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2.0 Introduction

This chapter mainly focuses on the theoretical bases of language teaching, development of communicative approach and major works carried out in communicative language teaching. It also focuses on the development in psychology of learning, essential principles of communicative methodology, communicative syllabus and materials.

2.1 Theoretical Bases of Language Teaching

With the developments in psychology and linguistics, language teaching has also seen many changes. It was believed in the pre-behaviourist era that language can be learnt only by learning rules of grammar. Earlier we followed Grammar Translation Method which involved a psychology of learning by association. This often amounted to learning by heart. In old days grammar was the only key which opened the gates of learning a language. Prescriptive grammar was very much in vogue. It was based on old classical literature. It was concerned with teaching rules and regulations without giving any importance to the functional aspects of language. Prescriptive grammar ignored language variations and contemporary usage. It also ignored the spoken from of language.

In the latter part of the 19th century people had started realizing that the traditional prescriptive grammar was unscientific, illogical and unmethodical. In 1980 International Phonetic Association was established which produced six articles for second language teaching. They could be summarized as under.

(1) Spoken language of everyday life is important so oral work should be emphasized.
(2) Also sounds and pronunciation should be considered.
(3) Easy natural and interesting texts with proper grading should be prepared.
(4) Grammar should be taught inductively.
(5) Use of L1 should be avoided in the classroom.
(6) Writing should be graded.

Later on, in the 1940’s experiments conducted by a Russian scientist Pavlov and an American Psychologist B.F. Skinner led to the development of behaviourist psychology in learning (detailed discussion in section 2.5) Structural linguistics was developed on the basis of the Behaviourist School of Psychology.

In 1942 an American Structuralist, Bloomfield, came out with a book called ‘Linguistic Analysis of English’. He was a pioneer structuralist who has contributed a lot of structural linguistics and structural courses. The main premises of his book are as under.

1. Language is primarily speech so oral work should be at the centre of the class.
2. Language is what its native speakers say and not what someone thinks they should say.
3. Different languages have different systems.
4. Language is a habit.
5. Teach the language and not about the language (i.e. grammar)

Structuralism came in to actual use during World War II when the need for teaching different languages (including English) had arisen in America to send soldiers and military personnels to different parts of the world. The government of USA invited experts and linguists like Bloomfield, C C Fries and Robert Lado to study this problem and design short term, crash programmes to teach languages easily, quickly and efficiently. Emphasis was on the spoken form of language. This movement was a part of descriptive or structural linguistics, which brought about linguistic revolution in USA and later on in the world. It was a kind of departure from traditional grammar. In 1949, an English language Institute was established and C.C. Fries was the director of the Institute. This institute contributed greatly in the preparation of structural courses later on linguistics based on contrastive analysis of L1 and L2 was introduced by Robert Lado in 1957.
2.2 Communicative Approach to Language Teaching

This section discusses principles of communicative language teaching formulated by some notable linguists. It also focuses on the functions of language, linguistics and communicative categories, language acquisition, language learning and so on.

COMMUNICATIVE LANGUAGE TEACHING

In the late 1960s, change in language teaching methods occurred all over the world. Situational language teaching and Audiolingualism, then current theories of language teaching, were rejected due to their focus on basic structures which gave way to the Communicative Language Teaching. In this section the features of communicative Language Teaching, theory underlying Communicative Language Teaching and different interpretations of Communicative Language Teaching method reflected through different syllabuses designed by various researchers have been discussed.

THEORY OF LANGUAGE

Communicative language teaching is based on the theory of language as communication. Chomsky's theory of communication, which is in contrast with Hymes' theory of communicative competence, deals with the ideal speaker learner's knowledge that enables him to produce grammatically correct sentences.

Chomsky (1965) proposes strong and weak sense of competence and performance. His strong sense of competence refers to the linguistic system that an ideal native speaker of a given language has internalized where a strong sense of performance mainly concerns the psychological factors that are involved in perception and production of speech. Chomsky's theory of competence which does not consider the appropriateness of socio-cultural significance of an utterance and mainly deals with an ideal native speaker was criticized by Hymes (1966) who proposed a broader notion of competence and coined the term communicative competence. Hymes (1972) defines competence as knowledge and ability of language use, a speaker needs to acquire to communicative effectively or competently in a speech community.

Campbell and Wales (1970) stressing the appropriacy of the socio-cultural significance of an utterance, stated that important linguistic ability of a person is to be able to
"produce or understand, utterances which are not so much grammatical but, more important, appropriate to the context in which they are made and they continue."

Rejecting Chomsky's strong version of communicative competence, Hymes (1972) proposed that communicative competence comprises of knowledge and abilities of four types:

1. Whether (and to what degree) something is formally possible;
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated.
4. Whether (and to what degree) something is actually performed, and to what doing it entails.

Hymes (1972)
In Hymes' view people vary in both, their knowledge and their ability to use that knowledge. The performance of a person in any one context reflects, moreover, the interaction between that person's competence and the competence of others and the nature of event itself as it unfolds. Thus by stating 'There are rules of use without which the rules of grammar would be useless', Hymes stresses the concept of communicative competence in the contextual appropriateness.

Halliday (1973, 1978) has suggested socially constrained meaning. Potential is similar to Hymes' notion of communicative competence. Halliday is concerned with the synthesis of structural and functional approaches in the study of language. In his view "only through the study of language in use are all the functions of language and therefore all components of meaning brought into focus."(1970).

Widdowson (1978) in his book 'Teaching language as Communication' discusses the relationship between linguistic systems and their communicative values in text and discourse. According to Widdowson, "Communication does not take place through the linguistic exponence of concepts and functions on self-contained units of meaning. It
takes place as discourse, whereby meanings are negotiated through interaction." (Widdowson 1979)

Widdowson proposes discourse which consists of the ability to produce coherent and cohesive texts - written or oral. For Widdowson cohesion consists of explicitly marked relationships among propositions and coherence comprises implicit relationships among illocutionary acts. Discourse concerns the ability to combine meanings with unified and acceptable spoken or written texts in different types of texts. Savignon (1982) defines discourse competence as "the ability to interpret a series of sentences or utterances in order to form a meaningful whole and to achieve coherent texts that are relevant to a given context." (Savignon Sandra J., 1982)

Canale and Swain (1980) define communicative competence as a theory which interacts with a 'theory of human action' and with other systems of human knowledge, is observable indirectly in actual communicative performance. (Canale and Swain's 1980, Swain 1982) framework of communicative competence includes lexis, morphology, sentence grammar, semantics and phonology. Socio-linguistic competence includes socio-cultural rules and rules of discourse. Strategic competence consists essentially of communication strategies that 'compensate for breakdown in communication due to performance variables or to insufficient competence.' Discourse competence concerns the ability to combine meanings with unified and acceptable spoken or written texts in different genres. In Canale and Swain's (1980) view a learner needs to acquire the knowledge of this competence to achieve a sufficient level of communicative competence. Theory of communicative competence forms the basis to the Communicative Language Teaching approach.

A brief sketch of development in linguistics during the last decades of twentieth century can help to locate some of the theoretical roots of communicative approaches to language teaching.
FEATURES OF COMMUNICATIVE LANGUAGE TEACHING

FINOCCHIARO, Mary and Christopher BRUMFIT (1983) mark the features of communicative language teaching while presenting the distinction between Audiolingual Method and Communicative Language Teaching.

- Meaning is paramount.
- Dialogues, if used, centre around communicative functions and are not normally memorized.
- Contextualization is a basic premise.
- Language learning is learning to communicate.
- Effective communication is sought.
- Drilling may occur, but peripherally.
- Comprehensible pronunciation is sought.
- Any device which helps the learners is accepted—varying according to their age, interest, etc.
- Attempt to communicate may be encouraged from the very beginning.
- Judicious use of native language is accepted where feasible.
- Translation may be used where students need or benefit from it.
- Reading and writing can start from the first day, if desired.
- The target linguistic system will be learned best through the process of struggling to communicate.
- Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).
- Linguistic variation is a central concept in materials and methodology.
- Sequencing is determined by any consideration of content, function or meaning which maintains interest.
- Teachers help learners in any way that motivates them to work with the language.
- Language is created by the individual often through trial and error.
- Fluent and acceptable language is the primary goal: accuracy is judged not in the abstract but in context.
- Students are expected to interact with people, either in the flesh, through pair and group work, or in their writings.
• The teacher cannot know exactly what language students will use.
• Intrinsic motivation will spring from an interest in what is being communicated by the language.

(Finocchiaro and Brumfit 1983)

2.3 Communicative Syllabus

During 1970’s and 80’s theories in applied linguistics and language teaching were concerned with the application of functional theories to syllabus design. One of the first syllabi in Communicative Language Teaching was proposed by Wilkins (1976) as a notional syllabus. Wilkins attempted to demonstrate the system of meanings that lay behind the communicative uses of language, then describing the core of language through traditional concepts of grammar and vocabulary. This syllabus describes the semantic grammatical categories and the categories of communicative functions such as requests, denial, offers, and complaints.

Criticizing syllabuses based on notional functional categories that provide ‘only a very partial and imprecise description of certain semantic and pragmatic rules’, Widdowson (19798) argued that discourse must be at the centre of one’s attention. Van Ek and Alexander (1980) published ‘Threshold Level English’ as an attempt to specify a set of specifications needed to achieve a reasonable degree of communicative proficiency in a foreign language.

Different interpretation of Communicative Language Teaching by various researchers resulted into emergence of a variety of Communicative syllabuses.

Yalden (1987) categorizes these communicative syllabuses in five distinct categories.

i. The functional syllabus
ii. The negotiated syllabus
iii. The natural syllabus
iv. The subject –matter syllabus
v. The task-based syllabus

1. FUNCTIONAL SYLLABUS

Linguistics like Austin (1962), Wilkins (1976) and Jones (1977) proposed syllabuses based on functions and notions of language. Functional syllabus desires needs analysis to be undertaken to prepare a set of specifications to be included in the syllabus.
'Traditional linear model of transmitting information and making applications of theory underlies the process of developing a functional – notional syllabus'. This syllabus covers the following aspects of language:

- language functions (agreeing, persuading, changing etc.)
- general as well as specific notions (e.g. "time"—general notion, and "two o'clock"—a specific notion)
- rhetorical skills (e.g., extracting information from a text, obtaining clarification from a speaker)
- linguistic forms

According to Breen, the Functional syllabus has been presented as the alternative to the structural syllabus. He has outlined the following characteristics of a Functional syllabus.

