CHAPTER: I

INTRODUCTION

1.0 BACKDROP

1.1 HISTORICAL PERSPECTIVE OF THE ENGLISH LANGUAGE AND ENGLISH LANGUAGE TEACHING

1.2 DEVELOPMENTAL PROFILE OF THE TEACHING OF ENGLISH IN INDIA

1.3 ELT SCENARIO DURING THE POST INDEPENDENCE ERA

1.4 ELT SCENE IN GUJARAT

1.5 PROBLEMS OF TEACHING ENGLISH IN GUJARAT

1.6 NEED FOR THE STUDY

1.7 STATEMENT OF THE PROBLEM

1.8 PLAN OF PRESENTATION

1.9 CONCLUSION
CHAPTER I

INTRODUCTION

“Thinking beings have an urge to speak; speaking beings have an urge to think.”

- Hannah Arendt

1.0 Background

Language is a special gift of God to mankind. If there were no language, human civilization would have remained an impossibility. It is present everywhere in our thoughts, dreams, meditations, relations, prayers and communications. Apart from being a means of communication it is a source of thinking as well as expression. This is the reason why it is termed as a ‘species specific’ possession of human beings.

The earliest lessons in communication begin as infants. The way an infant is held and cared for expresses to the child his or her acceptance into the human family. In return, the infant communicates with adults through body movement and vocal sounds. Only after sufficient maturity does the child learn to communicate through speech and deliberate body expression.

As children develop language skills, they discover a powerful tool that will play a vital role in the way they define reality. Greater capacity for communication will widen their social contacts and possibilities for self-expression. Children eventually learn that the way in which they use words affects their message. Language maintains and creates an understanding of their world and affects lasting patterns of behavior.

Competence in oral communication – in speaking and listening – is a prerequisite to students’ academic, personal, and professional success in life. Indeed, teachers deliver most instruction for classroom procedures orally to students. Students with ineffective listening skills fail to absorb much of the material to which they are exposed. Their problems are intensified when they respond incorrectly or inappropriately because of poor speaking skills. Students who cannot clearly articulate what they know may be
wrongly judged as uneducated or poorly informed. Additionally, some speech styles of students can trigger stereotyped expectations of poor ability: expectations that may become self-fulfilling. Of equal concern is the fact that the students who are unable to effectively ask for help from a teacher will not receive any. Also, typically reticent students progress more slowly despite what may be a normal level of aptitude. Beyond the confines of school, oral communication competence can contribute to individuals’ social adjustment and participation in satisfying interpersonal relationships. Youngsters with poor communication skills are sometimes viewed as less attractive by their peers and enjoy fewer friendships. On the positive side, the ability to communicate orally supports sound psychological development. One’s self concept is acquired through interaction with others. It develops the whole person, improves the work of education, advances the interests of society, and bridges cultural differences, and advances careers and the work of business.

Communication in education improves specific skills and abilities including critical thinking, media literacy and criticism, leadership skills, and family relational development. Educators must understand the importance of communication and that acquiring communication knowledge allows one to gain personal power. But over time, the emphasis in education has shifted from learner to teacher and to a narrow conception of teaching that focuses on specific knowledge rather than the ability to organize and apply it. Learning is a process in which the learner attends to the surrounding circumstances and is changed by exposure to them. Good teaching is not so much a performing art as an evocative process: the purpose is to involve students actively in their own learning and to elicit from them the best learning performance. Research has shown that good teaching makes a difference in student learning. Students who are taught well learn more than those who are not. Some characteristics and teaching methods are consistently associated with effective teaching and it is becoming increasingly clear that effective teachers have some basic understanding of the learning processes. They are able to make connection between what students already know and what they want to know.

One of the important canons of significant teaching is ‘skill’ which represents the ability to communicate in an interesting manner and rapport which involves empathy and interaction with and concern for the students.
India is a land of diversity. One can find variety of cultures, traditions and languages. Even the terrain has its own striking contrast, with snow-capped peaks in the North, golden sand and arid desert in the West, luxuriant vegetation which resembles a paradise unexplored in the East and ever green warm forest in the warm South. India never had a common language since it was not a politically unified country (as it is today). At one time, different parts of the subcontinent (India, Pakistan, Sri Lanka and Myanmar) were able to join through the medium of English under the British Empire. English was introduced as a subject with Macaulay’s Minutes (1835) However, the aim of the Britishers was to create Indians who would be only outwardly Indians but inwardly British. English became the language of the rulers and thus who wished to follow their masters socially and professionally. It was the language of the missionaries who ran numerous educational institutions in different parts of the subcontinent and began to assume its position of lingua franca of the multilingual communities. The Britishers were basically interested in creating loyal and potential customers who would in the long run assure the ruling of the British Empire.

