CHAPTER II

A REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION
2.2 IMPORTANCE OF THE REVIEW
2.3 PURPOSE OF REVIEWING RELATED LITERATURE
2.4 COMPONENTS OF THE STUDY
2.5 ELT IN INDIA / GUJARAT
2.6 THE TEACHING OF ENGLISH AS A SECOND LANGUAGE : BASIC CONCEPTS
2.7 MAJOR APPROACHES TO ENGLISH LANGUAGE TEACHING
2.8 REVIEW OF THE STUDIES AT THE M. ED. LEVEL
2.9 REVIEW OF THE RESEARCHES AT THE PH. D. LEVEL
2.10 REVIEW OF THE RESEARCHES DONE ABROAD
2.11 OVERVIEW
CHAPTER II

A REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION:

A review of related literature is one of the major aspects of research in education. It is viewed essential as it enables the investigator,

(i) In deciding the area in which the further investigation is needed,

(ii) In framing the problem of investigation, and

(iii) In selecting a line of study to be carried out with the help of a particular methodology of study.

The review of related literature was carried out with an intention to work in the area of teaching learning procedure of English subject in particular and to frame a problem. The reviews of related literature in this chapter provide a definite guide line to conceptualize the need and significance of the study and the data in an attempt to determine the appropriate methodology for the purpose.

2.2 IMPORTANCE OF THE REVIEW:

The importance of the review of the related literature and the previous researches is quite obvious. The review
indicates what has already been studied by others. The purpose of this chapter is generally to provide a brief and initial review and to show how the present study contributes more knowledge in the area under study. This chapter also gives resort of researches in which the similarity of techniques has been used successfully. All this discussion forms a necessary background for the work on hand and serves as a test of required knowledge with which the investigator must be acquainted. A closer analysis of studies under review reflects general features of researches in the area of curriculum, methods and textbooks. Real psychology or pedagogy of 'methods' remained untouche as its core studies on vocabulary and linguistic studies when clubbed together claim nearly thirty percent of the total studies. The studies on English along with other languages claim 41.6 percent of such total studies.

As stated above these are the two main reasons for discussing the research literature related to the research problem. The first of these is more important to explain and clarify the theoretical rationale of the problem. The second reason for discussing the literature is to tell the reader what research has not been done on the problem.

For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the library and its many resources. Then only an effective research for specialised knowledge be possible. The search for reference
material is a time-consuming but very fruitful phase of a research programme. The investigator must know what sources are available in her field of inquiry, which of them she is likely to use and where and how to find them.

In the field of education as in other fields too, the research worker needs to acquire up-to-date information about what has been done in the particular area from which she intends to take up a problem for research.

2.3 PURPOSE OF RELATED LITERATURE:

Survey of related literature, besides forming one of the early chapters in a research report for orienting the readers, serves some other purpose. Good, Barr and Scates (1967-68) analyse these purposes.

(i) To show whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication.

(ii) To provide ideas, theories, explanations in formulating the problem.

(iii) To suggest methods of research appropriate to the problem.

(iv) To locate comparative data useful in the interpretation of results.
To contribute to the general scholarship of the investigator.

Here it should be noted that only relevant literature should be studied, reviewed and included in the thesis. Therefore, the investigator has made an attempt to review some related literature in the field of teaching the language in general and English as a second language in particular.

2.4 COMPONENTS OF THE STUDY:

The scope of the present study is comprehensive as much as it aims at "A COMPARATIVE STUDY OF THE TEACHING OF ENGLISH IN THE HIGH ACHIEVING AND LOW ACHIEVING SECONDARY SCHOOLS OF GUJARAT STATE".

It has covered the following components of the present system.

(i) ✓ General information about the teachers and the schools
(ii) ✓ Professional equipment of the teacher
(iii) ✓ Classroom teaching and school facilities
(iv) ✓ Teaching aids
(v) ✓ Language club
(vi) ✓ School Library
(vii) ✓ Examination and Evaluation
(viii) ✓ Diagnostic and Remedial work
This type of comprehensive study is the first of its type in the State of Gujarat. That very fact justifies the undertaking of the present research problem.

2.5 ELT IN INDIA / GUJARAT:

As the main intention stated above was to work in the area of prevailing position of teaching and learning in Gujarat State, it was thought proper to start with reviewing the position of ELT in nation at large and Gujarat in particular. Today it has been realized that English is useful. However, the attention given to the teaching of the language is far from satisfactory. By and large, our classes at any given stages are big and it is a fact that the size of the class is not going to change in the near future. In many states English does not receive specific credits at S.S.C. level. Because of this both the teacher and the taught do not take the teaching seriously.

In the present situation a continuous enrichment of the existing human resources becomes very necessary. The H. M. Patel Institute is engaged in an in-service training programme which aims at covering the secondary school teachers, from all the districts of Gujarat.

In addition to this, the media was also brought in to solve the problem of reaching a large number of teachers simultaneously.
A look at the ELT scene of Gujarat State would put this research project in a proper perspective.

Before 1960, Gujarat was a part of the Bilingual State of Bombay. At that time English was reintroduced in Classes V, VI, VII on an optional basis. It was accepted on the basis of the recommendations of the Integration Committee (1962) on secondary education. The textbooks recommended by the Integration Committee were based on the principles of the structural approach. However, after the decision to bifurcate the state, it was announced that the Government of Gujarat would be free to take its own decision in the matter of the teaching of English.

Following the bifurcation, the Chief Minister of Gujarat called for a conference on the 26th May 1960, to discuss the place of English in the educational setup the state. The conference was attended by the Vice-Chancellors of all the Universities in Gujarat, some members of the Gujarat Legislative Assembly, Chairman and some members of the Integration committee for Secondary and Primary education, and other invitees. In this meeting the place of English in our educational setup was discussed in all its aspects.

On 2nd June 1960, Shri Hitendra Desai, the then Minister of Education in the State announced the decision of the Government of Gujarat:
(i) to continue to teach English in Standard VIII, IX and X as a compulsory subject as was done previously in the former Bombay State.

(ii) to allow schools to teach English as "Voluntary" subject in Standard V to VII outside school hours, the expenditure for which was not to be borne by the State Government. The schools were supposed to find the resources for paying the teachers.

The government further decided to provide an intensive course in Standard VII to XI by assigning more periods to the subject in the school timetable and by allowing schools the freedom to adopt suitable methods of teaching the subject effectively. On 11th June 1960, the Director of Education invited a few educationalists to discuss the problem of intensifying English teaching in Standards VII to XI.

They come to the following conclusions:

(i) The number of periods assigned to the teaching of English in the High School classes would be raised from 8 to 11 limiting to a maximum of 12 per week.

(ii) The syllabus in English including the prescribed structure and vocabulary lists should be closely researched-examined and modified in the light of the revised objectives.
The objectives of teaching English of different stages should be clearly researched and defined.

A short-term training course for the teachers of English may be organised district wise to give proper guidance to teachers with regard to the new approach to the subject.

A committee was appointed under the Chairmanship of Shri L.R. Desai to research-examine the syllabi in English for Standard VIII to X. The salient features of the syllabus as mentioned in the report of the L. R. Desai committee are:

(i) 240 structures of English to be covered in 3 years in Standards VIII, IX, X

(ii) Active vocabulary of 1200 words and recognition vocabulary of 3000 words.

(iii) The development of the language skills, listening, speaking, reading and writing.

In the year 1976 the Governor of Gujarat took a bold decision and through an ordinance made the teaching of English compulsory from Standard VI. But when the popular Government came back to power, English was made voluntary once again. However, in 1982 it was felt necessary to have a continuous syllabus in English from Standard V to X. For purposes of devising a new English curriculum a series of seminars were
conducted at places like Rajkot, Surat and Baroda. Under the revised policy of the Gujarat Government English is to be taught as an optional, third language subject from classes V to VIII. However, English continued to be a compulsory language in classes VIII and IX at the secondary stage and X as an optional subject.

2.6 THE TEACHING OF ENGLISH AS A SECOND LANGUAGE: BASIC CONCEPTS

The total number of languages in the world is 4000 to 4500. But considering the total world population of 4 billion and 19 million, this seems to be a small number. If we divide this number by 4500 languages it comes approximately one language for every 893,111 people. There are only five languages that can claim a large number of speakers, namely, Chinese, English, Hindi/Urdu, Russian and Spanish. Of these languages, only English can claim to be a universal language. A universal language is one which, in its various forms and functions, is used by a large portion of human population for easy communication between people of diverse culture and language background.