1. It focuses upon the learners' ability to use language in particular social activities or events.
2. A Functional syllabus intends that the learner will not only become accurate in using the language but that he or she will learn how to be socially appropriate in language performance.
3. It identifies the main type of language purposes in sets and sub-sets with a range of subordinate functions, and further specifies how these functions may be realized in various ways through the language code.
4. The sequencing of items is from the general to the particular or, cyclic in nature.


2. NEGOTIATED SYLLABUS

Self directed autonomous learning without relying on the teacher is the basis of negotiated syllabus (Holec1980-81). The learner receives more attention than the teacher and could interact directly with the syllabus designer. In this type of syllabus interactive relationship is formed between learner and syllabus designer and learner and teacher. But the relationship between syllabus designer and teacher is unidirectional from syllabus framers to teacher.

Though this syllabus is a variant of the functional syllabus, the learner receives more freedom and chance to take decisions about the learning process.
3. NATURAL SYLLABUS
The Natural syllabus is based on Terrell’s (1977) ‘Natural approach’ which is based on second language acquisition theory. The syllabus or a set of framework already exists in the learner mind. For effective second language acquisition experience need to be provided in the classroom through language activities based on providing comprehensible input and arranged in stages. In this syllabus the syllabus designer and the learner are dependent on the teacher. Interaction is between the learner and the teacher and the teacher and the syllabus designer.

4. SUBJECT-MATTER SYLLABUS
Immersion teaching (Swain 1978) in Canada is observed as a subject-matter syllabus. Teaching of the subject matter through a target language forms a part of the second language learning experience. Learning a subject in the target language is accepted as a part of learning experience, but not considered explicitly as second language teaching approach. The subject teacher teaches the subject in the usual way, generally simplifying language, slowing of pace and using gestures since the students are not native speakers. The subject-matter teacher plays the role of a language teacher by giving some language instructions. No syllabus designer is required to help in designing methodology and materials for second language learning since the job is done by the subject teacher.

5. TASK-BASED SYLLABUS
Task based approach is also known as the ‘Procedural Approach’. N.S. Prabhu’s Bangalore project (reported in Johnson 1982) followed procedural syllabus with the hypothesis that “structures can best be learned when attention is focused on meaning.” Second language teaching based on this hypothesis focuses more on the performance of tasks in the classroom than the language required for performing those tasks. Teacher provides comprehensible input and prepares tasks, on the basis of their own experience and knowledge of learner’s conceptual development and the feedback they received from the learners. Teacher’s role as syllabus designer reduced the syllabus designer role in the process of syllabus development.

The approach of all these syllabuses is Communicative Language Teaching, but the relationship between teacher, learner and the syllabus designer differ in each syllabus. The functional syllabus relies heavily on the syllabus designer. In the negotiated syllabus reliance comes from the learner and the teacher. The natural syllabus relies on
second language acquisition theories rather than the descriptive linguistics. In the subject-matter syllabus designer's role is minor. In task based syllabus, the participation of a syllabus designer is very limited. The interdependence of teacher and learner receives prominence in this syllabus.

Usually the Functional syllabus gets adopted in many language teaching courses. Breen (1984) while describing aspects of Functional syllabus mentions that functional syllabus:

a) focuses upon the purposes a learner may achieve through language in particular social activities or events,

b) gives priority to social purposes and addresses the learner's capability to be correct in the interpretation and production of appropriate language,

c) identifies types of language purposes in sets and subsets,

d) is sequenced upon a cyclic movement from main to subordinate functions based on priority of needs,

Keith Morrow in her book Communication in the Classroom (1981) has talked about the principles of communicative methodology. She states that a consistent methodology is more than just a collection of activities or techniques. It requires an underlying set of principles in the light of which specific procedures activities or techniques can be evaluated, related and applied. By method she means some overall means of achieving the general objectives of a course and a method will be realised as the carrying out of a set of procedures or activities chosen by the teacher. Five principles formulated by her are as follows.

PRINCIPLE ONE: KNOW WHAT YOU ARE DOING

The starting point and end point of every lesson should be an operation of some kind which the students might actually want to perform in the foreign language. In reading this might be a set of instructions; in writing it might be a letter reserving accommodation at a hotel in listening it might be a weather forecast on the radio and in speaking it might be asking for directions in a strange city. At the end of every lesson the learner should be able to see that he can do something which he could not at the beginning. This 'something' is communicatively useful.
PRINCIPLE TWO: THE WHOLE IS MORE THAN SUM OF THE PARTS
Communication is a dynamic and developing phenomenon and it cannot easily be analyzed into component features without its nature being destroyed in the process. What is needed is the ability to work in the context of the whole. Thus a crucial feature of a communication method is that it operates with stretches of language above sentence level, and operates with real language in real situations.

PRINCIPLE THREE: THE PROCESSES ARE AS IMPORTANT AS THE FORMS
“A method which aims to develop the ability of students to communicate in a foreign language will aim to replicate as far as possible the processes of communication, so that practice of the forms of the target language can take place within a communicative framework.”
Three such processes are described by her.

Information gap
In real life, communication takes place between two (or more) people, one of whom knows something that is unknown to the others. The purpose of communication is to bridge this information gap.
In classroom terms, an information gap exercise means that one student must be in a position to tell another something that the second student does not know. If two students are looking at a picture of a street scene and one says to the other, ‘Where is the dog?’ when he/she knows and can see the dog sitting outside the Post Office, then this is not communicative. There is no information gap. This concept of information gap seems to be one of the most fundamental in the whole area of communicative teaching.

A) CHOICE
Another crucial characteristic of communication is that the participants have choice both in terms of what they will say and how they will say it. According to him the speaker must have a choice as to what ideas he wants to express at a given moment, but also which linguistic forms are appropriate to express them.

B) FEEDBACK
What you say to somebody depends not only on what he has just said to you (though this is obviously important) but also on what you want to get out of the conversation. The strategies and tactics involved in using language in this way are of fundamental
importance in communication and again they are left out of account in a method which fails to give practice in using language for a real purpose.

PRINCIPLE FOUR: TO LEARN IT, DO IT
Education is concerned not only with teaching but also with learning. When a learner does something to learn, the learning becomes the learner's responsibility. The teacher can help, advise and teach but only the learner can learn.

PRINCIPLE FIVE: MISTAKES ARE NOT ALWAYS MISTAKES
When we remove tight control used by a teacher in a conventional language teaching class and encourage learners actually to start using the language with all that he knows then the problems are bound to arise; but these problems cannot be solved by an approach which insists on formal accuracy at the expense of use. A communicative approach certainly does not provide an easy solution to the problems of mistakes. It must go back to first principles in deciding how it will reach its aim of developing the communicative ability of the student. It may well be that it will require the flexibility to locate different things as 'mistakes' at different stages in the learning process.

According to Michael Canale and Merril Swain (1984) the following are the principles of communicative language teaching.

1. Communicative competence is composed minimally of grammatical competence. Sociolinguistic competence or communication strategies of strategic competence. The primary purpose (goal) of a communicative approach must be to facilitate the integration of these types of knowledge for the learners. There should not be any over emphasis on one form of competence over the other.

2. A communicative teaching must be based on the communicative needs of the learners. These must of the learners. These must be specified with respect to grammatical competence (for example, the levels of grammatical accuracy required in different situations), sociolinguistic competence (for example, the settings, topics and communicative functions to be handled most frequently), discourse competence (for example, verbal compensatory strategies for paraphrasing lexical items that have not been mastered sufficiently). Learners should be made familiar with the varieties of the second language that they are most likely to be in contact within genuine communication.
3. The second language learner must have the opportunity to take part in meaningful communicative interaction with highly competent speakers of the language – that is to respond to genuine communication needs and interest in realistic second language situations. This principle is important not only with respect to classroom activities but to testing as well.

4. Particularly at the early stage of second language learning, optimal use must be made of those communication skills that the learners have developed through use of the native language and that are common communication skills required in the second language.

5. The primarily objective of a communication oriented second language programme must be to provide the learners with the information, practice and much of the experience needed to meet their communication needs in the second language.

The learners should also be taught about the second language culture primarily through the social studies programme in order to provide them with the socio cultural knowledge of the second language group that is necessary in drawing interference about the social meanings or values of utterances.


According to Candlin (1981, p. 20) the following are the principles of communicative language teaching.

1. Learners recognize and understand the aims and objectives of all exercises and activities which they are involved in Classroom 'Work' is aimed at the situational and contextualized use of a particular language. This language has always to be specified in relation to the following components of events.

<table>
<thead>
<tr>
<th>WHO</th>
<th>Speaking / Writing</th>
<th>about WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>With What</td>
<td>PURPOSE</td>
<td>in which type</td>
</tr>
<tr>
<td>And stage of</td>
<td>DISCOURSE</td>
<td>To What general AIM</td>
</tr>
</tbody>
</table>

And for learners that they should always know where and with whom they can and ought to communicate their ideas, feelings and beliefs.
(2) Content and methodology depend on the previous age determined and socially
determined knowledge of the learner.
(3) In the classroom the learners acquire techniques for learning by practicing and
working in pairs or groups. These important learning goals are pre requisites for the
development in learners of self sufficiency security, co-operation and initiation.
(4) Teaching and learning are marked by variety and differential modes and means of
learning so that all learners have opportunities for introducing
developing and maintaining ideas.

The communicative teaching of English is marked by an atmosphere of using and
working with the target culture. Hence the emphasis is on the use of a variety of media
to bring examples of authentic communication and the important role of developing
learners' interpretative abilities at whatever levels of refinement they may be.

**Finnochiaro, M. and Brumfit C. I. 1983, The Functional and National Approach:
From Theory to practice C ford Oxford University Press.**

In this book Finnochiaro and Brumfit have discussed different methods of second
language teaching along with recent theories of learning. The main focus is on
Functional Notional Approach to language teaching. Language is classified in terms of
functions (i.e. what people want to do with the language) and notions (i.e. what meaning
people want to convey). Traditional grammatical classification is discarded. It is argued
that language is not used for exemplifying grammatical categories invented by linguists.
Language is used for various purposes such as requesting, greeting, praising etc.
According to them the methodology of functional Notional curriculum evolves out of
and goes beyond many of the language learning principles we have developed over the
past century.

**Wilkins, D.A. 1976, Notional Syllabuses. Oxford University Press.**

A communicative syllabus is based on analytic approach according to Wilkins (1946 : 2)
there are two types of syllabuses synthetic and analytic. In the synthetic type of syllabus
each language item is taught separately. Items learners are supposed to synthesize them
for the purpose of language use i.e. communication. A good example of synthetic
syllabus is structural syllabus where linguistic forms are presented linearly and
addictively.
THE COMPONENTS OF A COMMUNICATIVE SYLLABUS


For evolving a syllabus we take into consideration certain extra linguistic factors like the educational setting in which the course is to be taught, the characteristics of the learners, the circumstances under which the educational system operates etc. So, to make the syllabus efficient we need to incorporate a large number of components in evolving a syllabus.