Today English is an indisputable means of global communication and an integral part of modern India. If one tries to examine the present status of English in India, a glance at the political, educational and social field is good enough to convince one about its significance. English is widely regarded by students and parents alike as a language of opportunity, opening up new avenues for higher education. It is now the language of the elite, the professionals, academicians, doctors, lawyers and businessmen and for anybody who wants to move upward in the social mobility ladder. English is now a necessity rather than a status symbol. Consequently, there is a widespread desire to learn the language.

English is one of the youngest and the most prominent languages among the language family of the modern world. From antiquity to the modern era, the English language and the concept of English language teaching have undergone tremendous upheavals. Earlier in the Shakespearean era, the grammarians of the period considered language
merely a system – a system heavily loaded with structures and archaic vocabulary. For them language was something which should be used at the end of learning. It was not considered a living and breathing entity but a repertoire of whatever a learner has learnt and not acquired through the process of memorizing and cramming. The teaching style was also suitable for such kind of learning, overpowering, dominating and autonomous. The place of the Master in such system was of an omniscient.

But the scenario changed with the establishment of the British Empire. English had become an international language. In India too, its status from a library language changed to the second lingua franca, an official language.

Language teaching today is particularly concerned with the ability of learners to take part in meaningful communication; that is, to respond appropriately and correctly in the various situations in which they find themselves. The sort of situations in which a language learner needs to use the newly acquired language are of course infinitely varied, different people with different social roles speaking to each other; conversational exchanges taking place in wide varieties of settings and locations; the same speaker changes the language to meet the requirements of the different situations, both formal as well as informal with a wide range of nuances within each.

1.2 Developmental profile of the Teaching of English in India

The developmental history of the teaching of English in India may be divided into the following periods.

**Earliest Period (1765 – 1813)** The British who had come here as traders were afraid of teaching their language in the beginning as they had lost colonies in America by imparting English education. After the Battle of Plassey (1757), when the traders started becoming masters, they opened institutions of classical learning, viz. Calcutta Madarssah (1781) and Banaras Sanskrit College (1791).

**The Charter Period (1813 – 1834)** In 1813, the charter of East India Company was renewed with an education clause added to it. Indian leaders like R M Roy made increasing demand for teaching English, opposing oriental education.

**Macaulay's Period (1834 – 1853)** The famous Macaulay Minute strongly recommended western learning through the medium of English.
The Period of Wood's Dispatch (1854 - 1881) The number of English medium schools and colleges increased by leaps and bounds and the vernaculars began to be neglected.

The Period of Commissions (1882 - 1965) The Commissions of 1882, 1902 and 1919 tried to adjust the claims of English and vernaculars by assigning to them different spheres of activity in Indian Education.

Period of Struggle and Independence (1935 - 1965) The need for a national language and the suitability of the mother tongue as the medium of instruction was strongly felt and advocated in this period. After 1965 English began to regain its lost grandeur. It became the symbol of superiority in the Indian Society. Parents craved for English Medium education for their children and it resulted into a mushroom growth of English medium schools in towns and villages, charging exorbitant fees.

A Brief History of Different Education Commissions

Secondary Education Commission (1952 - 53)

In 1951 - 52, the Secondary Education Commission headed by Dr A L Mudaliar reiterated the recommendations of the suggestions made by the Radhakrishnan Commission and also added that English should be used in diversified courses in instruction.

The mother tongue of the regional language should generally be the medium of instruction through the secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available on the lines suggested by the Central Advisory Board of Education.

During the middle school stage, every child should be taught at least two languages. English and Hindi should be introduced at the end of the junior basic stage, subject to the principle that no two languages should be introduced in the same year. At the high and higher secondary stage, at least two languages should be studied, one of which being the mother tongue or the regional language.
Other Education Commissions (1955 -1960)

In 1955 Pandit K N Kunzru examined the problem of medium of instruction at the university level. He recommended that proper foundation of English should be laid at the secondary school level, and English should be studied by all university students to maintain our international, intellectual and academic contacts.