English has slowly but surely gained an edge over other major languages as an international language. It is estimated that 230 million people in the world speak English as a first or native language. It is also estimated that approximately 50 million to 125 million people speak English
as a second language. In conclusion, it would be reasonable to say that the total number of speakers of English is between 325 to 355 million about one seventh of the world's population. English is spoken as a native language on at least four continents of the world; Russian on two, Chinese and India on one. English, without doubt, approaches closely to a world language. Every language acquires in the course of time evidence of the history of people who speak and use it. ELT: English Language Teaching is a British term which normally excludes English as the mother tongue.

The purposes for which students are learning a particular language are of paramount importance which determines the approaches to teaching. It is in that reference that "Language for special purposes" (LSP) is growing in importance. Stevens (in Kinsella 1978, page 192) attributes the recent expansion of LSP to the "global trend towards 'learner-centred education', with its emphasis on learners' needs and interests. It may be considered a product of rapid technological and societal changes and the increased mobility of population. The teaching of English is divided into various categories, each with its own tradition, terminology, perspective, theory, practice, publications and organizations. They are as follows:

I. TEACHING OF ENGLISH AS AN INTERNATIONAL LANGUAGE (TEIL):

Teaching of English taken as a global lingua franca
raises some related problems to the role played by it in different parts, requires to make the people aware of it. English for Specific Purposes (ESP) is in great demand in countries anxious to familiarize students with the latest developments in their fields of study in English speaking world, and in other language areas whose research reports are rapidly translated into English. Teachers of English as a second or foreign language should be familiar with the many acronyms in the use of ESP. English for Science and Technology EST: Mackay and Mount-Ford (1978, page 6) quote from a 1957 UNESCO report that nearly two-third of engineering literature appeared in English at that date. Scientists and technologists from many countries, whose languages are not learnt and used on an international level, routinely report their work in English.

II ENGLISH FOR EDUCATION PURPOSES (EEP):

EEP for which Robinson (1980, page 7) proposes English for Academic purpose (EAP) prepares students to study other subjects in English as an Auxiliary Language (EAL) or to undertake 'specialized' courses in English speaking Universities. EAP goes beyond language study to training in study skills.

III ENGLISH FOR OCCUPATIONAL PURPOSES (EOP):

EOP applies less to the requirements of highly advanced professionals and more to the everyday needs of working people.
These workers need to be able to understand spoken and written instructions and to communicate in work situations with foremen and fellow workers. Most occupationally oriented courses lay primary stress on oral communication. In this way EOP courses differ from those of ESP.

IV TEACHING ENGLISH AS A NATIVE LANGUAGE (TENL) :

It is also referred to Teaching English as a Mother Tongue or Teaching English as a First language. The term is often used as educational programmes in general and as a shorthand term for teaching and studying of English language and literature in particular. The term refers to those countries and territories in which English is the first and only significant language, such as Australia, Anglophone, Canada, Britain, the Irish Republic, Newzealand and the U.S.A.

V TEACHING OF ENGLISH AS A SECOND DIALECT (TESD) :

The term refers to teaching the Standard language of Non-standard varieties of English, such as a dialect (Ebonics in the U.S.A. or Scouse in the U.K.). On January 1997 the Oakland California school board revised its policy, recognizing the black English as a separate language. The world "Ebonics" a combination of 'ebony' and 'phonics' a widely recognized phrase was criticized as legitimizing slang and lowering standards for the black students. The board agreed to change the phrase
that recognizes black English as a primary language of many black students.

VI TEACHING OF ENGLISH AS A FOREIGN LANGUAGE (TEFL) :

The term refers to the teaching of English in countries where it is of interest and/or importance but is or has not been until recently a local medium of communication or instruction such as Japan, Saudi Arabia and Sweden. In the late 20th century, the term refers to providing course in ENL countries for visiting students from EFL countries.

VII TEACHING OF ENGLISH AS A SECOND LANGUAGE (TESL) :

The term refers to the teaching of English in countries where English language is not a mother tongue but has long been part of the fabric of society, usually for imperial and colonial reasons in the relatively recent past, either as a Lingua Franca or a medium of education or both. The term ESL countries refers to those territories in which English has a statutory role such as (co-) official language or medium of Education, but is not generally used in the home, such as India, Nigeria and Singapore. Secondly, the term refers to the teaching of English to non-English speaking immigrants coming to ENL countries. The comparable term Teaching English to speakers of Other Languages (TESOL), originally used in North America primarily for the teaching of immigrants, is now used world
wide in both senses.

The term ESL and EFL are used interchangeably, but in reality the terms ESL and EFL are sometimes used to differentiate between the teaching of English as a subject area alone (EFL) as contrasted with its use as a medium of instruction (ESL). Another confusion over ESL arises in places where English is a "Second" language. In India, speakers of Bengali, Gujarati or Tamil must also learn Hindi as a second language as it is a national language. In Ethiopia, children study the national language, Amharic (often not the child's mother tongue) and English as well. But for all practical purposes, English is often spoken of as a vital second language in India, Ethiopia as well as other countries.

The school programmes designed to assist children who are in the process of acquiring English as their language have often been organized by focusing on the language in which instruction is delivered. Bilingual approaches involve the use of two languages for the language deficient children. Transitional bilingual programmes are ones in which children's first language is used as a medium of instruction until they become fluent enough to receive all their instruction in English. ESL is a part of such programmes. It is expected that the amount of instruction offered in the child's native language will decrease as the child's ability to use English increases. Almost all Bilingual programmes in the U.S.A. would be identified as
Although bilingual education is at one end of the instructional continuum, at the other end are instruction models that offer instruction in English only: Submersion, immersion, and ESL. Submersion cannot truly be considered a programme as in this model the child is placed into the monolingual classroom and allowed to sink or swim. In immersion programmes, the second language learner is enrolled in a monolingual classroom, but the teacher understands the child’s native language and therefore is able to shape instruction with the child’s need in mind. In ESL programmes, the child is in the regular classroom setting for most of the day, but is pulled out of the classroom to receive special instruction in ESL.

2.7 MAJOR APPROACHES TO LANGUAGE TEACHING:

The proliferation of approaches and methods is a prominent characteristic of contemporary second and foreign language teaching. The review of literature is written in response to this situation. It is an attempt to depict, organize and analyse major and minor approaches as well as methods in language teaching and their underlying nature.

In describing methods, the difference between a philosophy of language teaching at the level of theory and principles, and a set of derived procedures of teaching a
language, is central. In an attempt to clarify the difference, a scheme was proposed by American applied linguist Edward Anthony in 1963. He identified three levels of conceptualization and organization, which he termed approach, method, and technique.

The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.

Within one approach, there can be many methods.

A technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well (Anthony 1963: 63-7).

According to Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory
is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content is to be presented; technique is the level at which classroom procedures are described. Thus, a method is theoretically related to an approach is organizationally determined by a design, and is practically realized in a procedure.

In the domain of language teaching over several centuries, two main streams of thought can be distinguished namely the formalists and the activists. The formalists rely on a deductive form of teaching in which one moves from the statement of the rule to its application in the example. On the other hand, the activists rely on the inductive form of teaching in which one moves from examples to a rule. The formalists lays great stress on accuracy in the application of grammar rules; the activist is more patient with student errors, believing that confidence and success in communicating meaning in language are of greater importance than a sterile perfection of form. While a formalist favours a passive student situation, an activist requires a ready participation by the student in the learning activities. The formalist emphasizes teaching of the language, while the activist is more interested in providing opportunities for the student to learn the language. The formalist places high value on skill in reading and accurate writing demonstrated by the
ability to translate. The activist puts emphasis on the spoken language and oral communication to be a necessary accomplishment to fluent reading and original writing (Rivers, 1981).

Languages have been taught to students by a variety of methods. In evaluating the effectiveness of any one method, one should ask oneself the following questions:

1. What are the objectives of the method?
2. What are the types of students one will teach and what is the most economical way to teach them?
3. Will the technique maintain the interest and enthusiasm of the learners?
4. Are the techniques appropriate for all types of students and teachers?
5. Are the techniques easily adaptable to fulfill the demands made on teachers so that they can carry a full teaching load?

As the investigator reviewed the literature in the area of teaching English, she tried to review different methods that have been tried in recent decades which it clearly illustrated that there is no single way to teach a foreign language that suit all students and teachers. Not
all learners are alike, and individual abilities, learning styles, ages, and attitudes require different instructional strategies. Likewise, teachers' personalities and experience match better with some methods than others.

There were three major strands in the development of language teaching in the 19th Century. The first strand is the gradual integration of foreign language teaching into a modernized secondary school curriculum. The second strand was rather more difficult to describe because it is undocumented. This is the expansion of the market for utilitarian language learning related to practical needs and interests. It took place from about the middle of the century as the European nations came into closer and more frequent contact with each other and with other countries throughout the world.