According to Yalden (1983: 86 – 87) following are the components

1. A detailed consideration of the purposes for which the learners wish to acquire the target language.
2. Some idea of the setting (physical as well as social) in which they want to use the target language.
3. The socially defined role the learners will assume in the target language, as well as the roles of their interlocutor.
4. The communicative events in which the learners will participate, everyday situations, vocational or professional situations, academic situations and so on.
5. The language functions involved in these events or what the learner will need to do with or through the language.
6. The notions involved or what the learners will need to be able to talk about.
7. The skills involved in the knitting together of discourse: discourse and rhetorical skills.
8. The variety of the target language that will be needed.
9. The grammatical content that will be needed.
10. The lexical content that will be needed.

In the traditional syllabuses like the Grammar – Translation and the Structural, the main focus was on the components 9 and 10 above i.e. the grammatical and the lexical content. It does not mean that other components were not at all included but they were included unsystematically. In the 70s and 80s a number of syllabus types emerged where most of these components received prominence. People like Van Ek (1973), Wilkins (1976), Munby (1978), view these components as being necessary.
TYPES OF COMMUNICATIVE SYLLABUSES

Various type of communicative syllabuses developed in the course of time are as under.

Structural – functional type of syllabus

Wilkins proposed structural – functional type of syllabus (1974) in which two components of form and functions are separated. It is easy from implementation point of view because it involves adding of language functions to an already existing structural syllabus. It is merely a reorientation of the structural syllabus.

Structures and Functions

Brumfit put forward 'Structures and functions' type (1981). It represents a structural progression in a communicative framework. According to Brumfit syllabuses should be concerned with accuracy more at the early stages than fluency. While maintaining structural progression both accuracy and fluency can be developed.

Syllabus type variable

Peter Shaw (1979) suggested a syllabus type – variable focus in which there is a structural progression and structural exercises and activities in the beginning and then emphasis would change to communicative functions and finally to situation (Cited in Yalden. 1983, p. 113).


It contains components like linguistic items, ideational content etc. but objectives are primarily stated in terms of communicative functions. This is often in occupational or vocational ESL.

Fully Notional Syllabus

It is defined by Wilkins and Van Ek and elaborated and extended by Munby (1978). It is suitable for learners whose proficiency in the second language has to be specified for a very particular and essentially narrow purposes.
Fully Communicative Syllabus

It is also called learner generated of minimal input syllabus. The exponents of this syllabus show a strong preoccupation with methodology. Teacher preparation and learner autonomy are considered to be the corner stones of language teaching rather than the input syllabus. Allwright (1979, p. 167) argues for a minimal language teaching strategy "that if communication is the aim, then it should be the major element in the (language teaching) process". He says linguistic competence is a part of communicative competence, but linguistic competence does not entail communicative competence.

Procedural Syllabus

It is also known as communicational syllabus. It has been developed by N.S. Prabhu of British Council, Madras. According to him, 'structures can by best learnt when attention is focused on meaning'. He has prepared a number of 'tasks' which are graded conceptually and grouped by similarity. Prabhu does not advocate any formal teaching procedures like motivation, presentation etc. He advocates natural language control and self correction by learners.

Communicative Materials

Materials form an essential part of a method or an approach. It is necessary here to have to look at some of the communicative teaching materials in order to have proper guidelines to prepare similar types in our situations. Some examples of such materials are given below.

Functional English (White, 1979), 'Approaches' (Johnson and Morrow, 1979) and 'communicate 2' (Marrow and Johnson, 1980) are based on latest developments in communicative language teaching. 'Functional English' concentrates on the purposive use of language with lessons having functional titles like - Describing people, telling what happened, asking about a place etc. Grammar has been treated explicitly at sentence level. Also there is text cohesion and discourse cohesion and problem solving exercises. 'Approaches' is more or less on the same line but it is intended precisely for learners who have been exposed to accuracy - oriented methods and who now need to develop fluency. 'Communicate 2' is meant for people who want to use English in Britain.
For the beginners, there are materials like 'starting points' (Scott and Arnole, 1979), 'Kernel One' (O'Neill, 1979) and English for life people and places (Cook, 1980). In 'starting points' focus is on listening and speaking. It could be used as a supplementary text. 'English for life – people and places' is similar to earlier two. However it deals with grammar more explicitly than the other two.

There are materials for specific purposes which are mainly meant for the students of Science and Technology, there are materials like 'variations on a Theme (Maley and Duff, 1979) and imaginary Crimes (Clarks J. Mc Donough 1982) in which mystery problem – solving and discussion are mainly found. Most of the materials produced in 1980s are aimed at developing communicative competence.

THE PSYCHOLOGICAL PERSPECTIVE OF LANGUAGE TEACHING
Development in language teaching is closely associated with development in psychology. Psychology can be defined as the science of the mental life and behaviour of the individual language is also one of the aspects of human behaviour studied by psycholinguistics. With new findings in theories of learning, change in approaches towards language learning and second language learning also occurred.

Learning by Association

Before pre-Behaviourist psychology language was considered as a process of forming association. Linguists were very much conscious of the psychological component in a language teaching theory. For example sweet (1899 / 1964) interpreted language learning in terms if the associationism of his time and derived a few general principles associative learning.

1. Present the most frequent and necessary element first
2. Present like and like together.
3. Contrast like with, unlike till all sense of effort in the transition ceases.
4. Let the association be ad definite as possible.
5. Let the association be direct and concrete.
6. Avoid conflicting associations.

Sweet emphasized the need for repetition and memorization.
Behaviourism

Experiments of a Russian scientist, Pavlov on a dog (1920 - 40) and experiments of an American Psychologist B. F. Skinner (Around 1950) led to the development of behaviourist psychology, which is based on stimulus – response theory. An important difference to be observed between the two different models of conditioning – Pavlov’s classical conditioning and Skinner’s operant conditioning is this: Operant conditioning emphasizes the effect or result of conditioning while classical conditioning ignores this aspect of the learning process.

Also Skinner used the principle of reinforcement both positive and negative i.e. reward and punishment. In both the cases the end product is change in behaviour (learning) through habit formation.

American structuralism through Bloomfield (1942–45) had close ties with behaviourism. Certain Behaviouristic convictions were implicit in structural Linguistics and these became widely accepted psychological tenets of language teaching.

In words of Carroll (1955), 'The linguist is enough of a psychologist to realize that language is a system of well learned habitual responses'.

Following this view, scholars interpreted second language learning as a process of limitation, repetition, practice, habitualisation or conditioning assisted by 'reinforcement' and 'generalization'.

Along with this a question of the optimal age of second language learning also began to be discussed, Penfield, a neurophysiologist, on the basis of his scientific work out forward the idea that the early years before puberty offered biologically favourable stage for second language learning.

Wilga Rivers, in 1964 for the first time in the history of the psychology of language teaching, offered a critical analysis of the psychological basis underlying a language teaching theory, the audio-lingual method. Here audio-lingual method is based on following assumptions:

1. Foreign language learning is basically a mechanical process of habit formation (in which reinforcement and correctness are emphasis).
2. Spoken form should be taught before written form.
3. Analogy provides better foundation than analysis.
4. The meaning can be only learnt by knowing the culture of the speaker of that language.

Chomsky (1960) attacked ‘verbal behavior’ of Skinner and the view of ‘language’ underlying audio – lingualism through his transformational generative grammar. He accounted for the mental processes in learning a language.

Cognitive Psychology in Language Learning

Cognitive psychology came in focus with the experiments of Piaget on an ape in a case and a bunch of bananas hanging on the top. The ape was not taught anything. No habit formation was involved. Here the need to eat (hunger) was the motivation. From this experiment a new thinking developed in the psychology of learning. According to cognitivists, learning depends on perception and insight development. It is in the nature of problem solving, the new experience constitutes the problem which the learner tries to solve on the basis of previous trial and error. Learner is at the centre of the learning process.

This view of learning was extended to the learning of second language learning in 70’s. Psycholinguists and applied linguistics advanced their knowledge of the psychology of language learning in various ways like theoretical debate, empirical inquiry and research in areas of second language learning.

Notable work has been done by Krashen in USA. He has distinguished between conscious processes of language ‘learning’ and ‘acquisition’.

A team of Duley and Burt (1979) attempted to show that second language learning, like first language acquisition, is a lawful and creative process. Several books which appeared in the period from about 1973 to 1979 represent a visible record of the developing thought and research trends. They indicate that the focus was now on the learner (Oller and Richards 1973) and that research was vitally concerned with the entire ‘psychology’ of second language acquisition and of foreign language learning (Gingras 1978 and Hatch 1978) or with certain specific aspects, such as error analysis (Richards 1974 and Corder 1982).
Humanistic Approach

Cognitive theory of learning involves inner mental processes like problem solving and creativity in learning. Latest development is the humanistic approach to learning which involves the learner as a ‘whole’ and not only learner’s mental or intellectual abilities. It is a holistic approach.

According to humanistic psychology which has come into focus very recently (Maslow and Rogers), there are three domains of learning process. They are as follows.

1. **Psychomotor domain**: It governs physical activities and skill-based training. For example driving, riding, carpentry, sports etc.
2. **Cognitive domain**: It deals with intellectual abilities of a learner’s knowledge etc.,
3. **Affective domain**: In cognitivism, affective domain is neglected. Humanism includes motivation of the learner, emotional involvement and interpersonal activity.

Motivation needs and interests of the learners are taken care of.
Interpersonal activity – working in group with other learners.
Emotional activity – choice and selection, likes and dislikes are taken into account.

2.4 Materials Production

**INTRODUCTION:**
The term ‘teaching materials’ refers to textbooks, workbooks, teacher manuals and other supplementary materials that are utilized to promote the language learning process. They form the backbone of language teaching.

