters, and paragraphs.

The major conclusion was that since there is a positive significant interrelationship between the components of sub-competencies, it may be interpreted that if legibility is taught, the other components can be gradually achieved as they are interdependent.

Sasikala, R (1999), studied the Oral English Acquisition Effect of communicative tasks and cognitive strategies. She attempted to assess the effect of communicative tasks and cognitive strategies on the oral English acquisition among class XI students.
Objectives of the study (i) To introduce a task-based course material for oral English acquisition. (ii) To identify the variety of cognitive strategies used by higher secondary students while acquiring oral English (iii) To find out the utilization of cognitive strategies in performing communicative tasks and (iv) To find out the effect of communicative tasks and cognitive strategies on oral English acquisition.

Methodology The sample comprised twelve students from XI standard. Data were collected through communicative tasks package and oral English Assessment Scale. The researcher used qualitative as well as quantitative analysis to treat the data.

Major Findings (1) Communicative tasks facilitated oral English acquisition. (2) Group work and pair work tasks enabled students to acquire more English. (3) Role-play tasks helped acquire oral English. (4) Imagery was the most used strategy.

Sushma, Chaturvedi (1999) explored group dynamics through communicative tasks in a secondary classroom based on her experiences in teaching English at the secondary level. One of the techniques that she used was dividing the class into groups and involving the learners in the tasks-based activities. She studied the relationship between the group dynamics and tasks. The belief that learning cannot take place in a vacuum has gained importance in Communicative Language Teaching (CLT). The communicative approach perceives language learning as a process that grows out of the interaction.
between learners, teachers, texts, and activities. It is based on the assumptions that mere exposure to language is not a sufficient condition to language learning/acquisition. Language is learned through communication and in communicative paradigm communication is not only the means but also the end. Group work is an essential feature of CLT. The arguments in favour of it are that it provides opportunities for language practice, improves quality of student talk, individualises instruction, and motivates learners to learn. Besides, it provides the kind of input which generates output and promotes rapid L2 acquisition.

The study emerged out of her own belief that group work and tasks can faster language learning but neither the INSET programmes conducted by CBSE to orient teachers to CLT nor the teachers' handbook gave details regarding the functioning of groups and the influence of tasks on the learners' performance. Therefore she strongly felt that teachers' beliefs and students' beliefs needed to be explored as a first step towards understanding the relationship between the group dynamics and tasks and its influence on opportunities for language-use leading to language learning.

The main hypothesis in her study was that group dynamics and the kind of tasks students work on have a bearing on the quantity and quality of interaction. Implicit in this argument is the belief that different kinds of groups and tasks lend themselves to different kinds of strategies resulting in differential opportunities for communication and negotiation of meaning. It is also believed that interaction provides data to process input and convert it into uptake.
Therefore interaction with negotiation of meaning is expected to create opportunities for language learning. In addition, use of strategies was taken as an effort on the part of the learner to communicate and to seek opportunities for language learning. Further, strategy-use is seen as an essential element of Communicative Competence.

The procedure adopted for conducting the study and analysis of the data was ethnographic. The study was conducted in one class of class IX in a CBSE school where communicative approach had just been introduced and group work was a technique advocated by the CBSE. The study was restricted to six tasks interspersed with other activities that the syllabus demanded and spanned a period of five months. Although the entire class was involved in all the tasks, the data was collected from three identified groups—one homogeneous articulate group, one homogenous not-so-articulate group, and one heterogeneous group. These groups were observed, notes taken and audio recorded. Data thus collected were analysed both quantitatively and qualitatively to arrive at conclusions.