2.7.1 The Grammar - Translation Method:

The Grammar Translation method was devised and developed for use in secondary schools. It could even be called 'the grammar school method' since its strengths, weaknesses, and excesses reflected the requirements, aspirations, and ambitions of the nineteenth century grammar school in its various guises in different countries. It began in Germany, or more accurately, Prussia, at the end of the eighteenth century and established an almost impregnable
position as the favoured methodology of the prussian Gymnasium (grammar schools) after their expansions in the early years of the nineteenth century (Howatt 1984, 131).

As the names of the leading exponents suggest (Johann Seidenstucker, Karl Plotz, H.S. Ollendorf, and Johann Meidinger), Grammar - Translation was the offspring of German Scholarship, the object of which according to W.H.D. Rouse (Quoted in Kelly 1969, 53) was "to know everything about something rather than the thing itself." It was known in U.S.A. as a prussian method. The principal characteristics of the Grammar - Translation method are as under:

Grammar-Translation method is a way of studying a language that approaches the language first through detailed analysis of grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of target language. "The first language is maintained as the reference system in acquisition of the second language" (Stern 1983, 455). Reading and writing are the major focus; little or no systematic attention is paid to speaking and listening. In a typical grammar-translation text, the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translated equivalents, and translation exercises are prescribed. The sentence is the basic unit of teaching and language practice.
Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is the distinctive feature of the method. Accuracy is emphasized. Grammar is taught deductively that is, by presentations and study of grammar rules which are then practiced through the translation exercises. The students, native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the Foreign language and the students, native language.

The earliest Grammar-Translation course was written in 1793 by Johann Christian Fick (1763-1821) and published in Erlangen in South Germany. It was modeled on an earlier work for the teaching of French by the originator of the method Johann Valentin Meidinger (1756-1822) as the full title of Fick's book shows. The title is PRACTICAL ENGLISH COURSE FOR GERMANS OF BOTH SEXES, FOLLOWING THE METHOD OF MEIDINGER'S FRENCH GRAMMAR. To a 20th century reader practical is a synonym for 'useful' but in the 19th century a practical course required practice which also required various kinds of exercises to achieve high standards of accuracy. Another reason for emphasis on practice which eventually resulted in being a prerequisite for passing the increasing number of formal written examinations that grew up during the century.

Although Grammar-Translation method started out as
a simple approach to language learning for young children, there were fifteen editions of PRACTICAL GRAMMAR OF GERMAN and eleven editions of INTRODUCTORY GRAMMAR. The book INTRODUCTORY GRAMMAR takes the student through the parts of speech with their various conjugations. The best that can be said about the book is that it has only 172 pages.

T.H. Weisse, Second of Grammar-Translation school masters, produced a book of over 500 pages which was called A COMPLETE PRACTICAL GRAMMAR OF GERMAN LANGUAGE and which grew out of forty years of teaching in large classes in Edinburgh. It appeared in 1885 with a letter from a Professor of Logic and Metaphysics at University of Edinburgh who judged it "in all respects satisfactory" adding, just to be on the safe side when accompanied with your personal instructions. It is important to realize for the proper use of Ahn's first course at the end of the book.

Born in 1803, A.D. and having launched his method in 1835, A.D. Ollendorf wrote A NEW METHOD OF LEARNING TO READ, WRITE AND SPEAK, A LANGUAGE IN SIX MONTHS, and taught German to French and English speakers. There are two features to his courses; the first is the theory of interaction which is based on exercises. The practical outcome of interaction theory is that his exercises consist of questions and answers in mother tongue to be translated into foreign language. The
other feature is his system of linguistic grading. New points are introduced one by one, and he does not insist on covering a whole paradigm in one lesson. His grading system is influenced by convention and logic. He uses traditional parts of speech grammar.

Ahn and Ollendorf were appreciated for their practical aims, but were critical of their lack of profundity. Kroeh later commented in modern language of America in 1887 under the heading 'The Practical Method' about Ahn and Ollendorf by saying. "Their leading idea is practice before theory, and although they have been subject to much well deserved ridicule for the puerility of their examples, they mark in an important advance in the art of teaching languages. The reaction against grammar was evidently too great. Sound instruction in language can not be divorced entirely from grammar" (Kroeh 1887, 186). Little stress is laid on accurate pronunciation and intonation. Communication skills are neglected. There is much stress on knowing rules and exceptions but little training in using the language actively to express one's own meaning, even in writing.

The techniques of Grammar-Translation method do achieve their objectives where students are highly intellectual and interested in abstract reasoning. This method, however, is not successful with the less successful students who find
language study very tedious and usually drop out of the class as soon as they possibly can. Average students have to work hard at what they consider laborious and monotonous chores without much feeling of progress into mastery of the language. Although the Grammar-Translation method often creates frustration for students it makes few demand on teachers. The teachers do not need to show much imagination in planning their lessons as they follow the text book page by page and exercise by exercise.

Grammar-Translation method is still widely practiced, it has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory. In the mid and late nineteenth century opposition to Grammar-Translation method gradually developed in several European countries. This Reform movements as it was referred to, laid the foundation for the development of new ways of teaching languages and raised controversies that have continued to the present day.

2.7.2 Pre Reform Movement:

The work of pre reform movement writers like Jacotot, Marcel, Pendergast, and Gouin is worth mentioning because even though each one of them was essentially a loner, each
one produced a method and wrote a background thesis to justify it. Their ideas were either ignored or condemned and they were in a sense considered dead-end theories that had to be accepted or rejected as they stood. The reason for their isolation is the fact that their teaching methods and materials implied a radical change from what the majority of teachers were prepared to contemplate.

Jean-Joseph Jacotot, a native of Dijon in central France, devised the earliest example of monolingual methods for the language classrooms. He saw language teaching as one dimension of a philosophy of universal education. In his ENSEIGNEMENT UNIVERSAL, LANGUE ENTRANGER (1830), he says that every individual had a God-given ability to instruct himself. The function of a teacher was to respond to the learner, not to direct or control him by explaining things in advance.

Jacotot's doctrines gained currency in England through the interest taken by British educationists Joseph Payne in his work. A COMPENDIOUS EXPOSITION OF THE PRINCIPLES AND PRACTICE OF PROFESSOR JACOTOT'S CELEBRATED SYSTEM OF EDUCATION (1830). The motto of theory was "All is in all" which means learn something thoroughly and relate everything else to it.

In conclusion, Jacotot failed to have a lasting influence on the development of language teaching methods.
The failure is probably due to the unworkable classroom techniques which obscured his more general principles.

Claude Marcel (1793-1876) is known today because of his proposal to make the teaching of reading the first priority in foreign teaching. His two volume study called LANGUAGE AS A MEANS OF MENTAL CULTURE and INTERNATIONAL COMMUNICATION (1853) makes a distinction between impression or reception and expression or production. This in turn was subdivided into four branches of language study namely hearing, speaking, reading and writing. Much of the book is devoted to the problem of sequencing among the four branches. His belief in precedence of impression over expression implied the prior importance of the two impression branches (Reading and writing) over the two expression branches (speaking and writing) in his design for a 'Rational Method' of language teaching. He attached greater importance to the impression expression distinction and intended to teach the two receptive skills before the two productive ones, and reading before hearing.

The last point caught the public attention and was interpreted as "Pronunciation did not matter", Whereas in fact, he thought that it mattered a great deal but that it could and should be delayed until later in the course. Marcel's main point is that reading is a cognitive process
whereby meaning is imposed on written symbols. The learner would move straight from meaning to print and vice versa without an intervening process of decoding a sound to use Smith's well-known phrase. His ideas were unjustly neglected and had to be discovered in the 20th century. He was slightly ahead of his time and hence was criticized for his ideas.

Marcel and Prendergast had a lot in common. They were both highly educated and served in the overseas services of respective countries Marcel in French consular service and Prendergast in the Indian Civil Service. Prendergast's Mastery system was the first attempt to elaborate a psychological theory of child language acquisition and apply it to the teaching of foreign languages. Thomas Prendergast (1806-1886) is the only Englishman among the earlier nineteenth century reformers. He served in the Indian Civil Service in Madras, where he learned Telugu and Hindi. Returning to England in the mid fifties, he wrote his 'Mastery System' which was published in the Mastery of Language, or the ART OF SPEAKING FOREIGN LANGUAGES IDIOMATICALLY in the year 1864 and was followed by a number of 'mastery' courses for French and German in 1868, Spanish in 1869, Latin in 1872, and Hebrew in 1871. He advocated the sentence generating technique. After observing the example of language acquisition by young children, he said "The wonder is that they understand at the same time so much language and so few words." (Prendergast
children learn ready-made chunks of language or pre-fab and weave them into their utterances. Pre-febs were "the rails on which trains of thought travel swiftly and smoothly." (Prendergast 1864). He actually went further than the structuralists by constructing sentences that contained as many basic rules of the language as possible in the compass of a single sentence. His teaching method consisted of seven steps. Step one required the memorization of five or six sentences making up about one hundred words altogether. In step two, the learner moved to the written language. Steps three four concerned with the manipulation of the model sentences and the acquisition of further sentences. The last three steps dealt with the development of the reading and conversational skills.