In the last fifty years, simultaneous with the changing approaches to language teaching, noteworthy developments have taken place in the field of textbook production. ‘Setting up a new course implies a skilful blending of what is already known about language teaching and learning with the new elements that a group of learners inevitably bring to the classroom: their own needs, wants, attitudes, knowledge of the world and so on.’(Yalden, 1987) In the present day, efficient teaching materials are designed to include current approaches to materials production and successfully innovations that have been experimented with in the recent years.
THE HISTORY OF MATERIALS PRODUCTION IN INDIA

Conventional materials:

**Background:** in the first half of the twentieth century, 'outsiders', i.e. people directly connected with the language-learning classroom, produced conventional teaching materials. The writing of textbook was, "*often left to literary hacks, private tutors, unemployed lawyers or less successful school-masters*," according to Michael West. Hence textbooks were, "impervious to change as they did not evolve from teachers' experience and learner's needs and interests but based on *a priori* criteria usually not available to teachers who use them. Besides these conventional materials did not involve the learner in a search for meaning, but made them dependent on teacher explication and interpretation of the text. Such materials have been found to be demotivating for learners." (Innovations in ELT—The Loyola Experience (1986).

The features and use of conventional textbooks in India

In India, in the early years of the twentieth century, English textbooks were imported from the U.K. These books were written for native British children who knew English even before they started school. They were literature based, in order to cater to the teaching methods that were in vogue. Exercises aimed at promoting rote learning. Conventional materials were primarily content based, they comprised prose, poetry, and non-detailed lessons followed by comprehension questions and grammar exercises. The themes of lessons were generally unfamiliar and far removed from native culture and real life. As a result they did not capture the interest of the learners.

Another unsuitable feature of these texts lay in the fact that Indian students possessed no knowledge of English before starting school. However the same textbooks used for native British children were used in India as well.

The production of conventional textbooks as not based on any common underlying principles. 'British were...much too difficult; unfamiliar words were so frequent that more than three quarters of the lesson was spent on teaching them, and the actual reading became an infinitesimal proportion of the work. In the long intervals of word teaching the boys forgot or lost interest in the thread of the story. The new words were so frequent even in the shortest section that the boys could not remember them at all, and failed to grasp the sense of the passage for lack of an essential word. Words learned in previous lessons were forgotten
because, being of not very common usage, they occurred in one passage and never again.’ (Krishnaswamy and Sriraman, 1994)

In India, conventional textbooks were used from the pre-independence era right up to the late 1970's. In a typical conventional textbook, ‘the length of each essay ranges between six and ten pages; poems such as Shelley’s ‘Ode to the West wind’ are always prescribed so that the lecturer (quite often in the mother tongue or in their own brand of English) ‘fall upon the thorns of life’ and make life miserable for the learners,’ state Krishnaswamy and Sriraman (1994). Guide notes with model answers were easily available for high school classes and the college level. With the help of these, it was possible for learners to pass the final examination without even giving a glance to the original textbook, as prepared notes provided standard answer to standard examination questions. Critical thinking and original writing were not required for conventional examination patterns.

Methods of teaching followed

Conventional materials were prepared with a view to the teacher playing a central role in the classroom. Lessons were required to be taught and directed by the teacher. The students were required to play a very passive role in the classroom. A survey of teaching material in the 1970's brought to light the fact that conventional materials were very much in use even to that date. The majority of college students depended on ‘bazaar notes’ or ‘guides’ to pass their examinations.

The Need for changes in Conventional Materials

In later years of the 20th century, it came to be realized that conventional materials possessed several drawbacks as enumerated below:

a) Textbooks did not possess thematic links between lessons and units.

b) Lessons were alien to the native culture of the students.

c) A few language items like vocabulary were given importance while language skills were neglected.

d) Reading matter was extremely difficult for the learners to comprehend, as they possessed a large number of new and unfamiliar words.

The above-mentioned drawbacks in conventional materials precipitated the need for a new kind of materials to be evolved.
Non – Conventional Materials

a) **Background:** The changing philosophy behind both language teaching and learning, led to the formation of an alternative philosophy on materials production. According to the new theory, materials production should be guided by methodology used in the classroom. It is now believed that linguistic and communicative competence is achieved through active language interaction in the classroom. There has been a shift from a non-interactive view to an interactive view on classroom methodology. As a consequence, in the field of materials production, the focus has now shifted to the use of materials in the classroom. Materials are now produced with a view to promoting learner interaction in the classroom against conventional materials which required the teacher to speak while the learners remain silent and learn through the rote method.

b) **Features:** Non-conventional materials consist of problem solving exercises, puzzles, games, brainteasers and other such items which encourage learners to utilize their cognitive and affective capabilities in addition to their social, cultural and linguistic experience in solving them. Non-conventional exercises promote interaction and communication which enhances the processes of language acquisition.

c) **Introduction and use of Non-conventional Materials in India:** In the 1980’s the shift in view from the use of conventional to non-conventional materials guided by communicative methodology gained widespread popularity. In 1980 Prabhu came up with the Communicational Approach. 'Language', Prabhu said 'is best learnt when the attention is on meaning rather than form'. The use of interactive tasks was advocated for the classroom. This new emphasis on interactive language tasks for language learning has been the key inspirational and guiding factor for the recent Central Board of Secondary Education (C.B.S. E.) and Maharshatra Board Materials products. The C.B.S.E. and the Maharshatra Board of Secondary Education have successfully produced new teaching materials for the high school level learners based on the Communicative Approach.

In recent years, non-conventional materials have gained widespread popularity and acceptance in India. Non-conventional textbooks are based on the communicative
approach. Activities in these books generally aim at involving the learners in interactive acts that promote language acquisition. They emphasize on the 'use' of language rather than 'usage'. A non-conventional textbook, 'must stop reproduction, the text should expand to go beyond the classroom with several subtexts in it so that the resourcefulness of teachers and learners is fully exploited', state Krishanaswamy and Sriraman (1994). They also state that a non-conventional approach will have to look beyond the classroom, beyond the examination based on prescribed books.

2.5 Communicative Teaching Materials

Thus, the Communicative Language Teaching approach proposes meaning focused, contextualized, interactive, fluency-based, learner-centred language learning and stresses on use of language in real life situations. The communicative movement has significantly influenced course design and instructional materials in recent years. It is important to examine these trends as reflected in the Indian course books which are included in the present study.

Now- a- days, the ELT market is flooded with materials claiming to be either 'communicative' or 'authentic' or both. A brief survey of these communicative teaching materials, it is hoped, brings to light their distinctive character in comparison with the course that are labelled 'structural\Grammatical'. Most generally, every syllabus \teaching materials \course book\is based on or associated with the widespread, current approach to ELT, viz., 'Communicative Approach'. An attempt has been made to review these materials and discuss their usefulness, effectiveness and novelty, if any, in connection with language teaching and learning.

COMMUNICATIVE VS STRUCTURAL MATERIALS

CTMs present us with a convenient and often attractively packaged inventory of functions\notions. 'Because 'CA' is syllabus centered, it is still accompanied by the idea of 'getting through ' a certain inventory of things to be learned.'[J.T. Roberts,1982:125]. These notions and functions are usually related to the needs of the learner desiring to learn English with a purpose. Before the materials are prepared, materials producers
make it a point to analyze learners' requirements and specify their needs to focus on the purposive use of language. Widdowson (1979:252) argues, "The specifications of learners needs should not, then (or so it seems to me) determine methodology." The communicative approach, dubbed a 'syllabus centered approach', appears to be isolated, unlike structural approach, from methodology so far as teaching materials is concerned. "It does not provide us with a route but it points us in the right direction. It suggests an approach." (Widdowson 1979:252)

The focus of CTM is on communication—oral as well as written, and 'fluency' is as central to the concerns of the materials writer as 'accuracy' is.

It can be speculated that the traditional situational courses could be used to 'communicative effect' depending on the way in which they were handled by the teacher. In other words, it is not "a new language which is being presented ,but the same language in different packaging."(Roberts, 1982:127)

The course materials are functionally and thematically organized, though grammar is typically introduced at the level of the linguistic exponents of functions. Supporters of structural approach argue that Grammatical\Structural syllabus presents a system, provides the learner with a capacity to learn, which is expected to be acquired or captured by the learners.

On the contrary, there appears to be no evidence of a 'system' in communicative course books. Roberts offers perceptive comments on this. 'Rich as the materials are in many respects, there is less evidence of a system to be learned than in the course book of a decade ago (meaning structural syllabuses), and the possibilities for self -access often seem very restricted.'(Roberts, 1982:129).

Communicative syllabi and textbooks are far more motivating and attention capturing than structural one for, they take into account learners' needs, aspirations and concentrate more on the learner and his requirements than on structures and patterns directed from practical utility and immediate relevance. Most of the communicative textbooks that will be discussed below are exclusively meant for adult learners and migrants.
Of all the Communicative Materials 'Starting Points' (Scott and Arnold, 1978) is 'a classic example if communicatively organized EFL materials.' (Roberts, 1982: 126). Other materials include Kernel One (O'Neill, 1979), English for Life-People and Places (Cook, 1980), Functional English (White, 1979), Approaches (Johnson and Morrow, 1979), Communicate -2 (Morrow and Johnson, 1980). Each of these books will be discussed separately in the following pages.

1. STARTING POINTS (SCOTT AND ARNOLD, 1978)
It is not intended to be a self-contained course, but as a source of supplementary materials which concentrates on the skills of listening and speaking. However, it provides a good illustration of a practical response to theoretical developments. It is claimed that the linguistic content of the course is based on the communicative aims of the Council of Europe's The Threshold Level (Van Ek, 1975) and acknowledgements are made to Trim and Van Ek. The phrase 'language functions' looms large in the introduction, a number of language functions are presented and exemplified and the language functions chosen are those which are most likely to be of practical use to beginners and elementary students. These include units such as introducing yourself, offering things, getting attention, saying what you want, expressing dislike, politely interrupting etc.

The course aims to give as much opportunity as possible for guided role-playing in order to cultivate fluency. It is also intended to help the student build up recognition and comprehension in listening. 'Structures' are introduced under functional headings, but grammar is not dealt with explicitly. As a supplementary course, it concentrates on 'fluency', taking for granted that 'accuracy' will receive attention elsewhere. There is evidence of 'grading', but grading is by no means as obvious as in grammar-based materials.
2. KERNEL ONE (O'NEIL, 1979)
There seems to be distinctly Brumfitian flavour to the notion of learning and teaching in 'spiral' expounded in the introduction to the book. As Kernel One is intended as main course book, it cannot afford to neglect grammar; its author claims that:
'It is not a rigidly structural course. It does not try to present grammatical forms simply because they are part of the system...it presents things because they can be seen generally to be useful.'(O'Neil, 1979)

3. ENGLISH FOR LIFE –PEOPLE AND PLACES (COOK, 1980)
This book deals with grammar more explicitly than the other two, and by virtue of retaining and using the traditional names of grammatical categories – e.g., 'present continuous', it could be helpful for any student who desires to exploit the book on his own.

