Chapter

Review of Literature &
Research Methodology
CHAPTER-2

Review of Literature & Research Methodology

Review of Literature:

ELT/ ELL in general is a sensitive area as it has an overall impact on all those who are involved in it, namely, the learners, the teachers, the syllabus framers, the material designers, book publishers, booksellers, researchers and linguists. Wherever English is followed in the curriculum as a second language, the teachers follow any of the approaches and methods of ELT to train their students. CLT is an offshoot of ELT, an approach that has been a trendsetter these days in schools and colleges.

Efforts were taken by the researcher to review earlier literatures or studies based on CLT and to find out if there was any significant study made on CLT in teaching of prose to UG students. A few articles, M.Phil theses and Ph.D dissertations on CLT could be found but in all those, only the theoretical implications of CLT could be seen. Some of them are briefed in this chapter.

Journals

Parvathi Vasudev, a retired professor and Head, Department of English of a Government College, Chennai in her article entitled, What ails English Language Teaching? published in “The Hindu” dated 11 April 2000 first and then in the JELT, vol. xxxiv.No.4 (July-August) 2000 has tried to answer the million - dollar question, “what ails English Language Teaching?”
1. The students from the weaker sections are mainly affected in ELL because the administrators in politics deprive them of proper education in English whereas the students from the affluent classes could make their own arrangements for learning English.

2. Our educationists and teachers are not clear about the specific objectives of teaching English or the methods to be adopted to make English teaching more meaningful and effective.

The writer even finds fault with the term used for Part II English in Madras University that is ‘Foundation Course’. She calls it a misnomer because it neither lays the foundation nor aids in the construction of the superstructure.

Dr. Parvathi Vasudev through her experience has diagnosed the crux of the problem of learning/teaching English. To a larger extent what she opines is true. The same situation that ELT/ELL is teacher-centred and examination-oriented prevails in all colleges.

She cautions the authorities that any instruction that does not take into consideration the imperative needs of the learners, fails to achieve the desired objectives.

Sabiha Aydelott of the State University of New York, Oneonta and John Aydelott of the American University in Cairo have jointly published an article in the JELT Vol.xxiv No.4 July-August 1994, entitled, “Whole Language and its implications for Foreign Language Teaching”.

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Like Dr. Parvathi Vasudev, Sabiha and John also have pointed out the most important difficulty of EFL students in learning English. In their words,

the learners perceive that what is taught in the class is not applicable to rural world situations ... the intergrading of language skills during the learning processes is essential and crucial to the development of proficient language, and the integration should be conducted in a real authentic context”(91-92).

In the same line, Prof. Ranu V. Vanikar and Aarthi R. Majundar in their article entitled, “Materials from within: Learners as Material Designers” published in JELT Vol. Xxxx No.6 November-December 1995, state that there is a wide gap existing between the English taught in classrooms and the English to which they are exposed outside classrooms. There is also a sarcastic remark in the same article about the prose passages prescribed for learners that “they are archaic and that each set of materials provided to the learners serves as a crutch which makes them more and more dependent on the materials”. As the prose passage deals with a given topic, there is hardly any scope for change. Even the type of rhetoric and discourse is controlled. A set of questions is provided at the end of each passage. All the questions seem to be stereotyped with hardly any change in them. The learners have to learn them in a controlled situation.
The writers insist on the point that, the above situation causes interference in their (learner’s) learning and constrain the learning activity.

It is undeniable that mere learning of the alphabet, words, sentences and grammar structures does not alone constitute language learning. A concrete subject matter, say a simple prose lesson is very essential for the learners to concentrate on a particular topic with comprehension for a better expression.

The teacher’s role is very vital in ELL in formal situation. The teacher’s creative spark really ignites the learners creativity in the classroom and that confidence included by the teacher spreads it wings to wherever the learners go and whatever situation (language or communication) they face.

Dr. K.S Joseph of M.S University of Baroda has published an article in JELT vol. xxix No.4 July-August 1994 called Help your pupils build up their vocabulary.