Prendergast's ideas about language teaching are mainly derived from his personal experience of learning an official Telugu language which required a great deal of discipline in learning and an original mind. Like Michael West, years later, he had worked in India and knew what learning a new language was really like when the language in question bore no resemblance to one's mother-tongue. He came to the same basic conclusions as West - the need for simplicity, a small, carefully selected minimum vocabulary and a graded set of materials. He allowed the technique of the sentences to overshadow the idea that lay behind them. In spite of all
the criticism about his theory, it would be giving him due credit to conclude that he would have found the twenties and thirties in this century a much more congenial time for his particular talents than the 1860's.

Franco Gouin (1831-1896), last of the 19th century individualist published his major work THE ART OF TEACHING AND STUDYING LANGUAGES in Paris in 1880 on the eve of the Reform movement and was translated into English in London in 1892. His central concept was that the structure of a language text reflected the structure of experience it described. He believed that sequentiality was the prime feature of experience and that all events could be described in terms of a series of smaller component events. He also claimed that describing experiences of this kind was intrinsically motivating.

The Gouin series became a standard technique in direct method language teaching. As a self-contained method, it was too restricted to attract much enthusiasm.

Henry Swift was unimpressed and he said the "series method" may in itself be sound principles but it is too limited in its application to form even the basis of a fully developed method (1899-1964, 3).

2.7.3 Reform Movement:

The reformer sweet (1845-1912), in his book THE
PRACTICAL STUDY OF LANGUAGES, set forth the principles of the new teaching method which included careful selection and imposing limits on what is to be taught, going from simple to complex, and teaching basic skills namely listening, speaking, reading and writing. These reformers followed specific procedures for teaching a language which could be listed as under:

1. Spoken language was primary.
2. Phonetics should be taught and teachers should be trained.
3. Spoken language should precede the written language.
4. Words should be presented through meaningful sentences.
5. Grammar should be taught inductively.
6. Translation should be avoided although mother tongue could be used to explain new words.

The Reform Movement was continued in Germany by Bopp and Schleicheo who emphasized historical and comparative philology, a study of words themselves. There were also developments and research in physiology of speech, the movements of lips and tongue. Both these tradition exerted an influence on the thinking and practice of the reform movement forcefully. The PHONETIC JOURNAL came out in May,
1886, begun by a small group of language teachers which included Jespersen, Victor and sweet, Passy was the first writer to use the term 'direct method' in a pamphlet called De La Method Directe Dans l’enseignement Des Langries Vivarntes in 1899. The reformer sweet received recognition with the publication of a paper on old English by a philological society. He was a committed believer of non-native speaker of languages.

Sweet’s aim in The PRACTICAL GUIDE TO STUDY OF LANGUAGES was to devise ‘a rationally progressive method’ which was also intended as a comprehensive general view of the whole field.’ His aim in the book was to find out the most efficient and economical way of learning languages, not so much as why one learns languages. It began with a statement "All study of language must be based on phonetics". He attached importance to pronunciation as the foundation for successful language learning.

Sweet adopted the theory of psychology namely associationism. Following the associationist principle meant that the learner’s central task was to form and maintain correct associations both between linguistic elements and the outside world. Sweets system of grading was based on a functional typology of texts,. He drew the threads of his methodology in a graded curriculum consisting of five stages.
First, there was the mechanical stage, during which the learner concentrated on acquiring a good pronunciation and becoming familiar with phonetic transcription. In the second, grammatical stage, which showed that the learner began to work on the text building grammar and vocabulary. The third, idiomatic stage dealt with the learner's lexical development or vocabulary building. While stages four and five were university level studies devoted to literature and philology.

Sweet's curriculum seems excessively linguistic. It presupposes a learner rather like himself. His learner is an abstraction rather than a real person. Even though his concern for his learner is genuine enough, the perfect teacher with the perfect learner is an entirely, rational world. Sweet's work established an applied linguistic tradition in language teaching which continues uninterruptedly to the present day (Howatt 1884, 189).

The ideas manifested by communicative language teaching approach have been known by a variety of labels namely Natural Method, conversation method, Direct Method, Communicative approach and the classroom techniques associated with them have also changed from time to time. In the 1920s and 1930s applied linguists systematized the principles proposed earlier by the reform movement and so laid the foundations for what developed into the British approach to
teaching English as a foreign language.

2.7.4 Direct Method:

The various 'oral' and 'natural' methods which developed at that time can be grouped together as forms of the direct method, in that they advocated learning a new language through direct association of words and phrases with objects and actions, without the use of the native language by teacher or student. Speech preceded reading but even in reading students were encouraged to forge a direct bond between the printed word and their understanding of it, without passing through an intermediate stage of translation into the native language. The ultimate aim was to develop the ability to think in the language, whether one was conversing, reading, or writing (Rivers 1981, 32).

This reformation of the study of language led next to what was called the Direct method. This method followed the belief that learning to speak a new language is not a rational but an intuitive process for which human beings have a natural capacity provided that the proper conditions exist. There are three such conditions, someone to talk to, something to talk about, and a desire to understand and make oneself understood. Interaction is the heart of natural language acquisition.
Related to the Direct Method is the Natural Method. J.S. Blackie, 19th century Scottish Professor of Latin and Greek believed in the systematic method of teaching languages which was based on Nature. There are four elements of a natural method. They are direct appeal to the ear, this appeal is made in circumstances where there is direct relation, the same appeal to the ear is continuously repeated for a considerable length of time, the appeal is made to excite the attention and engage the sympathies of the hearers. Blackie's four points sum up everything. Teach the spoken language first, relate the words of the new language directly to their referents in the outside world, practice, and work as hard as possible to gain and keep the learner's interest. It is rather a mystery as to who invented the term "Direct Method" as it 'emerged' as a useful generic label to refer to all methods of language teaching which adopted the monolingual principle as a cornerstone of their beliefs.

Another advocate of the Natural Method was Gouin, who turned his attention to observation of child language learning. A theoretical justification for a monolingual approach to language teaching was suggested by the German Scholar F. Franke who wrote about the psychological principles between forms and meanings in the target language (1884). According to him, a language could best be taught by using it actively in the classroom and for that teaching must encourage
direct and spontaneous use of foreign language in the classroom. Learners will then be able to induce rules of grammar. The teacher replaced the text book in the early stages of learning speaking began with systematic attention to pronunciation, known words could be used to teach new vocabulary, using mime, demonstration and pictures.

The most famous advocate of the Natural Method, Maximilian D. Berlitz (1852-1921), an immigrant himself, saw the needs and talents of immigrants and devised a system of language teaching that answered the needs of the time. Berlitz became an excellent systematizer of basic language teaching materials organized on 'Direct Method' lines, that is, teaching with the belief that human beings have a natural capacity to learn languages. All his books contain directions to the teacher. The teacher's directions are very clear and straight forwards no translation under any circumstances, a strong emphasis on oral work, avoidance of grammatical explanations until late in the course and maximum use of question and answer techniques. The Berlitz system was intended to be a teacher proof system for relatively inexperienced, and not always very highly motivated teachers.

The Direct Method, was, even though quite successful in private language schools, is difficult to implement in public secondary school education. It was largely dependent
on the teacher's skill. Henry Sweet recognized the limitations and said that it offered innovations at the level of teaching procedures but lacked a thorough methodological basis. The method makes a great demand on the energy of teachers. They have of necessity to be fluent in the language and very resourceful, in order to make meaning clear in a variety of ways without resorting to any time to the use of native language.

The direct method continues to flourish in its modified form in many areas. To counteract the tendency toward inaccuracy and vagueness, teachers have reintroduced some grammatical explanations of a strictly functional kind, given in the native language. They also add more practice in grammatical structures, some times with the use of substitution tables, and where it is difficult to make meaning of the words and phrases clear by sketch or gesture, they give a brief explanation in the native language. They have also reintroduced occasional translation of words and phrases as a check on comprehension of precise details in reading. These modifications of the direct method reflect the tendency of practical teachers to be 'eclectic'.