4. FUNCTIONAL ENGLISH (WHITE, 1979)
Functional English, as the title suggests, concentrates on the purposive use of language and most of its units have an overtly 'functional title', e.g. 'describing people', 'describing a place', 'telling what happened', etc.
The book receives an explicit treatment of the aspects of sentence-level grammar, text cohesion and discourse cohesion. There are problem solving as well as linguistic exercises.

5. APPROACHES (JOHNSON AND MORROW, 1979)
The main emphasis in this book is on 'language activation'. It is designed to activate language, which the student may have learned passively, but which he has not had the opportunity to use in everyday communication. It is intended precisely for learners who have been exposed to accuracy-oriented methods and who need to develop fluency. The contents of the book include 'talking about yourself', 'meeting people', 'asking for things', 'asking about things', 'inviting' etc. The book deals mainly with speaking and listening skills. Grammar is not included.

6. COMMUNICATE 2 (MORROW AND JOHNSON, 1980)
Communicate2 includes grammar exercises; grammar to study, grammar to practise, but the treatment of grammar is entirely based on the texts, situations or topics and on the author's claim that 'Communicate2' is not really a grammar book. (Morrow and
Johnson, 1980] The contents comprise 'food', 'offerings', 'cooking', 'telling', 'people what to-do', 'restaurants and pubs', 'role-play' etc.

7. A TEXTBOOK OF FUNCTIONAL ENGLISH FOR ARTS\SCIENCE \COMMERC
PREPARED BY ELT CENTRE, SHIVAJI UNIVERSITY, KOLHAPUR
The ELT Centre, Kolhapur, has designed these books believing that the need of Indian graduate is a kind of English which will serve two purposes: one, help them to pursue their academic course meaningfully through the medium of English if so desired; and two, prepare them to meet the social demands successfully after graduation, and among other things, fulfil the essential requirement for competitive jobs. In this book exercises like match the columns, fill in the blanks, substitution table (vocabulary practice, aids to comprehension, composition) are given. A critical look reveals that although the book has been designed aiming the communicative objectives in mind, the book does not fulfill the needs of learners because most of the exercises given in the book are in conventional way emphasizing the structures. Functions are not given its due importance in the book.

FOURTH EDITION (1994).
Cambridge Skills is a series of supplementary materials covering all the four skills listening, speaking, reading and writing; each skill is developed through pre-intermediate to advanced level.
The series aims to develop students' confidence and fluency in English, by offering a variety of topics and activities which engage students' interest and encourage them to share personal reactions and opinions. Each book has its own features and its own principles approach to skill development. In this all the tasks are open ended and integrated with oral-written work. Given below is the review of Cambridge Skills part-2 for all the four books which are designed for the lower intermediate level which suits our under-graduates level.
Listening 2
The listening books aim to develop students 'ability to understand real life spoken English, through recordings of natural spontaneous speech, selected and edited to make them accessible at each level. In this book, twenty units are given; each unit is divided
into two parts: A and B. Each part provides materials for 30-45 minutes. Both the parts of the unit are independent of each other, reflecting different aspects of one topic. Nearly all the recordings given are of spontaneous, unscripted language; most of the materials is taken from authentic informal interviews. The series author has also tried to include a variety of voices and speaking styles, so that students have a chance to listen not only to 'Standard British English', but also to a range of regional and other varieties of English like Scotland, Ireland, Northern England, the United States and New Zealand etc.

In this book in earlier units, short stretches of speech are given, which can be played several times; longer pieces of listening are divided into shorter sections, each with its own listening task. In some units, isolated utterances are given—to help the learners to overcome the sense of panic that learners are liable to feel when listening to an apparently 'unstoppable' stream of language. Some units (2A, 4A, 4B, 9A, 9B, 18A) introduce conversations between two or more speakers in order to focus on this as a comprehensive feature. Extensive pre-listening activities are also given to encourage students to make predictions about what they are going to hear.

Speaking — 2

The Speaking book which has 20 units aims to develop students' oral fluency by focusing on topics that are personally relevant to students and which encourage students to draw on their own life experience, feelings and cultural knowledge. Here, the recorded materials are deliberately longer and more challenging than the materials used in Speaking 1. The underlying principle is that an ability to deal with non-simplified spoken English is a vital accompaniment to the development of spoken fluency. However, students' capacity for comprehension is not overburdened. Listening tasks generally require understanding only at the level of gist.

In order to arrange the 20 units the more straightforward ones are given earliest in the sequence, but there has been no conscious linguistic grading. The theme of some of the materials is found too personal. But the authors of this book firmly believe that talking about topics in personal terms strengthens and enriches the quality of social contact in the classroom. More than that, it widens the boundaries of interaction involving the target language in the future.

In this series, an attempt has been made to involve the teachers in the activities; they are expected to create a pathway into the units by using simple activities, mimes or
questions to elicit spoken language before using the book. All these units invite students
to talk with another in small groups or in pairs.
This material inevitably reflects western backgrounds, although they have tried to avoid
too many specific references to British or other English speaking locations.

Writing 2:

The writing books place writing in a central position in the language class, presenting it
as a creative activity which contributes to language learning in general.
This book, intended for students with a lower intermediate knowledge of English,
contains 20 units built around different topics. Each unit provides approximately 50-60
minutes of classroom work. With each unit there are normally 4 or 5 main activities. It
is observed that, generally, the activity at the beginning of a unit concentrates on work
at the level of vocabulary or sentences. whilst those towards the end of the unit demand
paragraph or short 'whole text' writing.
Unlike the other writing books, Writing 2 provides open-ended, creative, imaginative
tasks which stimulate students to use language to say what they wish to say. Many of
the activities are interactive that is, they require students write to, for and with other
students. All these activities suit students while working in pairs or groups.
Interactive tasks are integrated with the other three main skills—listening, speaking
and reading.
In this book, particular effort has been taken to develop the range of strategies which
students may take in the process of writing. These are not offered as prescriptions but
as opportunities to experience and experiment with different ways of going about
writing and the students themselves ultimately make their own decisions about what
works best for them as individuals. Below is a list of some of the strategies which are
introduced in the book, together with references to example exercises.
– making 'idea' maps (e.g. 1.1)
– making ‘word maps’ (e.g. 6.1)
– using questions to plan writing (e.g. 1.3, 3.3 and 14.4 etc.)
– making notes before writing (e.g. 2.2, 8.3 and 10.4)
– comparing 'sharing ideas with others before and while writing (e.g. 3.3, 5.5, 7.3, 8.210.4
etc.)

Of the 20 units contained in the book, 13 deal with general topics; five deal primarily
with types of written texts. (units 4, 6, 10, 18 and a further two deal with the ‘learning
learn' topics which encourage students to develop their own ways to help themselves
learn (units9 and 15).

The activities provided in the book range from the light-hearted to the more serious. It
is left to the teachers and students to select units and activities which they find both
interesting and useful to do. A concerted effort has been made to devise tasks which
draw on students' own experiences and opinions, thereby bringing about more
involvement, and placing teachers and students on more equal footing.

One map is given at the beginning of the book which shows the main areas of language
functions, language structure and vocabulary as well as an indication of the main
aspects of writing covered in the units helps the students and teacher to choose any
activities of their interest and purpose.

The important thing, though, is that when students are asked to write, revise and
discuss with their neighbours and are not unduly rushed. With a class that contains
students of varying levels of ability, those students who finish a task before others, can
be asked to move straight on to a further task before they return to whole class
discussion.

9. FORM AND FUNCTION-A COMMUNICATIVE GRAMMAR FOR COLLEGES (2003) -V.
SASIKUMAR AND V. SYAMALA. EMERALD PUBLISHERS, CHENNAI.
This is a communicative grammar of English designed specifically for the use of
students at the UG level. As the main objective of learning a language is to develop the
ability to communicate efficiently in the language, the primary role of a communicative
grammar is to ensure and enhance the ability and confidence to use language
accurately, 'Form and Function' has successfully attempted to fulfill that role by
adopting a variety of eclectic approaches.

In this book, twelve areas/topics of English has been chosen which either is crucial to
the user in his/her effect at efficient communication; or pose difficulties for the user of
English at this level.
It attempts to exploit the user's language experience in order to trigger off a discussion of grammar. It also attempts to activate the user's dormant grammatical knowledge, however, fragmented and unfocussed it is. The user is helped to recall the relevant bit of grammar in him without embarrassment. It is then refreshed and enriched with interesting examples and additional information. It is reformulated in the form of a rule principle or generalization. Applying it in a variety of real life communicative situations reinforces the rule thus established.

'Form and Function' follows a cautious middle course by limiting the use of grammatical terms and labels to the most essential and most common to avoid bewilderment among learners. It has tried to give the right emphasis to matters of grammatical accuracy blending it unobtrusively with concerns of situational appropriacy. It has also attempted to make the user aware of the degree of formality in communication, the difference between the 'spoken' and 'written' language and the demands of different 'registers.'

The attempts throughout the book are to sensitize the user to the mistakes he/she is likely to make and equip him/her with the mechanism to correct errors in the selected area of grammar and then after cause analyses suggest remedial measures to the users. The learning of grammar, more often than not, is considered a dull and uninteresting activity. It is necessary, and possible to rid grammar of the stigma of humourlessness. 'Form and Function' has attempted to do this by using amusing situations for practice, by sprinkling a few 'funny' illustrations and by inserting human anecdotes.


This is a practical guide to communication activities in the language classroom, suitable for use with students from elementary to advanced level.

Part I contains instructions for over 100 different exercises, including interviews, guessing games, jigsaw tasks, problem solving, value clarification techniques, mime,
role-play and story-telling. For each activity, notes are also provided on the linguistic and educational aims, the level, organization, time and preparation required.

Part 2 contains the accompanying worksheets, which can be copied, making many of the activities instantly available for use in class. A comprehensive table of activities and an index are included for ease of reference.

A number of different ways of setting up the communicative activities in this book are explained in the description of the activities themselves. For teachers who would like to change their procedures for handling classroom discussions a few major types are also in the book.

It can be concluded that the book is valuable and informative for teachers of English as numerous activities and approaches have been suggested that can be used to make learning English more meaningful and interesting.

11. INTERACT IN ENGLISH

In the academic year 1993-94, the English course ‘A’ was introduced for classes IX and X — (in the current academic year, 2003-04, it has been renamed English-Communicative) and the first examination for class X in the new curriculum was held in March 1995. In the new curriculum, the focus is on equipping the learner with essential language skills and developing in him the confidence to use them effectively in life-situations.