Dr. Joseph’s contention is that words are the blocks with which the edifice of a language is built. To him, every word is the translation of an idea. In the process of communication we need words to be arranged in acceptable sentence patterns. Inadequate vocabulary not only makes our communications imperfect but also holds us back socially professionally and intellectually. That the learners need to have a large treasure of vocabulary from which they can draw at will, as situation demands is the suggestion. Dr. Joseph gives.
Another article on vocabulary acquisition could be traced from JELT Vol.xxxiv No.3 May-June 1999 by S.Vijayalakshmi, a lecturer of English from Vellore Engineering College. The title of her article is Vocabulary Acquisition, at the Tertiary level- An Alternative Approach. She has discussed at length the need for the teaching of vocabulary at the tertiary level. She diagnoses the reason for the learners’ inability to speak or write fluently and correctly that the syllabus is examination- orient and content-based. She says that the teachers blindly follow the syllabus and are only conscious of the impending examinations and preparing their students to face these examinations.

The writer brings in the observation of the CIEFL, Hyderabad which has found fault with the planners of present day college course in English who have failed either to understand the need to concentrate on essentials or where they see the need, to provide for it parity, due to a lack of awareness of what constitutes the essentials.

Prof. Vijayalakshmi’s comments on the selected prose lessons prescribed are worth mentioning here:

The prose selections prescribed for the undergraduate study includes an extract from Cardinal Newman and one from Ruskin, which is complex linguistically, as well as conceptually where the one from Addison is simpler. The essay by Vivekananda is too philosophical to appeal to young minds fresh from school. Topics of
current interests like sports, films, and world affairs should be included after slight modification to suit the demand of a text book (Vocabulary 127).

This article by Prof. Vijayalakshmi analyses the shortcomings in the prescribed prose text but does not say anything on the methods used to teach a prose lesson.


The presenters have categorically enriched their paper with the aims and objectives of teaching of English at colleges, the role of a teacher, the CLT experiment they have conducted in their college for first year B.Com., students and the communicative activities they have practised in the classroom. Ultimately they have confirmed the role of a teacher in a CLT Classroom to be a ‘facilitator’ rather than a usual instructor.

In the same journal the researcher could trace another article by Dr. A.K. PaSiwai of Udaipur, under the title, Teaching English to Tertiary level students (31-33).
Dr. Paliwal has tried to answer some very pertinent questions of one of the B.Ed Students. All five questions with Dr. Paliwal’s answers (abridged) are worth citing here:

i. What is the methodology for teaching English to tertiary level students who have learnt their English as L2 in schools through “grammar method”?

ii. Wouldn’t it be a sheer waste of time, resources and energy of teachers to teach English to them through ‘structural- approach’?

iii. Would the class not scoff at the teacher creating artificial classrooms situations and giving them drills and all that?

iv. Is it possible to erase all the impressions of grammatical rules that have been taught to them by their teachers right from ‘first’ standard?

v. Do these students not speak correct English? Do they lack in communication skills?

Dr. Paliwal is very clear about the feet that the primary purpose of language teaching is communication. According to him, children who have learnt their mother tongue at home in a natural environment are taught ‘about’ the second language in the school where they do not get the same language learning environment as they had for learning their mother tongue. So the teachers would create life-like and meaningful classroom situations through the four fundamental skills, viz, LSRW, plentiful, meaningful, structural / and communicative drills and exercise would help the teachers to establish the prescribed language content in the mind of the learners.
Dr. Paliwal further says:

Teaching English as a second language to tertiary level students is certainly a rather challenging task. In fact it is a stage where they not only need to revise, reinforce and consolidate the language material that has been taught to them but also requires a little more language corps in terms of grammar and communication skills which are crucially important for their further studies. Of course, it is a useless attempt to create a classroom situation for teaching the prescribed structural and lexical items to tertiary level students as they have already had some exposure to the target language, that is, English in our context (32).

Dissertations:

Dr. S. Lakshmi, Reader in English, GRI in her Ph.D thesis entitled, A Critical Evaluation of the Shift of Emphasis in ELT in India since Independence has analysed all the methods and approaches of ELT in India till date. She has widely discussed the aim, procedure, advantages and disadvantages of each method/approach.
Dr. Lakshmi, also the research supervisor of the present study is a CLT practitioner in GRI and she has been motivating the rural students of GRI through her creative language activities and communication games in the class.

In her thesis, Dr. Lakshmi has also studied the syllabus for English followed in school and the teacher’s education in India and has concluded that one of the reasons for failure of ELT methods is the wide disparity between men, material and methods.