2.7.5. **The Reading Method**

The Reading method began with a study in 1923 on the state of foreign language teaching which concluded that no
single method could guarantee successful results. The goal of teaching conversational skills was considered impractical in view of restricted time available for foreign language teaching in schools, the limited skills of teachers and the perceived irrelevance of conversation skills in a foreign language. For an average American College Student, the emphasis on reading continued to characterize foreign language teaching in USA until World War II. In Coleman's own words, the objective of two year courses should be to develop the ability to read the foreign language with moderate ease and with enjoyment, for recreative and for vocational purposes. (Coleman 1929, 107). As a result of the Coleman recommendations, teachers began to seek the most effective ways of developing the reading skill. This oral approach to reading was more in tune with the convictions and practice of direct method teachers and made the reading courses more acceptable to them. The study of the language begins with an oral phase which leads to reading aloud by the teacher or a student, followed by questions and answers on the text. The main part of the course is divided into intensive and extensive reading. In the intensive reading phase, the student is trained in reading complete sentences for comprehension. For extensive reading, students work entirely on their own, reading many pages of connected discourse graded to their personal level of achievement. In this way the students are
guided by the teacher from level to level as their reading ability develops.

In the Reading Method the students' comprehension of what they have read is tested by questions on the content of the reading material, not by translation. So that the students may read with greater appreciation of cultural differences. Class projects are undertaken on the background of the country where the language is spoken and on the ways of life and customs of the people. These projects often entail further reading in the new language as the students gather the necessary information. The reading method increases the ability of better students to read in another language. The method also arouses the students' interest in the people who speak the language and a curiosity about their way of life.

The Reading Method in the period following the Coleman Report produced students who were unable to comprehend and speak the language beyond the very simplest of exchanges. H.E. Palmer, Director of the Institute for Research in Language Teaching (RET) with the help of his daughter Dorothee, devised principles of the oral method in concrete form which would work in a Japanese school classroom.

Michael West, in the early 1920s in the capacity as an official in the Indian Education Service, carried out the
most extensive study of English language and published a lengthy report 'Bilingualism, with special Reference to Bengal' in 1926. His conclusion was that the most pressing need was for simple reading materials written within a controlled vocabulary; and the early New Method materials were piloted as a part of the bilingual study. C.E. Eckersley (1893-1967), originally a school teacher in London, represented a branch of the profession, which is more numerous today than in the twenties, engaged in the teaching of English to Foreigners resident in Britain or visiting the country temporarily. His classes were in the main multilingual groups of European adults who needed English for a variety of utilitarian purposes. His students provided him with the central situation round which ESSENTIAL ENGLISH was constructed.

Palmer, Hornby and other English teaching experts had differing views on the specific procedures to be used in teaching English, their general principles were referred to as the oral Approach to language teaching.

An oral approach should not be confused with the obsolete Direct Method which meant only that the learner was bewildered by a flow of ungraded speech experiencing all the difficulties he would have encountered in picking up the language in its normal environment and losing most of the
compensating benefits of better contextualization in those circumstances (Patterson 1964, 64).

2.7.6 Situational Language Teaching:

The next step was situational English advocated by Alexander, a British textbook writer along with Gloria Tate and George Pitman published for worldwide use in 1965, the series of SITUATIONAL ENGLISH. Hornby himself used the term the Situational Approach in the title an influential series of articles published in English Language Teaching came into common usage. The following are the main characteristics of the approach.

(i) Language teaching begins with the spoken language which is the target language of the classroom

(ii) New language points are introduced and practiced situationally.

(iii) General service vocabulary is introduced.

(iv) Simple grammatical forms are introduced before the complex ones.

(v) Reading and writing are introduced once a sufficient grammatical basis is established.

The theory that knowledge of structures must be linked to situations in which they could be used gave
situational language teaching one of its distinctive features. Many British linguists had emphasized the close relationship between the structure of language and the context and situations in which language is used. British linguists like J.R. Firth and M.A. Halliday, develop powerful views of language in which meaning, context and situations were given a prominent place. "The emphasis now is on the description of language activity as a part of the whole complex of events which, together with the participants and relevant objects, make up actual situations." (Halliday, McIntosh and Stevens 1964, 38).

The theory of learning underlying situational language teaching is a type of behaviourist habit learning theory. It addresses the process rather than the conditions of learning Firsby cites Palmer's view as authoritative.

As palmer pointed out, there are three processes in learning a language, receiving the knowledge or materials fixing it in the memory by repetition and using it in actual practical until it becomes a personal skill. (1957, 136).

French likewise saw language learning as habit formation.

The fundamental is correct speech habits....The pupils should be able to put the words, without hesitation and almost without thought, into sentence patterns which are
correct. Such speech habits can be cultivated be blind imitative drill. (1950, Vol. 3,9). Like the Direct Method, Situational Language Teaching adopts an inductive approach to the teaching of grammar. The meaning of words or structures is not to be given through explanation in either the native tongue or the target language but it is to be induced from the way the form is used in a situation. Explanation is therefore, discouraged and the learner is expected to deduce the meaning of a particular structure or vocabulary item from the situation in which it is presented. Extending structures and vocabulary to new situation takes place by generalization. The learner is expected to apply the language learning is believed to take place, and the same processes are thought to occur in second and foreign language learning, according to practitioners of Situational Language Teaching.

The objectives of the situational language teaching method are to teach a practical command of the four basic skills of language goals it should with most methods of language teaching. But the skills are approached through structure. "Before our pupils read new structures and new vocabulary, we shall teach orally both the new structures and the new vocabulary" (Pittman 1963, 186). Writing likewise derives from speech. Situational language Teaching employs a situational approach to presenting new sentence patterns and a drill-based manner of practicing them.
Our method will... be situational. The situation will be controlled carefully to teach the new language material... in such a way that there can be no doubt in the learner's mind of the meaning of what he hears.... almost all the vocabulary and structures taught in the first four or five years and even later can be placed in situations in which the meaning is quite clear (Pittman 1963, 155-6).

By situation, Pittman means the use of concrete objects, pictures, and realia, which together with actions and gestures can be used to demonstrate the meanings of new language items.

The teacher's function is threefold. In the presentation stage of the lesson the teacher serves as a model setting up situations in which the need for the target structure is created and then modelling the new structure for students to repeat. The teacher is required to be a skilled manipulator, using questions, and other cues to elicit correct sentences from the learner. The teacher is essential to the success of the method, since the textbook is able only to describe activities for the teacher to carry out in class.

The principles of situational language Teaching, with its strong emphasis on oral practice, grammar, and sentence patterns, conform to the intuitions of many
practically oriented classroom teachers, it continues to be widely used in the 1980’s.

2.7.7 Aural - Oral or Audiolingual Method:

The Coleman Report in 1929 recommended a reading based approach to foreign language teaching but the entry of the USA into World War II required US government to supply personnel who were fluent in various foreign languages who could work as interpreter, code-room associates, and translators. As a result, American universities were commissioned to develop foreign language programmes for military personnel.

The objective of the army programme was for students to acquire conversation proficiency in foreign languages. This approach convinced number of prominent linguists of the value of intensive, oral based approach to learning a language. The approach developed by linguists at Michigan and other universities became known variously as the Oral Approach, the Aural-Oral Approach and the structural Approach. It advocated oral training first, then pronunciation training followed by speaking, reading and writing. Language was identified with speech, and speech was approached through structure. This approach influenced the way languages were taught in the USA in the fifties. If there was any learning theory advocated by Aural-Oral Materials, it was the
incorporation of the linguistic principles of the Aural-Oral approach with state of the art psychological learning theory in the mid-fifties that led to the method came to be known as Audiolingualism.

A number of learning principles became the psychological foundation of Audiolingualism and came to shape its methodological practices which are listed as under:-

1. Foreign language learning is basically a process of mechanical habit formation.

2. Aural-Oral training is needed to provide the foundation for development of other language skills.

3. Teaching of grammar is essentially inductive rather than deductive.

4. The meanings that the words of a language have for the native speaker can be learnt only in a linguistic and cultural context and not in isolation. Teaching a language thus involves teaching aspects of the cultural system of the people who speak the language (Rivers 1964, 19-22).

Audiolingualists demanded a complete reorientation of the foreign language curriculum. Like the nineteenth century reformers, they advocated a return to speech based instruction with the primary objective of oral proficiency,
and dismissed the study of grammar or literature as the goal of foreign language teaching. "A radical transformation is called for a new orientation of procedures is demanded and a thorough house cleaning of methods materials, texts and tests is unavoidable" (Brooks 1964, 50).