The new curriculum is the first of its kind in which the key areas are materials production, testing and evaluation, in-service teacher training. Thus ‘Interact in English’ which makes use of the Communicative Approach, has emerged as the product of a six-year project of the CBSE in collaboration with the overseas Development Administration, UK, and the British high commission in India.

After two years of use, a second look was taken at the class X books and a revision took place in 1996. Thereafter, between 1997 and 1999, the course books of classes IX and X were revised based on the feedback received from the users—the students, teachers and ELT professionals. The units and activities in the main course books, literature readers and workbooks were modified, rewritten, recorded or reworked.
In this book, the learning materials, both for classes IX and X, have been designed with a special emphasis on developing skills in using English and helping students prepare for the examination.

The new course places a heavy emphasis on interaction between the child and the teacher on the one hand and among students themselves through group discussions, projects and practical exercises on the other. In keeping with this spirit of the new curriculum, the series of the learning materials has been aptly designated as **Interact in English.** This is to remind the users of the materials that English (like all languages) is to be used in various situations i.e. in speaking to someone else, in listening to a lecture, in reading of a textbook or an academic article, in writing an essay, in enjoying and discussing a poem with friends.

Interact in English has won many credits worth mentioning. It radically changed the role of the English teacher in the classroom. The teacher no longer teaches English, but helps his students learn it through active participation and lively use of it. The traditional fear that had been associated with English, as a subject of study has been removed. The average learner is also confident now. His silence has been broken.

Listening and speaking, as skills of language, are now given the required emphasis as a part of the learning of English. Writing skills are being developed in a systematic manner with the involvement of the learner. The students now write with a purpose. Learning grammar has become a pleasurable activity. The students enjoy the fun in the various activities in the workbooks and, at the same time, learn the use and usage of grammatical items.


The Sri Padmavati Mahila Viswavidyalayam, Tirupati under the scheme of the ongoing English language Teaching Project that was sponsored by the Overseas Development Administration (U.K.) and administered the British Council Division, Madras, has prepared this book.
This textbook is designed to develop the communicative competence of students pursuing postgraduate courses in all the disciplines of the university. Its special emphasis is on oral communication and the academic and professional use of the language. It keeps in view the students' job seeking, job-getting and job-holding needs.

This textbook aims at the task-oriented and students-centred approach. Grammatical and pronunciation accuracy are integrated with communicative appropriacy and effectiveness. Student initiative, and learner-learner and learner –teacher interaction are encouraged, striking a balance between teacher explanation, individual activity, pair work, group work and whole discussion. The topics are so chosen as to create genuine communicative pressure in the students as well as to be relevant to their diverse needs.

13. WRITE TO COMMUNICATE—GEETHA NAGRAJ (2004). FOUNDATION BOOKS, NEW DELHI.

The focus of Write to Communicate is on developing writing skills useful to students at the undergraduate level to communicate effectively in a mainly academic context. The skills that they acquire by going through this book are based on suitable adapted authentic materials to give students a feel of the type of materials they might need to read and respond to in real life situations.

The four sections of Write to Communicate comprise units that cover four major areas, viz, report writing, summary writing, letter writing and grammar and punctuation. There are a variety of tasks that are both challenging and interesting, which should help students acquire communicative competence.

To encourage learner autonomy, the course is designed as a series of activities and tasks for the students to do. The teacher's role will be that of a guide and facilitator. In this book the writer has not given any key to the tasks. If the key had been given, the teachers of English would have used it in a better way. Secondly, examples given were not enough to facilitate the learners, particularly in some of the tasks this need was felt very strongly, for instance, the difference between formal and informal language has not been highlighted clearly particularly in task 3(B). In another example, on page no.18 'Reports of experiments' the instruction given is like this:
'Reports are written about experiments too. Here, the type of report you write depends upon who you are writing for – a scientific journal, a magazine, a laboratory manual and such others.' Below it two reports are given but it has not been mentioned clearly whether these reports are written for a journal or a magazine or for any thing else.

At last, it can be concluded that 'Write to Communicate' is a worth mentioning book to strengthen the writing skills of the learners at the undergraduate level.


Enrich Your English, a 150 –Hour Bridge; intensive course has been prepared by the CIEFL, Hyderabad. This course is especially designed for entrants to undergraduate programmes with a regional medium background. It aims at developing a take-off level proficiency in reading and writing skills, with focus on reading skills. Listening and speaking skills are also given due importance. It is partially self-directed, the focus being on the learner. It is a package comprising two books, two Workbooks, a Supplementary Reader, a set of Audio Cassettes, and a Teacher's manual.

The design and content of the course not only make it useful for college entrants but also for the general public interested in acquiring an intermediate level competence in English.

The main objectives of the course is to activate and enrich their English, improve their communicative and linguistic competence and thereby help them play their roles effectively in their multilingual and multicultural setting and do their university and colleges courses with confidence.

The salient features of the course are: a wide range of texts, the focus on the learner, learning by doing, guided self-study, and integration of skills.

Book I: Communication Skills consists of 10 units and 2 review units. Each unit focuses on a sub skill of reading. Besides, training is provided in skills of listening, speaking and writing. This equips learners with strategies for effective communication.
Research

There is little published research in materials development. The published research has mainly focused on macro-evaluation of materials projects (Rea-Dickins 1994; Alderson 1985), publishers' pilot materials (Donovan 1998) and the evaluation of course materials. (Cunningsworth 1984, 1996; Breen and Candlin 1987; Tribble 1996; J.B Brown 1997; Johnson and Johnson 1998)

One of the problems in materials evaluation is the subjective nature of many of the instruments of evaluation with the view of the researcher often determining what is measured and valued, for example in J.B. Brown's (1997) evaluation, extra points are awarded for course books which include tests. However, there have been attempts to design objective instruments to provide more reliable information about what materials can achieve (R. Ellis 1998, Littlejohn 1998, no one set of criteria can be used for all materials (Johnson and Johnson 1998) and attention is being given to principles and procedures for developing criteria, for specific situations in which the 'frame work used must be determined by the reasons, objectives and circumstances of the evaluation (Tomlinson 1999). Another problem is that many instruments have been for pre-use evaluation and they are too demanding of time and expertise. Recently, there have been attempts to help teachers to conduct action research on the materials they use (Edge and Richards 1993; Jolly and Bolitho 1998) and to develop instruments for use in conducting 'pre-use', 'while-in-use' and 'post-use' evaluation (R. Ellis 1998).

There is little work or theories of materials development. Although Hall (1995) describes his theory of learning in relation to materials evaluation and Tomlinson has listed theoretical principles for materials development, and outlined a principled and flexible framework for teachers to use when developing materials (Tomlinson 1999). There are also published accounts of how textbooks are produced (Hidalgo et al. 1995), which include a number of chapters on how textbooks are written. Prowse (1998) reports how 16 EFL writers develop their materials. These accounts seem to agree with Low (1989:153) that 'designing appropriate materials is not a science: it is a strange mixture of imagination, insight and analytical reasoning'. Maley (1998:220-221) argues that the writer should trust 'intuition and tacit knowledge 'and states that
he operates with a number of variables which are raised to a conscious level only when he encounters a problem and works 'in a more analytical way'.

In order to produce effective non-conventional materials, a lot of intensive effort is required on the part of material producers. "The popular belief is that developing materials English for the senior secondary and tertiary levels is easy. The textbooks are anthologies -- collections of authentic prose pieces, stories, plays and poems. Therein lies the rub! A good materials producer has to browse through pages and pages of literary writing and selecting those pieces which would be linguistically appropriate and which arouse the learners’ curiosity and sustain his/her interest. More often than not the compiler has to adapt – simplify or condense – the piece. Selection of a suitable piece is not only a laborious and time – consuming task – what tests his \ her métier are the various activities, devices used to exploit the piece for teaching language, for making the learner sensitive to the creative uses of language and to help him enjoy literature." (Ram, 1992) "The textbook and the texts selected or written must be so open ended that no crib writer can predict probable questions and answers. The supplementary activities suggested by the text must encourage learners to read intelligently, respond critically and write creatively so that the ability to use the language in situations other than the ones in which it was learned, can be tested in a meaningful way." (Krishnaswamy and Sriraman, 1994).

The points of CTM can be summed up as the following

1. The focus of CTM is both on ‘accuracy’ and ‘fluency’ but fluency receives greater attention, which is cultivated by means of ‘role-play’, ‘simulations’, etc.

2. Grammar is not dealt explicitly. Instead, it is introduced under functional headings, like ‘offering things’, ‘expressing dislike’, etc. Grammar is often based on text and presented in situations and topics and never in isolation. Though grammar teaching is essentially a part of CTM, it is invariably situationalized and contextualized so that the ‘use’ of language in real life situations rather than on grammatical principles presented out of context.

3. Language ‘forms’ and ‘functions’ are not introduced in grammatical or linguistic terms, but in terms of communicative use, viz. ‘describing people’, ‘asking about things’, etc. Thus, the course materials are functionally and thematically organized.
4. Most communicative materials language emphasis on 'language activation', that is to make optional use of the language, the learner has already learnt by providing exercises, situations and such topics that require language use.
5. There is greater emphasis on listening and speaking skills.
6. The courses are based on communicative needs of the students.
7. There is no evidence of systematic grading as is found in grammatically organized courses.

Trends in Material production

Trends in published materials

There are a number of discernible trends in commercially produced materials. There are more activities requiring investment by the learners in order for them to make discoveries (e.g. Bolitho and Tomlinson 1995; Joseph and Travers 1996; Carter and McCarthy 1997) Also, there are more interactive learning packages which make use of different media to provide a richer experience of language learning and to offer the learner choice of approach. There are also more extensive reader series being produced with fewer linguistic constraints and more provocative content (e.g. The Cambridge English Readers Series launched in 1999).

Trends in Project Materials

In many countries groups of writers produce local materials. From observation of such projects in Bulgaria, China, Indonesia, Ireland, Mauritius, Morocco, Namibia, Norway, Romania, South Korea, Sri Lanka, Singapore, Vietnam and India (too at least at the school level) the following trends are discernible.

1. Writing team often consists of teachers and teacher trainers who are in touch with the needs and wants of the learners.
2. Writing teams are often large (e.g. 30 in Namibia, seven in Romania, five in Bulgaria) deliberately pooling the different talents available.
3. Materials are content and meaning focused, with English being used to gain new knowledge, experience and skills.
4. Materials are written keeping in mind the wants, needs and views of learners and teachers.
Experiments have also been conducted in generating materials for courses rather than relying solely on commercially produced materials, e.g. Hall (1995) reports on a genre-based approach and a student-generated, experiential approach developed at the Asia Institute of Technology in Thailand, a number of researchers are currently experimenting with experiential approaches to literature on ESP courses in Singapore and Thailand.