The study revealed that tasks influenced the quantity and quality of interaction more than grouping. The quantum of interaction improved with open-ended authentic tasks. The study has not been able to conclude which task-type create opportunities for learning language most, since the tasks were not only different in terms of information from task goals but also in terms of input provided with the tasks, interest of the learners and authenticity. The tasks were also different in terms of task demands, that is to say that all tasks did not
encourage use of range of linguistic operations leading to language-use. This leads us to conclude that a battery of tasks is required to encourage the use of a range of linguistic operations leading to language-use. It is difficult to say which group facilitates opportunities for language-use and learning as both the homogeneous groups scored high on an open-ended opinion-gathering authentic tasks in terms of quantum and quality of interaction but heterogeneous group performed better in open-ended ranking and decision making task. However the influence of group characteristics is not totally negated. The group characteristics and grouping influenced turn taking and negotiation of meaning and hence the interaction to some extent. Regarding use of strategies, the study revealed that tasks and task-demands influenced strategy-use in listening-speaking tasks. The study also revealed use of strategies for communication more than strategies for rule-formation. Further there seems to be a direct relationship between turns-taken and use of strategies. The findings of the study have implications for materials production, teacher training, learner training and ELT research.

Anup, K. Kumar (2000) evaluated the implementation of the West Bengal functional-communicative syllabus with particular reference to rural schools. Since the introduction of the new approach and the methodology in 1984, it has been put to and comments by some sections of people. In fact, it is a never-ending debate with regard to a model of second language teaching suitable to all learners in West Bengal irrespective of their background upbringing, exposure to English (both at home and in school) classroom.
environment, motivation and other factors. He tried to judge the validity of such comments by taking into account the practice at the grassroot level.

The findings of the study present an astounding picture of the implementation of the system. The Board's sincere endeavour in designing the syllabus and formulating the materials has not been questioned. Most teachers involved in this study are overtly interested in carrying out the Board's objectives. Yet their practice in the classroom does not conform to the basis requirements of the Functional communicative approach. Consequently, students who are instrumentally motivated to learn the language are becoming helpless victims. The main findings of his study is that the implementation of curriculum change has not been effective despite a good syllabus worked out with good intentions based on a rational need-based approach.

Rafik Ali Mohamed Al-Shamiry (2000) undertook a research study about the Yemeni learners' oral Communicative Competence in English at the tertiary level. This study attempted to identify the nature of problems faced by Yemeni students in communicating with competent native speakers of English, especially those speakers who do not share the first language with the learners. He opined that the traditional method of intensive vocabulary and grammar teaching at the tertiary level does not really help students in actual oral communication and in order to make the English teaching in Yemen effective and realistic, the problems of Yemen students needed to be extensively addressed. His study focussed on the nature of problems and reasons for failure of the Yemeni students in oral communication.
In order to investigate the problems faced by students a detailed questionnaire was administered to students and teachers. The questionnaire was supplemented by interviews. The study followed the usual pilot run-main study format. The responses of the teachers and students of English in Yemen at the tertiary level are analyzed in order to validate the hypotheses though they vary in their degree of importance. It emerged from the study that the students lack of communication strategies is the major factor that adversely affected the students' ability to communicate. Yemeni students were not aware of the strategies that could enable them to keep the channel of communication open with their interlocutors.

2.3 Conclusion

This chapter was devoted to make a survey of the available literature related to Communicative Language Teaching. The literature enabled the researcher to get a right perspective of the theoretical framework. An overview of the studies mentioned above by and large reveals that a few studies have been taken up in the field of Communicative Approach to English Language Teaching (ELT). Therefore the investigator realized the need to conduct the present investigation. The review helped in framing the objectives and hypotheses of the study. It helped immensely in choosing the variables of the study. The method of investigation was designed based on the light thrown by related studies.
Savignon (1972), Margo G (1985) Heath (1987) and Gupta R L (1988) worked in the area of communicative competence at different levels. This has helped the investigator to select the idea of developing communicative competence in written English in the given study.


Rachel Lalita Eapen (1979), Navaneetha, M Krishna Bose (1985) Dabhi / Simon Mathenos (1986), Deepa Reddy (1986), Buch Amrita (1989) and Saskala R (1999) have conducted their studies to develop the communicative abilities at different levels. These works have given the investigator an idea about the communicative abilities and communication strategies.

The next chapter will be devoted to describe the methodology adopted in the study.