Audiolingualism reached its peak in the 1960s. But thereafter came criticism on two fronts. Theoretical foundations were attacked as being unsound both in terms of language theory and learning theory. Practitioners found that the practical result fell short of expectations. Students were found to be unable to transfer skill acquired through Audiolingualism to real communication outside the classroom. Teacher objected and resented downgrading of reading and writing skills.

While the audiolingual theory was questioned, a crisis was created in American language teaching circles. Temporary relief was offered in the form of a theory derived in part from Chomsky - cognitive code learning. In 1966 John B. Carroll had taken a close interest in foreign language teaching, wrote:

"The audiolingual habit theory which is so prevalent in American foreign language teaching was perhaps fifteen years ago in step with the state of psychological thinking of that time, but it is no longer abreast of recent
developments. It is ripe for major revision, particularly in the direction of joining it with some of the better elements of the cognitive code learning theory". (Carroll 1966, 105).

There are some approaches which one may think are perfect for all students all the time, that are derived from contemporary theories of language and second language acquisition like the Natural Approach and Communicative Language Teaching.

2.7.8 Eclectic Method:

Many of the teachers and scholars are deeply troubled by many questions about foreign language teaching. The most significant among which is: Could one perhaps succeed without basing work on any one consistent theory of language analysis and language acquisition? If the answer is 'yes' instead of accepting one particular linguistic or psychological doctrine as dogma, one may prefer to try to understand all potentially relevant theories and make the best possible use of such insights, each of them may have to offer. Such a point of view is called pragmatism and eclecticism. It does not refer to any formal method or an approach. Clifford Prator discusses these implications within the framework of ten slogans similar to those Moulton used to characterize the audiolingual approach. The ten are as follows:
1. Teaching is more of an art than as a science.

2. No methodologist has the whole answer

3. Try to avoid the pendulum syndrome.

4. Place a high value on practical experimentation without doctrinaire allegiance.

5. Look to various relevant disciplines for insights.

6. View objectives as an overriding consideration.

7. Regard all tested techniques as resources.

8. Attach as much importance to what the students say as how they say it.

9. Let your greatest concern be the needs and motivation of your students.

10. Remember that what is new is not necessarily better.

(Prator. 1980,17).

In the zeal with which they champion a particular method, methodologist overlook a significant fact that good students working under good teachers have been quite successful in learning English. It must not be forgotten that students are more important than methods. Instructional methods were devised to serve the needs of the students; students were
not devised as subjects to try out methods on. It would be wiser to regard all the proven techniques associated with all methods as part of vast store of methodological resources.

Wilga Rivers Voices the same sentiment when he says that teachers faced with the task of teaching a new language do not have the luxury of complete dedication to one method, but they need techniques that work in their particular situation with specific objectives that are meaningful for the kinds of students they have in their classes. The eclectic approach goes back to Henry Sweet and Harold Palmer. Sweet believed that a good method must, before all, be comprehensive and eclectic. "It must be based on a thorough knowledge of the science of language.... In utilizing this knowledge it must be constantly guided by psychologist laws." (Sweet 1899, 3).

Eclecticists try to absorb the best techniques of all the well known language teaching methods into their classroom procedures. True eclecticists seek the balanced development of all four skills at all stages. They adapt their methods to the changing objectives of the day and to the type of students who pass through their classes. To be successful, an eclectic teacher needs to be imaginative, energetic, and willing to experiment. With so much to draw from, no eclecticist need lack ideas for keeping lessons varied
and interesting (Rivers 1985-55).

Eclecticism was criticized by stern (1982) when he said that the "Weakness of the eclectic position is that it offers no criteria according to which one determine which is the best theory, nor does provide any principles by which to include or exclude features which form a part of existing theories or principles."

2.7.9 **Post method condition**

As an alternative to the eclectic method, B Kumaravadivelu advocated a new method called post method condition which is a state of affair that compels one to refigure the relationship between the theorisors and practitioners of method. It signifies a search for an alternative to method rather than an alternative method.

The proposed strategic framework for L₂ teaching through post method condition consists of macrostrategies to microstrategies. A macrostrategy is a broad guideline, based on which teachers can generate their own situation specific, need based microstrategies or classroom techniques. In other words, macrostrategies are made operational in the classroom through microstrategies.

The strategic framework, comprises the following ten macrostrategies:
1. Maximize learning opportunities.
2. Facilitate negotiated interaction
3. Minimize perceptual mismatches
4. Activate intuitive heuristics
5. Foster language awareness
6. Contextualize linguistic input
7. Integrate language skills
8. Promote learner autonomy
9. Raise cultural consciousness
10. Ensure social relevance

These macrostrategies are couched in imperative terms only to connote their operational character. It represents a descriptive scheme. It opposes methodological absolutes and supports strategic relativism.

2.7.10 **Communicative Language Teaching**

The immediate concern facing the classroom teacher is whether to pursue a realistic goal of producing competent speakers with adequate communicative ability or an unrealistic goal of producing imitation of native speakers.

Attention to communicative theory enables learners to realize that since every speech act takes place in a specific situation, they must be aware of people, the place, the time and the topic in order to determine whether they
will need to use a colloquial, informal, or formal variety of English in communicating with their interlocutors. Moreover, appropriateness and acceptability of speech in particular social situation are as important as accuracy of pronunciation or grammar. The objective of second language teaching has become the development of communicative competence, including the central role of appropriateness and acceptability of the speech act in particular sociocultural situation in which it is said.

This approach aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Its comprehensiveness makes it different in scope and status from any other method. To some it means little more than an integration of grammatical and functional teaching. Littlewood (1981, 1) states, "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language."

British linguist, D.A. Wilkins (1972). Proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabus for language teaching. He demonstrated the systems of meanings
that lay behind the communicative uses of language. He described two types of meanings: National and categories of communicative function.

According to Finocchiaro and Brumfit (1983) major distinctive features of communicative language teaching are as follows:

1. Reading and writing can start from the first day.
2. The target linguistic system will be learnt best through the process of struggling to communicate.
3. Communicative competence is the desired goal.
4. Linguistic variation is a central concept in materials and methodology.
5. Language is created by the individual often through trial and error.
6. Students are expected to interact with other people through group work or writing.
7. Intrinsic motivation will spring from an interest in what is being communicated by the language.

Another dimension of communicative language teaching is learner centered and experienced based view of second language teaching. The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence". He coined
this term in order to contrast a communicative view of language and Chomsky's theory of competence. According to Hymes a person who acquires communicative competence acquires both knowledge and ability to language use. Halliday elaborated theory of the functions of the language, which complements Hymes's view of communicative competence. Halliday described (1975, 11-17) seven basic functions that language performs for children learning their first language:

1. The instrumental function: using language to get things;
2. The regulatory function: using language to control the behaviour of others.
3. The interactional function: using language to create interaction with others:
4. The personal function: using language to express personal feelings and meanings;
5. The heuristic function: using language to learn and to discover
6. The imaginative function: Using language to create a world of the imagination.
7. The representational function: Using language to communicate information.

Communicative Language Teaching has a rich theoretical base. Some of the characteristics of this communicative view
of language are as follows:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Element of an underlying learning theory can be discerned in some Communicative Language Teaching Practices. Activities that involve real communication promote learning. Activities in which language is used for carrying meaningful tasks promote learning (Johnson 1982). Language that is meaningful to the learner supports learning process. Learning activities are selected according how well they engage the learner in meaningful and authentic language use. These practices promote second language learning, rather than the process of language acquisition. Savington (1983) and Krashen Stress that language learning comes from using language communicatively, rather than through practicing language skill. According to this theory, the acquisition of communicative competence in a language is an example of
In Communicative Language Teaching, teachers' roles are determined by the view of teaching adopted. Breen and Caendlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. These roles imply a set of secondary roles for the teacher; first as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities....A third role for the teacher is that of researcher and learner. (1980, 99).

Thus, the teacher assumes a responsibility for determining and responding to learners' language needs. Another role assumed is that of a counselor and it is the teacher's responsibility to organize the classroom as a setting for communication a communicative activities. Communicative Language Teaching "Came to be a symbol for everything that Audiolingualism could not be" (Savington 1982, 1). Audiolingualism failed to train the trainees to speak English beyond the controlled environment of the language lab. To remedy this audiolingual failure. Communicative Language
Teaching advocates set one basic goal variously expressed: the "creative" use of language in "a wide range of communicative situations" (Sawington 1983, 23-24), "Free, spontaneous interaction" (Rivers 1983, 55), "Communicative confidence" [Canale & Swain 1980, 378].