Possible Future Trends

Materials will continue to aim at the development of accuracy, fluency, and appropriacy while placing more emphasis on helping learners achieve effect. They will provide less practice of cooperative dialogues and more opportunities to use the language to compete for attention and effect.

Materials will contain more engaging content, which will be of developmental value to learners as well as offering good intake of language use. Materials will become more international, presenting English as a world language rather than as the language of a particular nation and culture.

More materials will be available on the Internet and many will make use of Internet texts as sources. For example, in Singapore an English course book (English for Life 2000) makes extensive use of web search activities and offers accompanying readers on the web. Numerous websites make learning materials available (e.g. planet English: www.planetenglish.com) and a joint collaboration by several European universities puts language learners in contact for bilingual email exchanges (www.shef.ac.uk/mirrors/tandem).

Also the US information service is active in encouraging the use of American educational websites (e.g. American studies Electronic Crossroads: http://e.usia.gov/education/engteaching/intl/jeal-ndx.htm) and electronically published materials (e.g. ELLSA American Literary Classics: www.rdlthai.com/ellsa_ellsamap.html).

Major works In ELT in India (Particularly in Gujarat)

Here the researcher would like to discuss research works carried out in the field of oral communication and communicative language teaching in India. Various activities are
undertaken by H. M. Patel Institute of English Training and Research, Vallabh Vidyanagar which provides an access to the latest development in the field of ELT and also let us know about the present situation in ELT in Gujarat and what steps could be taken to help it progress from what they are to what they should be.

Madras Communication Teaching Project (CTP) 1979

Remarkable work has been carried out by N.S. Prabhu in Madras in English language teaching. It is known as Madras Communicational Teaching Project (CTP). It began in 1979. The CTP syllabus comprises of series of tasks (problem solving activities). Each task is carried out in three stages – pre-task, task and feedback. The pre-task brings relevant language into play, regulates the difficulty level and allows some learners to learn from other learners. The task itself is a self reliant effort by each learner to achieve clear goal (for example interpreting a schedule or a map etc.). The feedback gives an indication to the learner as to his success on the task.

There is no linguistic specification and language control is natural (i.e. caretaker talk). The difficulty level of the 'Primary language data' and 'natural language control' helps to control the comprehensibility of the input and the mind engagement makes the input available for intake. It is distinct in that theories no deliberate attention to language at any stage in CTP teaching.

Group Method Techniques (1984)

In her doctoral thesis Sulabha Natraj has investigated on the efficiency of group method techniques and how they help in solving the problem of large classes. Group Method Techniques are also effective in promoting real use of language and improving learner participation. The communicative nature of the material has helped the learners use a lot of English, some of which go beyond their prescribed course.

Communicative Competence (1988)

According to the analysis of the present course book carried out by S Mohanraj, it is necessary to develop suitable material to develop learner's communicative competence. Investigation reveals both teachers and students have felt the need of such materials since the regular course book is inadequate to develop competence of the learners. In his study the researcher tried the materials produced for the project which were helpful
in developing considerable amount of interaction among the learners. Both the teachers and learners need to be given orientation for the effective use of the new materials.


Thesis of Rajendrasingh Jadeja (1988) is based on developing techniques for teaching and testing oral communication. A set of teaching and testing techniques has been designed with a view to promoting language use in the classroom. From this experimental studies it has been found that these techniques are effective both in urban and rural areas and all the learners across the range of intellectual abilities and socio cultural background have benefited from them. Analysis of the classroom interaction reveals that these techniques lead to a more conductive type of teaching in which learners get more opportunities to use the language. Teacher takes a backside, the students are at the centre of the activity and teacher's task is to help them and encourage them to change our traditional classroom interaction patterns teachers need to be oriented and learners need to be trained in the new way of working.

The Effectiveness of Communicative Materials (2008)

Research thesis of M. C. Jacob, is based on finding the effectiveness of communicative materials of secondary levels in schools of Gujarat. The aim of the study is to show how mechanical language control could be lessened to ensure better teacher pupil and pupil-pupil communicative interaction in the classroom. It has been concluded that we should do away with our teaching in an 'informal' setting. This would help in easing tension and nervousness. Traditional role of teacher and that of pupils need to be changed. The classes should be learner centered and non teacher centered. The teacher should act like a 'co-participant' and not as a 'dictator'. Finally stress is put on not making our teaching examination oriented. Learner's authentic communication is also stressed.

2.7 Overview of Quantitative and Qualitative Research

Any scientific research involves an investigation that

1. Seeks answers to a question
2. Systematically uses a predefined set of procedures to answer the question
3. Collects evidence
4. Produces findings that were not determined in advance
5. Produces findings that are applicable beyond the immediate boundaries of the study

"Medieval alchemy aimed to transmute base metals into gold. Modern alchemy aims to transform raw data into knowledge, the coin of the information age."

In all research studies, a lot of information called raw data may be collected by the investigator for analysis. For example, the scores obtained by the students in a BBA class in their final university examination are simple raw data, which on itself, have no meaning. As and when a meaning is added to it following a careful and methodical analysis, it leads to very important piece of knowledge. Thus, raw data is highly descriptive and do not include judgments about whether what occurred was good or bad, appropriate or inappropriate, or any other interpretive judgments.

Therefore, a distinction is sometimes made between data and information to the effect that information is the end product of data processing, although at many times, data collection and generation of useful information may be a simultaneous process. Nevertheless, any data whether qualitative or quantitative, must undergo selective extraction, organization, analysis and formatting before being presented to a targeted audience, so that it can be understood and used as valuable information. Hence, if careful and methodical analysis of the scores of the BBA students mentioned above, reveals that a certain section of students (say of a particular board during their pre-BBA studies) scored significantly high than others in the final university examination, it leads to further query as to whether such a section of students are likely to perform better. Similarly, an in depth interview of the students may reveal differential approach to learning by the different sections of the students so that it may be reflected in their performances during classroom sessions and/or during examinations. Here, valuable information can be extracted from carefully planned data collection either through quantitative or qualitative methods.

There are volumes of debate between the protagonists of qualitative and quantitative research methods, especially so in the field of social sciences. Indeed, assessment of the impact of an educational intervention on communicative competence is a challenging task, both for the researcher as well as for the teaching community at large. Quantitative data are those observations that readily lend themselves to numerical representations: answers to structured questionnaires, counts of speech interactions among co-workers etc, while qualitative data tend to be less easily summarized in numerical form, like protocols of unstructured interviews and notes from observations etc.
Quantitative and qualitative research methods differ primarily in

1. their analytical objectives
2. the types of questions they pose
3. the types of data collection instruments they use
4. the forms of data they produce
5. the degree of flexibility built into the study design

The key difference between the two methods lies in the fact that quantitative methods such as surveys and questionnaires, where researchers ask identical questions to all participants in the same order, are quite inflexible. The idea of "close-ended" questions in such designs allows meaningful comparison of responses across the participants but, at the same time, requires thorough understanding of the specific questions to ask, the best way to ask them and the range of possible responses.

On the other hand, qualitative methods are relatively flexible, allowing greater spontaneity and adaptation of the interaction between the researcher and the participant, with the help of "open-ended" questions that may not be in the same order for all the participants. Qualitative research ensures a less formal relationship between the researcher and the participants thereby giving an opportunity to the respondents to respond more elaborately and in greater detail than in case of quantitative research.

Quantitative research assumes that behavior can be explained through objective facts. Design and instrumentation of such studies tend to eliminate bias and error within the study. This is a positivist paradigm. Whereas, qualitative researchers express the assumptions that there are multiple realities that are socially defined, in what is called a phenomenological paradigm.

The researcher is immersed in the setting and gives the reader enough detail to "make sense" of the situation. While both the methods are rhetorically different, their results can be complementary. (William A Firestone, Meaning in Method: The Rhetoric of Quantitative and Qualitative Research; Educational Researcher, Vol. 16, No. 7, 16-21 (1987)
Comparison of Quantitative and Qualitative Research Approaches

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<tr>
<th>General framework</th>
<th>Quantitative</th>
<th>Qualitative</th>
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<td></td>
<td>Seek to confirm hypotheses about phenomena</td>
<td>Seek to explore phenomena</td>
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<td></td>
<td>Instruments use more rigid style of eliciting and categorizing responses to questions</td>
<td>Instruments use more flexible, iterative style of eliciting and categorizing responses to questions</td>
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<td></td>
<td>Use highly structured methods such as questionnaires, surveys, and structured observation</td>
<td>Use semi-structured methods such as in-depth interviews, focus groups, and participant observation</td>
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<th>Analytical objectives</th>
<th>Quantitative</th>
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<td>To quantify variation</td>
<td>To describe variation</td>
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<td>To predict causal relationships</td>
<td>To describe and explain relationships</td>
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<td>To describe characteristics of a population</td>
<td>To describe individual experiences</td>
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<tr>
<td>To describe characteristics of a population</td>
<td>To describe group norms</td>
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<th>Question format</th>
<th>Quantitative</th>
<th>Qualitative</th>
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<td>Closed-ended</td>
<td>Open-ended</td>
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<th>Data format</th>
<th>Quantitative</th>
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<tr>
<td>Numerical (obtained by assigning numerical values to responses)</td>
<td>Textual (obtained from audiotapes, videotapes, and field notes)</td>
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<th>Flexibility in study design</th>
<th>Quantitative</th>
<th>Qualitative</th>
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<tr>
<td>Study design is stable from beginning to end</td>
<td>Some aspects of the study are flexible (for example, the addition, exclusion, or wording of particular interview questions)</td>
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<td>Participant responses do not influence or determine how and which questions researchers ask next</td>
<td>Participant responses affect how and which questions researchers ask next</td>
<td></td>
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<tr>
<td>Study design is subject to statistical assumptions and conditions</td>
<td>Study design is iterative, that is, data collection and research questions are adjusted according to what is learned</td>
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2.8 Research in ESP for Materials Production:

1. DEVELOPMENT OF A PROGRAMME IN ENGLISH FOR THE STUDENTS OF HOTEL MANAGEMENT AND CATERING TECHNOLOGY- NEELAXI R.C. BHATTACHARYA. S.N.D.T. WOMEN'S UNIVERSITY, MUMBAI

This is a programme in English for the students of Hotel Management and Catering Technology. The work comprises two sections: The first section being a discussion on the theories on various aspects of language teaching, while the second section comprises the actual programme followed by the concluding chapter. The work is in response to the felt need for ESP courses. Since language is a social function, it is directly related to the society in which it is used. The study highlights the application side of ELT and emphasizes the need-based teaching. The study also points out the teachers of English should now change their methodology and confirms that for ESP teaching CLT is the most suitable. The study also discusses the concept of communicative competence and says that ELT courses should be skill oriented. The study also discusses the main features of such ESP courses and recommends ESP materials with communicative nature stating the success of the tryout of the course prepared. The data is interpreted both qualitatively and quantitatively.