Dr. Lakshmi has quoted N.S. Prabhu’s contribution to CLT in her thesis as follows:

This project (CTP) directed by N.S. Prabhu and located at the Regional Institute of English in Bangalore, began in 1979 and is still continuing at three centres in South India. Initial results have been encouraging but some of its characteristics will cause comment if not controversy in particular, the low priority it attaches to social communication. It is in some way a rather austere programme in keeping with the constraints imposed by its location. This has given its strength. If Corder is right in saying that ‘given motivation’, it is inevitable that a human being will learn a second
language, if he is exposed to the data, the eventual outcome of the Bangalore Project should show not only that it can be done, but it can be done with the simplest means but whatever happened, Bangalore Project has set the context for one of the most interesting arguments of the eighties, if not beyond (106).

It is true that the Bangalore / Madras Communicational Teaching Project (CTP) grew out of the dissatisfaction with the ‘Structural’ approach to teaching English. Notional - Functional syllabuses were taken into deep consideration, but Prabhu and his associates believed that the need for change in syllabus content was less pressing than that for change in methodology.

This belief was fuelled by the expectations that linguists’ generalizations about language structure are unlikely to affect whatever generalizations are involved in the learner’s process of grammar construction. Thus the CTP syllabus contains no linguistic specification at all but instead comprises a series of tasks in the form of problem-solving activities.

This unpublished thesis has devoted a few pages to trying out the efficacy of teaching poetry through CLT to undergraduates, but has not made any significant observations on teaching prose through CLT.

The central tenet of the CTP is that in language, form is best learnt when the learners’ attention is focused on meaning.
G. Latha of GRI in her M.Phil thesis entitled, Developing Writing Skills through CLT has brought out an elaborate analysis of CLT with regard to its theory, principles, roles of teachers and learners, materials, and strategies and has discussed at length a writer’s basic tools, namely ‘form.’ and ‘style’, writing as a process namely prewriting, drafting and post-writing, kinds of writing, such as persuasive writing, personal imaginative writing, narrative and dramatic writing, poetry writing with a message, writing for fun, fantasy and science fiction, bizarre and whimsical writing, etc.

The M.Phil scholar has taken up only one of the four skills, namely, writing skill that can be developed through CLT. She has also tried TLT and CLT with Control Group and Experimental Group and found out CLT better in reaching the learners.

Another scholar of GRI, Ms.J.Manonmani has her M.Phil thesis entitled, Listening Comprehension - A Pleasurable Experience: An Experiment, She has focused her attention on the phonological, lexical, syntactic and semantic factors that influence the listening comprehension of L2 learners. According to her, the teacher has to ensure that students acquire the skills required for good communication rather than mere imparting of knowledge. She adds that each and every classroom activity should be designed in such a manner that language learning takes place incidentally and with a lot of enjoyment. To her teaching English through the mother tongue denies the learners’ opportunities to listen to English being spoken in the classroom. In her words,
No teacher wants her/his class to be uninteresting and dull. Given the proper guidance, the teacher can indeed transform the class into an exciting theme park where learning becomes an adventure (75).

Books:

Pitcorder once visited GRI in 1984 to deliver a lecture to the teachers of English. Dr. N. Radhakrishnan of the Faculty of English & Foreign languages, GRI has edited his speech in a booklet named, Teaching English for Communication.

According to Pitcorder,

‘Communicative Pressure’ is the spur to developing the linguistic knowledge. So long as the pressure remains present, the learner will continue to develop his knowledge of this language. If this pressure is removed then the learner will fossilize his knowledge. His knowledge of the language will be fixed and it will cease to grow. (11)

In 1986, C.J. Brumfit and K. Johnson jointly edited a book entitled, The Communicative Approach to Language Teaching in which there is a collection of essays on the theoretical implications of

In a nutshell, this review of literature narrows down to a single point that there is a need for a new approach to ELT, which will shift the focus of attention from the grammatical to the communicative properties of language so as to make the learners confident in communication in any given situation. CLT fills this gap as it focuses on the communicative ability to be developed in learners for a better acquisition of their major subjects, and for effective communication outside.

The present study fills the research gap, as there is a shift from the theory to practice of CLT in arts and science colleges where English is uniformly taught to all undergraduate students of arts and science faculties. Language is very essential for any subject, as its content has to be given linguistic expression. Widdowson and J.P.B.Allen in their article, “Teaching the Communicative Use of English” clearly state this point that “language is used to define, classify, generalize, make hypotheses, draw conclusions and so on” (Communicative Language Teaching, 125).