2.7.11 **Structural - Oral - Situational Method**

N.S. Prabhu, was concerned with the acceptable level of situational appropriacy in students' language use outside the classroom in spite of their grammatical accuracy, and developed a project using the term Communicational teaching instead of the most current communicative teaching. A major innovation in teaching English was introduced into the state education systems of India between 1955 and 1965 and intensive teacher retraining was implemented in ten state level institutions to undertake research level activity in support of teaching reform. The Regional Institute of English in Bangalore was one of the ten state level institutions, set up in 1963, to serve southern India. This institute has used the term 's-0-s' (Structural - oral - Situational) to refer to the implementation of the new pedagogic principles. The following are the basic tenets of the S-0-S pedagogy:

1. Influenced by palmer's thinking, S-0-S pedagogy has aimed to promote in learner's an internal grammatical competence which would manifest itself in the natural
use of grammatical correct sentences.

2. The search was for procedures of teaching suitable for school children and capable of developing grammatical competence from early stages.

3. Specific items of language would be preselected for any teaching unit and practiced in contexts which suited them.

In general, the development of grammatical competence in learners continued to be viewed as the primary objective in teaching English in India. The aim of second language teaching was to develop in learners a grammatical competence in the language.

One of the weaknesses of the S-O-S teaching procedure which attempt to present pieces of language meaningfully is that the teacher has to assume blindly that the degree of comprehension is proportionate to his effort in presentation. DR. N.S. Prabhu thinks that the experiment should not be looked on as field trial or pilot study leading to a large scale statutory implementation.

What teacher does in the classroom is not solely determined by the teaching method he or she intends to follow. There is a complex of other forces at play in varied forms and degrees. These include conform to the teacher
behaviour, loyalty to the previous teachers or his/her own teaching style in the past. There is also teachers self image and his rapport with his students. It is possible to think of the teacher's sense of plausibility as being engaged in some teaching activities but not in others. Where the teacher's sense of plausibility is not engaged, teaching is mere routine. The teacher's sense of plausibility is likely to be influenced in some way—strengthened, weakened, modified, extended, or brought into greater awareness by the experience of teaching, and this in turn, is likely to be an input to professional growth (Prabhu 1987, 103,107). A good system of education is as under:

"It is a system in which all or most of teachers carry out the same recommended classroom procedures but rather a system in which (1) all, or most teachers operate with a sense of plausibility about whatever procedures they choose to adopt, and (2) each teacher's sense of plausibility is as 'alive' or 'active', and hence as open to further development or change as it can be".

2.8 REVIEW OF THE STUDIES AT THE M.Ed. LEVEL:

A review of the studies undertaken at the B.Ed. and M.Ed. level most probably they cover the following segments:

I A study of English Language Teaching
II A study of the characteristics of under-achievers.
III A comparative study of language Achievement in English
IV A comparative study of the reading comprehension in English of S.S.C. pupils.
V A study of some Highly and Lowly motivated students of a school in relation to their Socio-Economic background, interest and so forth.

The dissertations for the M.Ed. degree that deal with the above areas generally analyse the problems related to the area of teaching and learning of English. Studies generally inquire into the possible reasons for the problems identified and suggest remedies. The samples of the study in these cases are limited to small areas of population or material concerned. However, the above mentioned studies, in spite of their limitations are scientifically organised efforts in the direction of research.

The teaching of English as a Second Language in Gujarat State has number of problems. Teachers' colleges often undertake small studies through their student-teachers. A number of micro-studies are undertaken at M.Ed. level. The N.C.E.R.T., New Delhi and the U.G.C. provide Financial assistance for such research projects too.

2.8.1 Study 1:

Title "A Study of the characteristics of underachievers at Secondary school level".
The main objective of the study was to sort out the underachievers and thus to find out the characteristics of being their under-achievers. This study was conducted into two phases. First, determining the under-achievers and second finding out the characteristics of under-achievers. Achievement test was given to the pupils to assess their achievement. Random sampling technique was used. As a findings of the analysis of the data, it was concluded that the under-achievers were normal as far as intelligence was concerned. Lack of Educational environment was also found. Moreover, poor reading ability was also one of the serious factors of underachievers.

Looking to the findings it seems that the span of sample as well as treatment given to the problem was limited hence the study could not inquire properly into the exact characteristics of underachievers at secondary school level.

2.8.2 Study 2 :

Title "A study of the position of Teaching English in the Secondary Schools of Anand Taluka".

[by J.P. Patel, 1990]

The main objective of the study was to inquire into the present position of teaching English, keeping in mind
teaching aids, instructional materials and treatment given to the syllabus and to the textbooks by the teachers. Survey method was used with the help of questionnaire on a limited sample of Anand Taluka. As a result of analysis of the data it was concluded that the majority of teachers were not qualified to teach English and hence were lacking in the knowledge of teaching English and techniques of English. The investigator to improve the present position suggested to raising periods, use of audio visual aids and work book with an emphasis to provide special help to the weak students.

2.8.3 Study 3:

Title "Case study of some Highly and Lowly motivated students of a school in relation to their performance, intelligence, creativity interests, socio-economic background, Child rearing practices in their families and their perception of class, school and teachers"...

[by G.T. Patel, 1971].

The main objective of the study was to find out the characteristics affecting the students' progress in terms of High motivation and low motivation. The investigator had selected IX class as a sample. The thematic Apperception Test was administered in order to select five highly motivated and five lowly motivated students. This way from the responses the investigator found out Highly motivated and lowly motivated
students. As a result of the analysis of the data it was concluded that highly motivated students were in the habit of doing regular work, whereas lowly motivated students felt pleasure in other activities rather than in studies. Achievement motivation treatment affected positively to the students' academic performance. In this regard the investigator had made some suggestions for the teacher, head master and the guardian too.

(i) There should be proper change in the teaching methods time to time.

(ii) The teacher should try to awake the zeal of students for higher achievement.

(iii) Parents should give proper incentives to raise the performance of their wards.

2.8.4 Study 4:

Title "A comparative study of the Language Achievement in English of pupils of Std. VIII"

[by Ahmed Shabbir, 1970]

The main objective of the study was to find out whether the three years of time and labour spent on learning English in Stds. V, VI and VII was justified in view of the achievement of pupils as compared to that of those who start
learning English from Std. VIII and in the light of the findings of this study some ways and means were suggested to make the teaching and learning more effective. Achievement Test prepared by D.A. Ganchi was given to the pupils to assess their achievement. Random sampling technique was used. Following were the observation:

1. Difference in the overall achievement of these two groups that was of freshers and the experienced students.
2. Difference in the overall achievement of boys of these two groups irrespective of the area they belonged to, and
3. Difference in overall achievement of girls of these two groups irrespective of the area they belonged to.

Thus the study presented a multi-dimensional picture of the pupils' achievement in English in Std. VIII. Looking to the findings it seemed that the span of the sample was quite sufficient but the investigator did not give suggestions to overcome these types of prevailing situation.

2.8.5 Study 5:

Title "Comparative Study of the Reading Comprehension in English of S.S.C. pupils of Kaira, Panchmahals and Bharuch Districts".

[by Kusum K. Patel, 1975]
The main objective of the study was to compare the reading comprehension in English of S.S.C. pupils of Kaira, Panchmahals and Bharuch districts, keeping in mind the urban and rural areas and girls and boys too. Survey method was used. The data was gathered by giving 'silent' reading comprehension test in English for S.S.C. pupils. As a result of the analysis of the data it was concluded that the majority of the students of Kaira district were superior in reading comprehension to the students of Panchmahals and Bharuch Districts. The comparison of reading comprehension of the students of rural area of these three districts revealed that the students of rural area of Kaira district were better than the students of rural area of Bharuch and Panchmahals districts.

2.9 REVIEW OF THE RESEARCHES AT THE Ph.D. LEVEL:

2.9.1 Study 1:

Title "The Construction and Standardization of silent Reading Comprehension Test in English for S.S.C. pupils of Gujarat State"

[by B. V. Patel, 1970]

The following objectives were kept in mind.

(1) To establish norms of Reading comprehension
(2) To study whether there are any sex differences with
regard to comprehension

(3) To provide a standard measuring tool to secondary schools for Reading Comprehension as well as to know the pupils' comprehension level at the college entrance stage.

(4) To study reading comprehension of pupils coming from rural areas, urban areas and pupils coming from different socio-economic status groups of the society.

For this purpose, thirteen districts of Gujarat state were covered up in the try-out sample. 299 boys and 101 girls of various schools were given the try out sample. Each component was given due weightage. 140 items were included in the Nine sub-tests. Two hours were given to each unit. For Testing item validity, T.L. Kelley's method of 27% had been adopted which was based on two extreme groups on the basis of total score on the test itself. The second one was the chi-square techniques. Sub-tests were arranged with the help of two methods - Discrete method and omnibus method and according to the order of difficulty level they were arranged.