In 1959 Pandit Nehru proposed a phased change over from English to Hindi. In 1960, a committee headed by Prof. G C Bannerjee – The English Review Committee – was appointed to examine the standards and methods of teaching and learning English language and literature. The Committee said that regional languages cannot replace English as a tool of knowledge and as a medium of instruction.

Education Commission (Kothari Commission) 1964 – 66

In 1964 another Education Commission headed by Dr. S Kothari reported that English should be continued as we need it as a library language in field of higher education, so a strong foundation must be laid at school itself.

Study of Languages

1. The three language formula should include
   (a) The mother tongue or the regional language
   (b) The official language of the union or the associate official language of the Union so long as it exists, and
   (c) A modern Indian or European language not covered under (a) and (b) and other than that used as the medium of education.

The lower primary stage: the mother tongue or the regional language. The higher primary stage: MT / L1 / RL + Hindi / English. The lower secondary stage: MT / RL + H / E + MIL. The higher secondary stage: only two languages. (RL = Regional language; MT = Mother tongue; MIL = Modern Indian Language; HL = English and L1 = First Language)

The teaching of English should ordinarily not begin earlier than Class V after adequate command has been acquired over the mother tongue. The introduction of the study of English earlier than Class V is educationally unsound.
National Policy of Education (1968)

“Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace especially in science and technology. India must not only keep up with this growth but should also make her own significant contribution to it. For this purpose study of English deserves to be specially strengthened. In 1969, a study group in English was appointed to prepare practical programme of action for improving the teaching of English at school and university levels.

National Educational Policy (1986)

The Education Policy of 1986 examined the question of the development of languages in great details; its essential provisions can hardly be improved upon and are as relevant today as before.

All of these Commissions gave importance to English as an international language and as a window to the world knowledge. As our regional languages are underdeveloped, we cannot replace English, so a strong foundation has to be laid at the school stage so that the student is able to read books, journals, reports etc., in English in his/her subject of study. For this we need a large number of trained teachers, more effective methods of teaching English and production of properly graded syllabuses, textbooks and other supporting materials.

Today English is taught as a second language at the school level in most of the states in India, most universities have switched over to regional languages as the medium of instruction except for courses like medicine, engineering, computer science, business management etc. though every educated Indian knows that English is an indispensable language for pursuing higher studies, importance given to its teaching in schools and colleges is discouraging. English is not a compulsory subject at the S S C level. Recently it has been made possible to write competitive examinations like IAS and IFS too in any regional language or Hindi. Even entrance exams in the field of engineering and medicines have also given options to examine and to write their papers in their mother tongue or Hindi. It is a great setback for the promotion of the English language. If students can get admission in colleges of higher professional training without adequate knowledge of English, it is natural that they will not take the study of English seriously.
at the school level and as a result the standard of English would deteriorate. Teachers too, do not take keen interest in teaching the language. There are also other factors like frequently changing policy in the matter of ELT, lack of enough resources, inadequately trained teachers, the examination system, failure of the approach adopted in teaching English – all these add to the falling standard of English in our country.

1.3 ELT Scenario during the Post Independence Era

With the publication of Macaulay’s Minute in 1835 the beginning of English Language Teaching (ELT) was firmly established in India, as a major second language in India. English has adequate institutional support. It still enjoys the constitutional status of ‘associate official language’ in a highly multilingual national context.

The three language formula’ which has been proposed by the Indian Government involves three languages, namely the regional language, Hindi and English. The so called Hindi speaking area, according to this formula is expected to teach English as a second language and to encourage the study of a Dravidian language from the South. However this formula has not been accepted by all States.

Indians who use English are estimated to constitute only about 5% of the nation’s population, but this group forms a very large proportion of those who are in leadership roles and are concentrated in the largest cities in the country, where English functions as a lingua franca. People only in small cities and from highly educated or high income background, come in to contact with the language outside the language classroom. This may be in subject classes in private English medium schools, or at home. English is however, widely regarded by the students and parents alike as the language of opportunity, opening up avenues to higher education, a better job, upward of opportunity, opening up avenues to higher education, a better job, upward social mobility, and so on. Consequently there is a wide spread general desire to learn the language (Prabhu 1987).