In the course of the researcher’s search for similar studies through review of earlier literature in this field, she came across many works on CLT but not any significant study on the teaching of prose as a tool for developing communicative competence among the students. Hence, the researcher took up prose as the base for her research and it is definitely a pioneering project. Prose is meant to develop the language skills as well as the comprehension ability of the students. All colleges in Tamilnadu offer courses in English for the undergraduates and hence the researcher
felt that it would be appropriate to conduct her study on teaching of prose through CLT thereby contributing her might.

Research Methodology

The research on the Effectiveness of Teaching Prose through Communicative Language Teaching to the Undergraduates (Part II-English): A Study is an empirical study conducted in five colleges in and around the researcher’s place of work in Dindigul District. Famous in legend and history, Dindigul is an important District in Tamilnadu. It is an important educational centre.

Statement of the Problem:

Effectiveness:

‘Effectiveness’ refers to a greater impact.

Teaching Prose:

In addition to other literary forms like poetry, drama and fiction, prose lessons are taught to undergraduate students in Tamilnadu.

Communicative Language Teaching:

‘Communicative Language Teaching’ refers to a recent teaching trend in teaching of English through communicative activities.

Undergraduates:

‘Undergraduates’ refers to students studying in Arts & Science courses studying for their Bachelor’s degree in those subjects.
Part II English:

In all Arts and Science Colleges in Tamilnadu, English language is taught compulsorily to the undergraduates under Part II Subject or as a Foundation Course.

There are two universities, about ten Arts & Science colleges, two Engineering colleges, three Polytechnics and two ITIs situated in Dindigul District. English language learning takes place in all these institutions. The list of Universities in Dindigul District is given below in Table No. 2.1

Table 2.1
List of Universities in Dindigul District

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Name of the university</th>
<th>Location</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gandhigram Rural Institute (Deemed University)</td>
<td>Gandhigram</td>
<td>Dindigul</td>
</tr>
<tr>
<td>2</td>
<td>Mother Teresa Women’s University (Deemed University)</td>
<td>Kodaikanal</td>
<td>Dindigul</td>
</tr>
</tbody>
</table>
The list of Arts & Science colleges located in Dindigul District is given below in Table 2.2

Table 2.2
List of Arts & Science Colleges in Dindigul District

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the Arts &amp; Science College</th>
<th>Location</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arulmigu Palaniyandavar college of Arts &amp; Science (Men)</td>
<td>Palani</td>
<td>Dindigul</td>
</tr>
<tr>
<td>2</td>
<td>Arulmigu Palaniyandavar college of Arts &amp; Science (Women)</td>
<td>Palani</td>
<td>Dindigul</td>
</tr>
<tr>
<td>3</td>
<td>Govt. Arts college for Women</td>
<td>Nilakottai</td>
<td>Dindigul</td>
</tr>
<tr>
<td>4</td>
<td>G.T.N Arts college</td>
<td>Dindigul</td>
<td>Dindigul</td>
</tr>
<tr>
<td>5</td>
<td>Kodaikanal Christian college</td>
<td>Kodaikanal</td>
<td>Dindigul</td>
</tr>
<tr>
<td>6</td>
<td>Mother Teresa University College</td>
<td>Kodaikanal</td>
<td>Dindigul</td>
</tr>
<tr>
<td>7</td>
<td>M.V.M Govt. Arts College (Women)</td>
<td>Dindigul</td>
<td>Dindigul</td>
</tr>
<tr>
<td>8</td>
<td>Parvathi’s Arts &amp; Science College</td>
<td>Dindigul</td>
<td>Dindigul</td>
</tr>
<tr>
<td>9</td>
<td>Rama Prabha College of Arts &amp; Science</td>
<td>Arasanam patti</td>
<td>Dindigul</td>
</tr>
<tr>
<td>10</td>
<td>Rev. Jacob Memorial College</td>
<td>Ambilikai</td>
<td>Dindigul</td>
</tr>
</tbody>
</table>
The list of Engineering colleges, Polytechnics, and ITIs where English language learning takes place is grouped under Table 2.3.