The Findings were as under:

(1) A standard measuring tool was made possible to provide to secondary schools.

(2) For reading comprehension certain norms were established.
2.9.2 Study 2:

Title: "A constrastive Study of the Grammatical Structure of English as prescribed in the syllabus of English for the Secondary Schools of Gujarat and Gujarati to suggest a curricular programme of English for them"

[by D.A. Ganchi, 1972]

The objectives of the study were:

(1) to identify, analyse and describe similarities and contrasts between the grammatical structures of English and Gujarati at different levels;

(2) to predict learning hazards involved in handling specific grammatical structures of English in the background of corresponding grammatical structure of Gujarati at the twin level of recognition and production.

(3) to prepare a hierarchy of difficulty of various grammatical structures in the context of the various levels of contrast existing between the structures of the target language and the source language.

(4) to prepare a sequential curricular Programme based on a list of learning hazards likely to be caused by
contrasts between the grammatical structures of the two languages.

Findings

(1) The morphological systems of English and Gujarati at the major levels of content words and function words show numerous contrasts in inflectional categories like number, case, gender, person and tense operative in the two systems of conflicting ways and thereby generate problems of learning.

(2) The syntactical structures of English as compared with those of Gujarati show four prominent levels of contrast, generating and increasing intensity of difficulty in learning them.

(3) The greater the positive correspondence between the grammatical structures of the two languages the fewer are the barriers on the part of the learner to master them and vice-versa.

(4) Contrastive study of the phonology, the semantics and the cultural life of the speakers of English and Gujarati is likely to help the movement for better curriculum tremendously. As a result, the instructional programme of English in the secondary schools of Gujarat can be a more productive enterprise than it has been heretofore.
2.9.3 Study 3:

Title "An Inquiry into Factors Affecting Reading Speed and Comprehension"

[by V.P. Parikh, 1976]

In this study, the investigator had the objectives to study comprehension, the effect of sizes of letters on reading speed and comprehension, to study the effect of contents of reading material on reading speed and comprehension.

For this purpose a factorial group design $2 \times 3 \times 3$ was employed in order to study the interactions between types of format, sizes of letters and contents of reading materials upon reading speed and comprehension. The effect of levels of intelligence and vocabulary of the pupils were controlled. Tools like Group Intelligence test by Lele, a vocabulary test, Reading material, Reading speed measure and a Reading comprehension tests were used. Measures of central tendency and dispersion and co-variance techniques were used.

The findings were as under:

(1) Reading speed was influenced positively by printing the material in two narrow columns, having printing size as 10 point, and having history type of content.
(2) Reading comprehension was positively influenced by the size of letters (12 point type) and story type but not by the type of format. History type of content in single broad column of 10 point type or two narrow columns of 10 point type and story and biography types of content in two narrow columns of 10 point type or 12 point type of letters added better reading comprehension.

2.9.4 Study 4:

Title "Teaching reading to beginners - A methodological study"

[by V.S. Despande, 1973]

(A) The objectives of the study were to evolve a process for:

(1) A general improvement in school learning.

(2) Improvement in preparation of vocabulary lists and reading material.

(3) Improvement in the methodology of teaching reading in the beginning etc.

(B) The hypotheses tests were:

(1) The present beginning of reading programme would be based on the old concept of reading and it would fail to create readers who would read with expected speed
of comprehension.

(2) The new reading Programme, based on modern concept of reading would create good readers who will be able to read with expected speed of comprehension.

(3) If the above hypotheses are experimentally tested the difference between the means of the speed of comprehension of both the groups would be favourably to the new reading Programme and would be statistically significant.

(C) The sample consisted of two thousand pupils who entered the first grade. Students were selected on the bases of intelligence physical maturity, socio-economic status of parents and educational facilities available to watch the parallel groups. With a view to comparing achievement of both the groups in the speed of comprehension and with a view to finding out how people would accept new reading programme in future, a reading test, a questionnaire for teachers and head masters of the experimental group and experts’ opinions were used.

(D) The study revealed that:

(1) The total performance of the experimental group children on the reading test was better than that of the control group children and the difference between the mean
score of both the groups was found to be statistically significant.

(2) The experimental reading programme made no extra demands on the time of teacher and was carried out in normal conditions and the new reading programme was approved of and appreciated by the teachers, head masters and the experts in the field.

(3) It was found that the hypothesis were found statistically significant and the reaction of those who implemented and did not implement favoured the experimental reading.

2.10 RESEARCH DONE ABROAD:

2.10.1 Study 1:

Title "A study of the Effects of a Remedial Reading programme upon Reading Attitude, Reading Achievement, Self Concept and Intellectual Achievement Responsibility of selected students of the fourth and Fifth Grades"

This study was intended to determine the effectiveness of a specifically designed title remedial reading programme on selected groups of students.

It sought whether there was any change in attitude towards reading as a result of the programme and any betterment of intellectual achievement responsibility.

The remedial reading group comprising 46 students
using the differences between the means of the pre-test and post-test scores from the SRA Achievement Reading Attitude Scale, Piers-Harris Children's self concept scale and Intellectual Achievement Responsibility Questionnaire the total group and the sub-groups from each grade level were compared. The correlated test was used to find the significance of the difference between the pre-test and post-test means obtained for the total group and the sub-groups.

The findings are as follows:

It was found out that there was improvement in the area of total reading achievement in the total group and in the fourth and fifth grade sub-groups. The same trend was found in the area of attitude towards reading as well as in the area of self-concept. No significant improvement was indicated in the fourth grade sub-group in self concept.

2.10.2 Study 2:

Title "A survey of the Teaching of English to Non-English speakers in the United States - National Council of Teachers of English"

[by Harold B. Allen, 1966]

A detailed study of some aspects of teaching English and non-English speakers in the united state was undertaken by the national council of Teachers of English in 1964. The
The objective of the study was to study the following aspects of the programme:

1. Classification and number of personnel in the TENES programme (which was defined as any formal English instruction to students having a language other than English as their first language).
3. Actual preparation of TENES teachers currently in the system.
4. Structure and curriculum of the TENES programme.
5. Teaching aids available to the TENES staff.
6. Identification of problems and needs.

The said study was done through two questionnaires. One related to curriculum, teaching aids, textbooks and needs and the other related to the teachers teaching English and their professional background. The former was intended to carry out a survey of school administrators involved in the TENES programme, whereas the latter was administered to the teachers. Field-trips to representative areas and institutions were undertaken to obtain information that could supplement the data gathered through the questionnaire. Moreover, the project director had a conference of specialists in the field of TENES administration, teacher preparation, research and curriculum materials preparation, in order that
their views might be known to supplement and cross-check the data gathered through questionnaires and field-trips.

The results of the survey had been reported under six heads, each representing major areas of teaching English to non-English speakers. They are listed as under:

I. The survey
II. The programme in TENES
III. The teacher
IV. The teaching situation
V. Aids and Materials
VI. Problems and needs.

The study had offered findings and suggesting for the improvement in the situation with particular reference to the peculiar problems and needs of schools teaching English as a second language to the immigrants in the United States.

2.10.3 Study 3:

Title "The position of Teaching English in India and Pakistan"

(Dil.A.S. 1967.)

[By Centre for Applied Linguistics Washington D.C. 20036]
This type of work was done separately by adopting survey method. The said studies dealt with the position of English Language in the history of its background, the duration of teaching English at different levels of the system of Education, text books used at different levels and the facilities of training the teachers of English. The said surveys had been done through the compilation of the data from official records. These studies did not give findings in detail nor did they analyse the situation which can provide guidelines for diagnosis and recommendations to improve the programmes in various facets. Obviously, the said studies were meant to provide an introduction to basic facts related to the teaching of English in both the countries.

2.11 OVER VIEW:

After having the observation of the reviews of above mentioned past studies, the investigator has found that researches on particular teaching methods, evaluation of text books, a comparative studies on languages involved have in one way or the other a deep concern with the present study. It also showed that most of the studies relate to specific points which have an immediate relationship with one or other aspects of classroom practice. There were very few which conceptually pertain to basic research the results of which can serve the purpose of 'feed back' in various
dimensions of the entire programme of teaching English. A comprehensive study of survey type was therefore, urgently needed as it would help in planning for a change into the instructional Programme of vital subject like English. It was thought proper that to take up a study of present position of teaching English in the context of achievement status of schools would provide the necessary framework to institutions for the betterment of English.