During the last few decades the ELT scenario in India has changed. The methods and approaches to ELT have been reviewed and the materials and syllabuses have been modified in accordance with the new developments in language teaching, especially with the emergence of the communicative approach. Unfortunately these developments have been mostly confined to school levels. Little efforts have been made to update the
teaching learning process at the tertiary level. The alienation of ELT teachers from the so called literature teachers is not one of the major weaknesses. Most of the universities still use the conventional textbooks, which consist of about a dozen essays with the length of each essay ranging between six and ten pages. The very nature and quantum of the pieces seem to preclude any direct encounter between the learner and the materials for learning. The natural tendency, therefore, is for the 'literature teacher' to explain, quite often in the mother tongue, the difficult words and ideas and further to summarize or reduce the length. "The inevitable result of such procedures is that the student hardly feels any necessity to have direct encounter with the language, hardly gets any opportunity to use the language. At worst he/she is driven to a sense of apathy, unreality and irrelevance, at best he/she learns to be a passive listener (Krishnaswamy and Sriram, 1990).

IMPORTANT FEATURES OF ELT IN INDIA

1. The confusion in approach and policies which marked the ELT scenario under the British spills over into the post independence policy frames.
2. Provisions made for the administration of educational courses through the medium of L1 / the respective regional language.
3. Continued uses of English as a 'link' language along with Hindi and its study stressed in higher education.
4. There was no English course to be made available to the students up to Std. V. Decisions left to the state governments.
5. Languages were to be taught with a view to
   (i) Accelerating the processes of thought, and
   (ii) Stressing both speech and writing. This policy was followed even in the teaching of English.

1.4 ELT scene in Gujarat

After the bifurcation of the erstwhile Bombay State, Gujarat became a separate State in 1960. The then Chief Minister of Gujarat State held a conference on 26th May, 1960, to discuss the position of English in schools of Gujarat. The conference announced the following decisions made by the Government of Gujarat.
1. Teaching of English will continue in standards VII, IX, X, and XI as a compulsory subject as was done in the previous Bombay State.

2. The schools will be allowed to teach English on a voluntary basis in standards V to VII outside school hours and the expenditure on this would be borne by the school itself.

Later, in 1960, the Government of Gujarat appointed a committee under the chairmanship of Mr. L R Desai to review the syllabus in English at the secondary level. As a result new textbooks with structural syllabus were framed, the periods assigned to teaching English were raised from 8 to 12 and short term courses for the teachers of English were organized to guide the teachers with regard to the new approach to English language teaching.

In 1972, English was made an optional subject at the S S C Examination. This led to the falling of standards of English in secondary schools in Gujarat. In 1976, new system of 10 + 2 + 3 was introduced. Now English became an optional / voluntary subject in standards V to VII, compulsory in standards VIII - XI and again optional in standard X. The number of periods allotted to the teaching of English at the high school level has been reduced to 5-8 as against 12 per week earlier. Most of the colleges in Gujarat have switched over from English to Gujarati as the medium of instruction. From this it is clear that English is really taught for only a period of two years.

Syllabus details for the classes V to XII are as under

<table>
<thead>
<tr>
<th>Class</th>
<th>Teaching Points</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>32</td>
<td>200</td>
</tr>
<tr>
<td>VI</td>
<td>18</td>
<td>300</td>
</tr>
<tr>
<td>VII</td>
<td>19</td>
<td>300</td>
</tr>
<tr>
<td>VIII</td>
<td>33</td>
<td>500</td>
</tr>
<tr>
<td>IX</td>
<td>24</td>
<td>500</td>
</tr>
<tr>
<td>X</td>
<td>15</td>
<td>500</td>
</tr>
<tr>
<td>XI, XII</td>
<td>18</td>
<td>1200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3500</td>
</tr>
</tbody>
</table>

11
Structural Syllabus – its inadequacies

Structural syllabus is an inventory of structures, which are meant for accumulation and storage. It is believed that once the learner knows the linguistic system of a language he/she would be able to realize it whenever the need arises. So, essential strategies in the language use are not taken into account. Teaching vocabulary and grammar with the help of isolated sentences does not help the learner to take part in any meaningful communicative interaction outside the classroom. Structures are taught one by one in a linear and additive fashion which makes structural teaching a discreet point teaching. In our normal life we deal with a discourse of ‘chunks’ of language. Language control as advocated by structuralists is not possible in reality. From meaning-focused learning, it becomes a mechanical parrot learning which does not take into account the meaning and understanding of the item. Emphasis on grammatical correctness does not help in ‘actual communication’.