Table 23

List of Engineering Colleges, Polytechnics and ITIs in Dindigul District

<table>
<thead>
<tr>
<th>SL. No</th>
<th>Name of the Institution</th>
<th>Location</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P.S.N.A College of Engineering &amp; Technology</td>
<td>Muthanampattti</td>
<td>Dindigul</td>
</tr>
<tr>
<td>2</td>
<td>R.V.S College of Engineering &amp; Technology</td>
<td>Kulathur</td>
<td>Dindigul</td>
</tr>
<tr>
<td>3</td>
<td>C.S.I Polytechnic</td>
<td>Oddanchatram</td>
<td>Dindigul</td>
</tr>
<tr>
<td>4</td>
<td>R.V.S Polytechnic</td>
<td>Kulathur</td>
<td>Dindigul</td>
</tr>
<tr>
<td>5</td>
<td>S.B.M.Polytechnic</td>
<td>Dindigul</td>
<td>Dindigul</td>
</tr>
<tr>
<td>6</td>
<td>Govt. ITI</td>
<td>Dindigul</td>
<td>Dindigul</td>
</tr>
<tr>
<td>7</td>
<td>Siva ITI</td>
<td>Dindigul</td>
<td>Dindigul</td>
</tr>
</tbody>
</table>

The researcher proposed to conduct her research in four colleges of Arts & Science and a university located in Dindigul District to narrow down the scope of her study.
The list of colleges chosen for the study is given below in Table 2.4

Table 2.4
List of Arts & Science Colleges for Research

<table>
<thead>
<tr>
<th>SL No</th>
<th>Name Of The College</th>
<th>Location</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G.T.N Arts College</td>
<td>Dindigul</td>
<td>Dindigul</td>
</tr>
<tr>
<td>2</td>
<td>M.V.M Govt. Arts College (W)</td>
<td>Dindigul</td>
<td>Dindigul</td>
</tr>
<tr>
<td>3</td>
<td>M.K.U Evening College</td>
<td>Dindigul</td>
<td>Dindigul</td>
</tr>
<tr>
<td>4</td>
<td>Rama Prabha College</td>
<td>Arasanampatti</td>
<td>Dindigul</td>
</tr>
<tr>
<td>5</td>
<td>The Gandhi gram Rural Institute (Deemed University)</td>
<td>Gandhigram</td>
<td>Dindigul</td>
</tr>
</tbody>
</table>

The above colleges are of different types but the learners are mostly from the rural or semi-urban areas.
The different types of the colleges chosen and the types of learners are given under in Table 2.5

<table>
<thead>
<tr>
<th>SI.No</th>
<th>Name of the College</th>
<th>Type of the College</th>
<th>Type of the Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G.T.N Arts College</td>
<td>Govt, aided; autonomous; co-educational</td>
<td>Rural / semi-urban</td>
</tr>
<tr>
<td>2</td>
<td>M.V.M Govt. Arts College (W)</td>
<td>Govt.; only women</td>
<td>Rural / semi-urban</td>
</tr>
<tr>
<td>3</td>
<td>M.K.U Evening College</td>
<td>Self-financing; co-educational</td>
<td>Rural / semi-urban</td>
</tr>
<tr>
<td>4</td>
<td>Rama Prabha College</td>
<td>Self-financing; co-educational</td>
<td>Rural / semi-urban</td>
</tr>
<tr>
<td>5</td>
<td>The Gandhigram Rural Institute (Deemed University)</td>
<td>Deemed University; co-educational</td>
<td>Rural / semi-urban</td>
</tr>
</tbody>
</table>

Where G.T.N. Arts College is a Government-aided autonomous and co-educational institution, M.V.M. Govt. Arts College as its name goes is a Government college exclusively for women students. M.K.U. Evening College is a long-day dream of the Dindigul Public started for the benefit of the employed people. It is self-financing and co-educational. Rama Prabha College is a newly started self-financing-cum-co-educational College. The Gandhigram Rural Institute is a Deemed University and it is co-educational. In all these institutions students are drawn from rural or semi-urban areas.
Objectives:

1. To provide for instruction and training in such branches of learning as will promote a classless and casteless society;

2. To provide for research and advancement and dissemination of knowledge, and

3. To function as a centre for extension work leading to integrated rural development.

The researcher chose The Gandhigram Rural Institute for her research for various reasons like, the present study is registered here and lots of rural youth are among the students and the researcher felt that the English language learning should percolate into the rural soil which will gradually lead to our nation’s development.
The names of colleges under research are mentioned below under each category in Table 2.9.