Reference made from the study

The study shows how ESP can contribute at developing the linguistic as well as communicative competence of students. It also talks about the success of CLT with such ESP courses.

2. PREPARATION AND TRYOUT OF A COURSE IN ENGLISH FOR THE TRAINEES OF PRIMARY TRAINING COLLEGES IN GUJARAT- DAMYANTI UMRA, SARDAR PATEL UNIVERSITY, VALLABH VALLABH NAGAR

Damyanti Umra prepared and tried out an English course for the trainees of Primary Training Colleges in Gujarat. The study traces the historical perspective of ELT in Gujarat and analyses the present day learners' needs in the four basic skills LSRW for
developing their competence in English. This is followed by a discussion of the classroom practices observed in the primary schools of the teachers' inadequate knowledge of English, the problems faced by them to teach English in primary schools, lack of special training in English in the PTCS, the drawbacks of the existing syllabuses of English and need to prepare a new course in English to meet the learners' requirements. Both survey and experimental methods are used in the study. The needs of the PTC trainees are identified through responses obtained from questionnaires and personal interviews. Based on the needs of trainees a task-based course was designed to suit the needs of both urban and rural areas including tribal regions. The materials and techniques were tried out in four primary Training Colleges in Gujarat where the results were highly significant. The study concludes with a set of recommendations to teachers, teacher educators, and syllabus-makers, textbook writers, GCERT and others involved in ELT.

Reference made from the study

The study shows that such task-based courses have proved themselves more fruitful than the traditional ones. It has been successful in motivating the trainees and the students both. The high results indicate that new materials and the techniques are beneficial.


The study has specified the communicative requirements of the category of students under consideration. Needs-analysis is based on a collection of sample letters; reports and speeches obtained from various companies and text books on commerce. It has also proved a conceptual framework for the designing of a teaching course to impart communicative language behaviour. The approach was learner-centered and needs oriented. The theoretical basis for the whole study has been the socio-linguistic approach and the principles of ESP and CLT; an instrumental system for junior college commerce students is prepared. The proposed syllabus aims at subsuming that students
acquired the minimum adequate vocabulary of the commerce register, minimum adequate grammar of commercial writing and the minimum adequate discourse negotiation strategies.

There is a critical scrutiny of post Board question papers. It is an indication to the major scope of improvement in the question papers after which a model question paper to test the communicative abilities in English for the students is suggested. The model is based on the analysis of the needs of the commerce students, the objectives framed on the basis of these needs and the sample materials presented. The model question paper tested both the abilities of the students, the appropriateness of the materials and the methods of teaching. The test paper is based on the communicative approach to language teaching. It has used samples of authentic language likely to be encountered in the commerce register. There are tests for both reading and writing abilities and makes use of both discrete points and integrative testing. The test is more criterion-referenced than norm-referenced.

Reference made from the study

The study has given first hand information on the effects of CLT approach. It has shown how language ability can be more authenticity acquired by specifying the needs of the learners and by following the CLT approach. Test papers based on the subject-specific and communicative activities also help authentic evaluation rather than evaluation based on learners' memorization of textual content.

4. DEVELOPMENT OF A NEED BASED COURSE IN ENGLISH LANGUAGE FOR SOME POLYTECHNIC DEPARTMENTS OF S.N.D.T. WOMEN'S UNIVERSITY –VINEETA DESHMUKH

The thesis examines the specific needs of learners of the Departments of Pharmacy, Electronics and Medical Laboratory Technology at a Polytechnic under SNDT University in Mumbai. The course is prepared on the basis of a thorough analysis of learners' needs for the three disciplines and offers sample materials for classroom activities. The hypothesis considered at the beginning of the research was founded upon certain notions regarding learners' specialization, field expectations, syllabus design and
material for classroom activities. With regard to learners, the hypothesis was that polytechnic learners were biased against the subject communication skills. This was confirmed by responses to certain questionnaires. The investigation carried out during the study confirmed the assumption that a change in pedagogical approach and materials enthuse learners and brings about the virtual metamorphosis among learners. The distinction between the discipline-initiated syllabi had been hypothesized in the areas of lexis and genre. The study revealed that a composite glossary for the two paramedical disciplines and a separate one for electronics would be required. The study suggested that the syllabus prescribed should be specific about study areas, teaching items and learning activities. The implementation and classroom activities would be commensurate with the parameters established through needs-analysis and data-analysis.

The teaching material used is not 'instructional' in nature. The units are designed to initiate learning and not to instruct. They are initiators of cognitive, analytical and reflective learning using the strengths and weaknesses of the learners. The strengths lay in the caliber heterogeneity and professional aspiration of learners. The weakness lay in learners error fossilization and the basic lack of confidence. A balance between the technical discourse and ease of operation of the language characterizes the courses material. The units are not discrete in dealing with separate skills but are integrated.

Reference made from the study

The study is a good response to the results of a need-based syllabus for any ESP class. The teaching materials proposed in the study have not used the traditional rubrics of grammar, composition, precise writing etc. It was influenced by the specialization-specific contexts and has highlighted the value of integrated teaching. It establishes the fact that such a methodology is learner friendly.

5. DEVELOPMENT OF A COURSE IN SPOKEN ENGLISH AT THE COLLEGE LEVEL AND THE STUDY OF ITS EFFECTIVENESS—SHIRIN KUDCHEDKAR, SNDT UNIVERSITY.

The thesis describes an investigation, which was conducted at SNDT Women’s university concerning the development of a course in spoken English and the study of its effectiveness. The research aimed at determining the principles on which courses in
spoken English should be designed considering the teaching-learning situation in SNDT women's university. The research also aimed at determining whether greater attention to speech led to greater competence in the language system, resulting in improved proficiency in the other language skills namely aural comprehension, reading and writing. The experiment for the purpose involved a comparative study of the progress made by experimental groups taking a course in spoken English and control groups, which followed a course in grammar and composition.

The study emphasized on three lines of approach: the oral approach, an emphasis on structure as against system and a graded approach. The study laid emphasis on the teaching of communicative abilities although it also said that students obtained greater benefit from the more advanced stages of a course if the first stage was based on a structural syllabus. The course prepared can be graded in three levels. The first year's course was designed according to a grammatical syllabus in order to achieve some minimal control over the language as a system, which is necessary preliminary to the effective use of the language for communication. The language was however, always used in a communicative situation. The second year's course is based mainly on a functional syllabus, extending students' ability to use the language for a range of communicative functions. The third year's course was designed to train students in the skills of discourse. This trained students with the ability to use the language in unfamiliar situations.

The study has exercised tests at all stages, which were linked with the course materials and learning outcomes. It has advocated testing for communicative ability, which need to be marked objectively to the extent possible.

Reference made from the study

The study has advocated for emphasis on teaching communicative ability to improve the linguistic skills of the students. It has upheld the idea of continuous assessment of students.

This study seeks to investigate the short fall into study skills possessed by the undergraduate students of Home Science at the S.V.T. College of Home Science, Bombay. It also seeks to evolve an alternative approach in ELT for the improvements of those skills and to prepare sample materials that will make the implementation of such an approach possible. An effort has been made in this project to tackle the twin limitations of insufficient reading and inadequate expression and to prepare materials towards the inculcation of the necessary reading and expression skills.


This study is an attempt to identify the special English language needs of students, studying through the medium of English at the B.A. level. The hypotheses on which the study is based is that an analysis of the structure of the subject(s) of specialization and teaching learning strategies, can be the basis for constructing materials suitable for EAP courses. In this study, he tried to identify the EAP needs of social science students specialized in Geography, studying through the medium of English in India. The structure of Geography was also analyzed in order to specify the communicative activities involved in the study of the subject. Classes were observed and the study setting examined to specify the communicative functions of English in a given educational setting and suitable course materials constructed.

8. DESIGNING A COURSE IN WRITTEN ENGLISH FOR F.Y.B.A., S.N.D.T. WOMEN'S UNIVERSITY. 'MATERIALS TO DEVELOP SKILLS OF COMMUNICATION, PARAGRAPH ORGANIZATION AND MAJOR AREAS OF USAGE.' AYESHA BANATWALA

This study is primarily concerned with the preparation of a suitable course in written English for B.A.I, S.N.D.T. Women's university, Bombay. In designing the course the study has attempted to evolve strategy which should make the teaching of some types of writing more effective and which should motivate the learners to view writing as a
purposeful, relevant activity which they can perform with some degree of ease and confidence.

In this study the researcher ascertained the entry level, the needs and the difficulties of learners. He investigated the courses of unsatisfactory writing and suggested a few measures to improve it. Next she evaluated critically the existing B.A.I. Syllabus in compulsory English to know what was already being done in writing and in the other English language skills. After that she studied the approaches adopted in several existing written English courses. The insight gained her to decide on the approach to written English course and to draw the syllabus for it. Finally, she tried out a few specially prepared teaching materials on the students of SNDT university, in order to establish the usefulness of the syllabus drawn up for the written English course and to test the usefulness of materials themselves.


This research study is organized onto three parts ": Part I -Applied Linguistics Perspective; Part II Needs Analysis; Part III-Towards a Different course Design. The researcher assumed that (i) there are certain sociological and psychological conventions of communication for official purposes and they have specific linguistic realizations; (ii) people involved in official communication may welcome a course in English for official purposes and may find it very useful;(iii) final year degree students do not possess the required communicative competence in EOP and its shared conventions.

The tools used by the researcher to gather data include an examination of official letters; administering questionnaire to the people involved in communication to elicit their needs pertaining to English; conducting a diagnostic test for final year degree students to estimate their proficiency in English.

The researcher did a commendable job in evolving a different course in English for official purposed. The in depth study by the researcher is highly praiseworthy. She has designed a separate course in EOP based on learners' needs and has attempted to bridge
the gap between what the learners ought to know (their needs) and what they already know.

2.9 Conclusion

In this chapter we discussed the theoretical aspects of communicative language teaching and views of some prominent linguists and socio linguists like Chomsky, Widdoson, Halliday et. al. We also discussed principles of communicative teaching, some of the communicative syllabus types and communicative materials. In end we saw some of the research works done in India.