1.5 Problems of Teaching English in Gujarat

During the last few decades, the ELT scenario in India has changed. The methods and approaches to ELT have been reviewed and materials and syllabi have been modified in accordance with the new developments in language teaching especially with the emergence of communicative approach. Unfortunately, these developments have been mostly confined to schools. Little efforts have been made to update the teaching learning process at the tertiary level.

The alienation of the ELT teachers from the so called ‘literature teachers’ is one of the major weaknesses in higher education in India. Most of the universities still use the conventional text books which contain dozens of lengthy essays which the literature teacher explains (quite often in mother tongue and further summarizes it). “The inevitable result of such procedures is that the student hardly feels any necessity to have direct encounter with the language, hardly gets the opportunity to use. At worst, he/she is driven to a sense of apathy, unreality and irrelevance; at best he/she learns to be a passive learner.” (Kishnaswamy and Shriam, 1990)

From what we have discussed so far we can make a list of major problems in the field of teaching English in Gujarat.
Multiple entry point: There are three groups of learners at the undergraduate level in the colleges in Gujarat: (a) those coming from schools with English as the medium of instruction, (b) those coming from schools where English is taught as one of the compulsory subjects (having learnt English for an average of 1120 hours and 840 hours out of a total 12096 and 8640 hours of teaching time respectively, thus accounting for 9.72 and 9.26 percent respectively of the total teaching time available. (The total has been worked out for 40 weeks of teaching per year), and (c) those who had no English at all.

Obsolete methodology in use: Syllabus design leaves no scope for innovation by the classroom practitioners. Heavy emphasis is given on lecturing as a method which leaves hardly any scope for classroom interaction between the teacher and the taught, for there is no classroom discussion.

Lack of teacher training: No proper training is given in this area. Fresh undergraduate and postgraduate students are appointed who have had no prior training to handle as Class Teacher and most of them are unaware of the recent trends in teaching and testing.

Examination–centred education: It is the examination that controls 'men and women, methods and materials' and it is based on memorization and reproduction. It does not test the learners' competence in English.

Large classes and lack of facilities: In order to follow CLT method, the number of students in a class must be limited and there is a need of proper facilities in the schools and colleges. In the present system, no individual attention is possible and that is what is essential in language learning.

1.6 Needs for the Study

In Gujarat we have been using the structural approach for the teaching of English since 1962. English is taught for 5 – 6 years. According to the objectives laid down for the course, a person should be able to converse freely on topics pertaining to his daily life and experiences. But the actual scene is quite different. Even after passing the S.S.C examination (with English) students are not able to use English when the need arises.

According to Wilga Rivers (1977 : 102 ), normal objectives of learning a language are “Establishing and maintaining social relations, expressing one’s reactions, hiding one’s intentions, taking one’s way out of trouble, seeking and giving information, learning or
teaching how to do or make something, conversing over the telephone, problem solving, discussing ideas, playing with language, acting out social roles, entertaining others, displaying one's achievements and sharing leisure activities."

Students are not able to carry out above-mentioned activities satisfactorily. They fail to use the language. Following are some of the reasons according to the investigator.

(1) The main tool for teaching English is the prescribed text book in our schools. In fact it is the only tool for our teachers. These text books are based on a rationale which is outdated. In 1940's 50's and 60's structuralism was widely followed all over the world. It was based on the behaviourist theory of learning. But now we certainly know more about the nature of language and language learning.

(2) Students get little exposure to the language taught through text books as they are prepared with rigid language control.

(3) Actual use of the language items in real life situation is ignored in the teaching course. Students do not get opportunities to use the part of the language they have learnt. As a result the item remains stored in the mind of a learner and even though he knows it he cannot produce it when required.

(4) Exercises given in the books provide practice in learning about form of the language and consolidating it. But they do not guide learners in using them in a situation. Isolated exercises do not given any opportunity to the learners to interact with peers using the language. So when it comes to using a language in or outside the class, they feel shy about it.

(5) Teachers teach the lesson in a monotonous manner and complete the prescribed course and feel satisfied that they have done their duty. Most of the teachers are not aware of the language functions and communicative skills of a language. Similarly, constant use of the mother tongue while teaching English, a tendency to translate everything and many such factors have led to the present condition of English language teaching in Gujarat.