TABLE 2.9

Types of Colleges

<table>
<thead>
<tr>
<th>Si No.</th>
<th>Name of the College</th>
<th>Type of the College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G.T.N Arts College</td>
<td>Govt, aided; autonomous; Co-educational</td>
</tr>
<tr>
<td>2</td>
<td>M.K.U Evening College</td>
<td>Sell-financing; Co-educational</td>
</tr>
<tr>
<td>3</td>
<td>M.V.M Govt. Arts College (W)</td>
<td>Govt.; only women</td>
</tr>
<tr>
<td>4</td>
<td>Rama Prabha College</td>
<td>Self-financing; Co-educational</td>
</tr>
<tr>
<td>5</td>
<td>The Gandhigram Rural Institute (Deemed University)</td>
<td>Deemed University; Co-educational</td>
</tr>
</tbody>
</table>
A profile of each college with courses available at the undergraduate level is as follows in table 2.10

### Table 2.10
Courses offered in the Study Area

<table>
<thead>
<tr>
<th>Si. No</th>
<th>Name of the College</th>
<th>Courses offered at the Under Graduate Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>G.T.N Arts College (Autonomous) Dindigul</td>
<td>B.A. English&lt;br&gt;B.A. History&lt;br&gt;B.Com.,&lt;br&gt;B.Sc., Maths&lt;br&gt;B.Sc., Physics&lt;br&gt;B.Sc., Chemistry&lt;br&gt;B.Sc., Zoology</td>
</tr>
<tr>
<td>2</td>
<td>M.K.U Evening College, Dindigul</td>
<td>B.Com., (English Medium)&lt;br&gt;B.B.A. (English Medium)&lt;br&gt;B.Sc., Maths (English Medium)&lt;br&gt;B.Sc., Computer Science (English Medium)</td>
</tr>
<tr>
<td>3</td>
<td>M.V.M Govt. Arts College (W) Dindigul</td>
<td>B.A. Tamil&lt;br&gt;B.A. English&lt;br&gt;B.A. History (English &amp;Tamil Medium)&lt;br&gt;B.A Economics (English and Tamil Medium)&lt;br&gt;B.Sc., Geography&lt;br&gt;B.Sc., Maths (English &amp; Tamil Medium)&lt;br&gt;B.Sc., Physics&lt;br&gt;B.Sc., Chemistry&lt;br&gt;B.Sc., Zoology&lt;br&gt;B.Sc., Computer Science</td>
</tr>
<tr>
<td>4</td>
<td>Rama Prabha College of Arts &amp; Science, Dindigul</td>
<td>B.Sc., Computer Science&lt;br&gt;B.Sc., (I.T)&lt;br&gt;B.Sc., Physics&lt;br&gt;B.Com., (C.A)</td>
</tr>
<tr>
<td>S. No</td>
<td>Name of the College</td>
<td>Courses offered at the Under Graduate Level</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| 5     | Gandhigram Rural Institute (Deemed University) Gandhigram | B.Sc., Maths  
B.Sc., Physics  
B.Sc., Home Science  
B.Sc., Food Science & Nutrition  
B.Sc., Chemistry  
B.Sc., Rural Technology  
B.Sc., Sustainable Technology Management  
B.A. Co-operation  
B.A. Rural Reconstruction  
B.A. Rural Industries & Management |

**Design of the Study**

The research on Effectiveness of Teaching Prose through the Communicative Language Teaching to the Undergraduates (Part II English) : A Study started with the Hypotheses, namely

1. Teaching or learning a prose lesson can be a pleasurable experience provided appropriate strategies are used.

2. There is a strong possibility of developing language skills and communication skills in the learners through prose lessons taught through CLT.

The research was taken up with the following main Objectives, viz. ,
1. To study the efficacy of TLT and CLT in teaching prose to the undergraduates of Part II English in Arts and Science Colleges in Dindigul District, Tamilnadu.

2. To explore the possibilities of using CLT to develop better language skills as well as communicative skills.

3. To suggest the different techniques of teaching a prose lesson in a Part II classroom through vocabulary games, spelling clues, communicative games, and language games through individual work, pair work or group work.

