PREFACE

Contextual learning in English Language Teaching has been recognised as one of the best medium of learning and through which the learners are able to participate in the actual context unconsciously. This unconscious learning of language will make the learners of English Language as competent speakers of English and subsequently their communicative competence will improve in course of time depending upon the active participation in the contextual learning. Communicative competence comprises of Sociolinguistic competence, Grammatical competence, Discourse competence and Strategic competence. As these many competencies have been defined by Del Hymes, Canale and Swain, it has been pursued with a deep study of communicative competence in terms of developing innate ability in using English language in the appropriate context.

It has been recorded through various research that with the excessive teaching of grammatical rules and repeated memorization of those usages, will never make the learner competent in using the language in the real context. The researcher has taken much effort to prove that all those grammatical categories together with the sociolinguistic competence and discourse competence which can be unconsciously learnt through the cognitive mediational strategies that the researcher has adopted in his study, will include:

1) Repetition

2) Resourcing

3) Direct physical response
Translation
Grouping
Note taking
Deduction
Recombination
Imagery

Auditory Representations

As the process of Second language acquisition can be attained through the practice of activity-based learning strategies, the researcher has evolved a separate mechanism called “proposed communicative competence model”. This proposed communicative competence model deals with

Linguistic competence
Strategic competence
Sociolinguistic competence
Actional competence
Discourse competence
Internalising system of system competence
Cognitive strategic competence
Contextual competence
Task-based competence
Interactional competence
Varieties of language competence
After a careful analysis of the pre-test activities and the results, the researcher decided to divide the thesis into five chapters namely Introduction, Review of literature, Prototype course, Rubric Testing and Evaluation and Summing up.

The first chapter ‘Introduction’ deals with the description of the research topic, the presentation of Proposed Communicative Competence Model, The research hypothesis, methodology, methodological tools etc. The hypothesis has been evolved under the circumstance in which the students were struggling to utter even a single sentence in English without much mistakes. The Hypothesis has been given below for reference.

a. Communicative Competence in English shall be improved through learner-centred activities in the English Language classroom.

b. Communicative Competence can unconsciously be improved if the Sociolinguistic and Linguistic Competencies are improved.


d. Cognitive Mediational Strategies can enhance the power of learning and thereby even mediocre learner can speak English Language fluently.

e. Cognitive Mediational Strategies can promote conductive atmosphere to acquire the second language/ English, Unconsciously along with the Sociolinguistic principles.

The second chapter “Review of Literature” focuses on the deep study of supporting documents for the present research viz- research articles, books, web sources etc. In
addition to the resource materials, the researcher has included the theories and their practical interpretations used for various studies to have a deeper knowledge on the chosen study. The theories used for the present study are:

1) Development of Communicative Competence

2) Hymes’ contribution to Communicative Language Teaching

3) Canale and Swains’ Model

4) Savignons’ Definition

5) Pedagogical Implications of Communicative Approach

6) Appropriateness Vs. Grammaticality

7) Fluency Vs. Accuracy

8) Active participation Vs. Passive Reception

9) Communicative Language Teaching and Cooperative Learning

10) Cooperative Learning Vs. Group Learning

11) Cooperative Learning and Language Acquisition

12) Contextualization

13) The Vygotskian perspective

14) The Piagetian perspective

15) Banduras’ Social Learning Theory
16) Constructivism

17) Positive Interdependence

18) Individual Accountability

19) Quality of Group Interaction process

20) Teaching Interpersonal and Small Group skills

21) Teaching of the Social skills

22) Three-Step interview

23) Inside-Outside Circle

24) Learning Together

25) Student-Team Achievement Division

The third chapter “Prototype Course” has been evolved with an intention of promoting the communicative competence in English of the target group. The course has been designed such a way that even the mediocre learner can practice it successfully through self-study. It has been observed by the researcher that the entry behaviour recorded in the course of pre-test activities has necessitated the researcher to apply cognitive mediational strategies to design the prototype course. However, the researcher has incorporated the contextual factors, socio-linguistic factors, and strategic factors for the purpose of acquiring the second language without much pain through learner centered approach. With this views in mind the researcher has designed Twenty five activities
under different headings and each activity will have five tasks in the uniform manner to strengthen the goals of English language learning.

Chapter four concentrates on “Rubric Testing and Evaluation”, in which the researcher has followed an innovative testing procedure called ‘Rubric’. In the process of analyzing and recording the results obtained in the course of practicing all the twenty-five activities, the researcher has meticulously carried out all the language tasks under every activity with an eye on testing the improvements of each participant. The rubric score recorded in the initial stages of the course remained an encouraging factor to complete the testing and evaluation with utmost enthusiasm.

Chapter five discusses the ‘Summing Up’ of entire thesis, which includes the Standardisation and Validation of Results, Responses Collected from the Participant, Hypothesis realisation, Scope of the Study, Limitation of the study, The Impact of Cooperative Learning, Effectiveness of the Course, the Reliability of Results and the post-test-Exit behaviour of the Participants etc. However, the researcher felt that the cognitive mediational strategies played an important role in the process of acquiring second language through learner-centred activities.