Today's English has become a world language. It is being learnt by people of advanced counties like Japan and former Soviet Union too. Approximately one third of the world today uses English for some or the other purpose. Not only at the international level but it is important at the national level too. Widespread use of English in our country in different walks of life like higher education, business transaction, interstate
communication, travel and tourism, various administrative services, seminars etc. makes it necessary that our students be well versed in English. It also provides better social mobility and more job opportunities. The researcher thinks that the importance of communication in teaching must be given proper attention. Because effective communication with students will increase rapport and can motivate students to work on their skills. Hence, she wants to act a catalyst between learners and teachers by creating some materials to enhance communicative competence of learners.

1.7 Statement of the problem

Preparation and try-out of a set of interactive classroom strategies to enhance communicative competence of learners at the tertiary level

OPERATIONAL DEFINITION OF KEY TERMS:

1. **Preparation**: Implies planning and creating interactive materials to enhance classroom learning

2. **Try-out**: Means that the researcher plans to try out materials prepared by her through interaction with learners in the classroom

3. **A set of interactive classroom strategies**: Include some task-based activities which aim at developing communicative competence among the learners.

4. **Communicative competence**: Implies proficiency and willingness to talk in a variety of social contexts

5. **Tertiary level**: Refers to the undergraduate and graduate programmes.

COMMUNICATIVE COMPETENCE

It would encompass all four skills which the students need to develop in order to have satisfactory command over this language so as to make them use English confidently in real life situations. Further, this would include some degree of strategic competence to use the language in social situations. This includes knowledge of social norms in which they are required to operate, varying styles and levels of communication, viz, formal, informal, intimate, technical, academic etc.

**Listening**: The target will be to make the students understand conversations, academic lectures, seminars, debates, discussions, instructions and explanations of Hospitality Management & Tourism & Travel Management
**Speaking:** The target will be to make the students express their ideas clearly, give seminars and presentations, interact with others, to use the language appropriately as per the demand of the situations.

**Reading:** The target will be to enable the students to read their course books, reference books, notices, circulars, newspaper, magazine and other books of various interests written in English.

**Writing:** The target will be to enable students to write journal, report and commercial correspondence.

**OBJECTIVES OF THE STUDY**

1. To review the existing courses for Communicative Language Teaching.

2. To determine the factors that work as barriers in effective communication between teachers and learners.

3. To arrive at a set of objectives for the new course.

4. To prepare interactive classroom materials to enhance communication among learners at the tertiary level.

5. To make the learners use the language meaningfully thus bridging the gap between the classroom language and language in real life.

6. To pilot test the set of interactive classroom strategies.

7. To motivate the learners to learn English.

8. To find out the difference between the effects caused as the result of the two different treatments given to the two different groups.

9. To develop insights into material production for language teaching.
HYPOTHESES
The researcher had arrived at the following hypotheses which were tested during the study.

1. Interactive tasks help learners to develop communicative competence.
2. Tension-free environment encourages students to participate in the interaction and become responsible for their own learning.
3. Majority of the teachers do not have a clear idea about effective classroom interaction.

NULL HYPOTHESES

1. The use of interactional classroom strategies will not improve the learners' communicative competence in English.
2. It will not improve their use of different skills of English.
3. It will not motivate the learners to learn English.
4. There will be no significant difference between the mean scores of the group of learners taught through the use of traditional texts and the group of learners taught through the new course.
5. There will be no significant difference between the mean scores of the control and experimental groups at the University Examination.

PROCEDURE
This section gives details about the research design, the sample population selected, the tools used, and the limitations of the study and the plan of presentation.

RESEARCH DESIGN
This study uses more than one research procedures. The 'experimental design' is used to try out the course prepared so as to evaluate the effectiveness of the materials.

THE SAMPLE
On the grounds of feasibility of the study, the sampling frame was chosen from C.Z. Patel College of Business & Management, Vallabh Vidyanagar, Gujarat. The college runs two professional courses: (i) Four year BBA (Honours) with specialization in either Hospitality or Travel & Tourism and, (ii) Four year B.Com (Honours) with International Accounting, Corporate Banking or Insurance. All the 132 first year students of BBA
(Honours) 2008-2009 were approached for the experimental group while students of BBA (Honours) 2007-2008 were selected as the control group. The sampling was a convenient one yet the investigator ensured comparability between the experimental and the control groups.

TOOLS
Tools used in the study included three internal tests conducted in the college itself for internal validity; Marks obtained in English in 12th Std and Marks of the Final University examination for external validity. Moreover, feedback was taken from the students of the intervention group after the try out. A Pre-test was administered before the try out for the students of the intervention group.