The study was based on the Action-Research conducted by the researcher in four Arts & Science colleges and a deemed university located in Dindigul District where English language is taught compulsorily as Part II course. In all these colleges and the University, prose lessons are prescribed for the UG Students of all departments. Ever since English language was introduced in the University curriculum, various methods or approaches of ELT have been practiced from TLT to CLT.

In TLT, the popular methods practiced in India were the Grammar-Translation Method, the Direct Method, Audio-Lingual Method, Structural Approach, Situational Approach, and the Functional-notional Approach.

In CLT, the current trends are the Communicative Language Teaching, the Natural Approach, Co-operative Language Learning, Content-Based Instruction, and Task-Based Language Teaching.
The merits of each of the earlier methods grouped under TLT have evolved into a new approach called CLT.

The researcher being a CLT practitioner for more than a decade in GTN Arts College, Dindigul having found the CLT Approach more effective through the overall feedback of the out-gone students of her college and the semester examination results, decided to test her hypotheses in a few more colleges and a University located in her district, namely, Dindigul District in Tamilnadu.

Though there are two Universities and ten Arts & Science Colleges, the researcher limited the study to only four Arts and Science Colleges and a University for an effective research.

The colleges and the university chosen for the study were

1. G.T. N Arts College (Autonomous), Dindigul.
4. Rama Prabha College of Arts & Science, Arasanampatti, Dindigul.
5. The Gandhigram Rural Institute (Deemed University), Gandhigreram, Dindigul.

The actual batches of science undergraduates from the above colleges were selected by the researcher to study the actual language learning process of the students in a real situation. Therefore, the students, though belonging to the same subject in a college, were heterogeneous by nature. There were both men and women students.
except in M.V.M Govt. Arts College which is exclusively for women, rural and urban students, affluent and under-privileged students, and they were of different age groups between 16 and 20. There were some first generation students also in the colleges.

The students in each college were divided into two groups, namely, the Control Group and the Experimental Group. From their prescribed syllabus, the researcher chose a lesson. The same lesson was taught to the Control Group through TLT and to the Experimental Group through CLT.

The researcher had to overcome a natural inclination to make TLT classes uninteresting and CLT more interesting. Since the research had to be carried out objectively, the researcher made a sincere and genuine effort to teach the Control Group as well as the Experimental Group to her maximum capacity.

In both the groups the same lesson was taught for 45 minutes but in different timings and methods and a test on the lesson was given to get the instant feedback of the students. In fact, it would give the validity to TLT and CLT respectively.

The scores of the test and the data collected from the students through a questionnaire on their exposure to ELL through Prose were analysed through a Statistical Package for Social Sciences (Version 10).

Regarding the documentation, the entire work followed the MLA Handbook for Writers of Research Papers (Fifth Edition), by Joseph Gibaldi (2000).
While doing the research, the researcher had certain constraints:

1. The study could be taken up only in four Arts and Science Colleges and a University in Dindigul District for an effective and manageable research.

2. The researcher could study only the science undergraduates as in MKU Evening College and Rama Prabha College, arts courses are not offered.

3. For both the groups, only the researcher had to teach through TLT or CLT to observe personally and to collect first hand information about the students’ language learning process.

4. The researcher though desired to conduct the research in each college for a longer duration, could obtain permission only for three hours in each college. So, she administered the questionnaire in the first hour, took class in the second available hour for TLT and the third hour for CLT.

5. The researcher for want of time had to conduct the test in the last fifteen minutes of the class but it helped the researcher to get the students’ instantaneous feedback.

There is further scope to conduct research on the effectiveness of teaching prose through CLT with students of different colleges in different districts, Professional colleges, Arts students separately, Women students, Men students, First generation students, Students with different Mother tongue, Students of different states or Nations, Self-financing colleges, Govt, colleges, Govt, aided colleges, Autonomous colleges, Distant Mode learners and so on.
In the thesis, tables, figures and diagrams have been suitably used in Chapter 5 on “Analysis and Interpretation of the Data”.

The questionnaire used for the study has been appended as Appendix I.

The books, journals, magazines, newspapers, Ph.d., thesis and M.Phil., dissertations used for the reference have been listed in the Bibliography given at the end of the thesis.

The research hypotheses were proved at the end of the research wherein the teaching of Prose through CLT is more effective than through TLT, as appropriate strategies of CLT were used to make ELT/ELL more pleasurable and more relevant.