MATERIALS
After understanding problems of the learners and after taking a close look at a number of CLT course books, the investigator took up the preparation of materials. The course was designed keeping in mind the level and interests of the students. Further, it was in accordance with the present syllabus of FYBBA (Honours) with a few additions.

TREATMENT
To decide the entry behaviour, the scores of English subject in the 12th Standard examination were taken as the base for both the groups. Later the control group was taught through the traditional course and methods, while the experimental group was taught through the new techniques and the package of materials prepared by the investigator. Both the groups were taught from July to February for each academic year (i.e. 2007-2008 and 2008-2009). The investigator herself taught the experimental group whereas the control group was taught by another faculty for English & Communication Skills with similar qualifications, background and experience. Intermittent tests were administered to the experimental group.

CONSTRAINTS OF THE STUDY
Owing to a very tight schedule of the students of Honours Course, it was not possible to conduct any remedial teaching to help the weaker students. Their time table was fully occupied with Practicals in three departments namely Food & Beverages Production, Food & Beverages Services, Front Office and Housekeeping and theory classes of other subjects.
As the evaluation system at FYBBA (Honours) is still a traditional one, the investigator found it difficult to deal with the students of the intervention group and had to prepare them keeping in mind the present evaluation system as well. During some of the sessions the investigator had devoted some extra time to take care of this problem.

1.8 The Plan of Presentation

The plan of presentation of the Research Report is as follows.

CHAPTER ONE: INTRODUCTION

This chapter provides a frame of context for the study. It throws light on the present ELT situation at the undergraduate level in Gujarat. The data collected through the questionnaire indicated that the students' needs are not fulfilled by the present courses and that there is a need to design a course for the students at the undergraduate level which can be really useful to them and which can make them independent users of the language. The investigator also found that such a course when designed for management students will have a unique flavour, as the needs of the management students.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

The theoretical aspect of English language Teaching is taken up. The chapter reviews the existing theories of English language teaching, and discusses the issues related to materials production and current trends and directions in material production. It also reviews the various research designs. Then it discusses the different syllabi drawn from the communicative approach. After reviewing the syllabuses, communicative materials have been reviewed. At last, the review of different research studies was made both in the Functional English course and in the field of materials production. The implications drawn from this review help the investigator to analyze the needs of the learners and prepare the materials to enhance communicative competence of learners at the tertiary level.
CHAPTER THREE: LEARNING TASKS AND TASK COMPONENTS
In this chapter, the researcher begins the definition of the term 'task'. It is followed by the detailed explanation of the components of a task, its importance, and purpose, its place in the curriculum, learners' role and teacher's role. At the end, a comprehensive description of terms like curriculum development, communicative learning tasks etc have been given.

CHAPTER FOUR: THE EXPERIMENT
This chapter mainly covers the experimental strategies used in the present study, criteria used for preparing the package of innovative materials and the samples of some modules. This chapter has been divided into three parts
Preparation of materials
Classroom procedures
Administration of pre-test
The first part of this chapter discusses the procedures adopted for preparing and designing the communicative materials used in this research study. It covers the description of designing of the syllabus, the criteria used for preparing materials and sample modules etc.
In the second part of this chapter the procedures and strategies adopted for conducting the study with the experimental and the control groups have been discussed in detail in which the description of sampling of data, equalization of groups for the present study and the criteria used for the equalization of groups are given.
The experimental group was taught with the innovative materials prepared by the investigator and the control groups were taught with the existing materials. The third part of this chapter describes the construction of pre-test and other internal examinations, scoring scheme and administration of the tests thoroughly.
Chapter Five: Analysis & Interpretation

The present chapter is based on the analysis of the data collected. It has been divided into two parts. In the first part, the quantitative analysis of the experiment was made. The second part contains qualitative analysis of classroom procedure in detail.

CHAPTER SIX: SUGGESTIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter gives a gist of the study and draws implications for the teaching of English in Hospitality and Travel and Tourism Management Courses. Based on the findings of the study it offers suggestions for the people concerned with the teaching of English. It also makes recommendation for further research. Finally, a set of conclusions are arrived at.

1.9 Conclusion

Thus, in this chapter the researcher has tried to present the state of English Language Teaching in India. It is evident from the foregoing discussion that the status of English Language Teaching in India still not at par with the demand of modern times. Hence, innovation of new interactive teaching methods is the need of the hour and this research work is an attempt to do the same.