CHAPTER: 2
REVIEW OF RELATED LITERATURE

2.0 Introduction

"English is a language which is rich in literature, humanistic, scientific and technical. If under sentimental urges we should give up English, we would cut ourselves off from the living stream of ever growing knowledge."

University Grant Commission (2005)

India being a multilingual country, many languages are being spoken. Hindi is used as our national language and English being a window of the world, there is need felt to teach English in our school curricula to keep pace with the time. We cannot overcome the use of English in our day to day life as English is a vehicle of communication. In the twenty first century, with advent of Information and Communication Technology there is a need of a global language and it has been observed that English language has been emerging as widely accepted language for communication globally. Everybody in India wants to learn English for their development. Kothari Commission has very rightly stressed that English would play a vital role in higher education as an important library language.

In India, many languages are spoken and really they have contributed a lot for getting our society civilized but how can we deny the role of English that made us thinking about freedom. English is the language in which abundant resources are available and to enrich our selves we need knowledge of English. English is used in day to day life of the people and most of the official work is done in English. We need to study the strategies by which the people can learn English fluently. So many approaches, methods and techniques have been used to make people learn English.
since long. So it is necessary to look over the history of English in India as by which theories English has been learnt or taught.

2.1 English in India

British ruled over India for long and India being multilingualism, it became very difficult for them to govern the country and moreover, it was very difficult for them to learn our languages. To attract the elite people of India, British people offered important positions by virtue of knowing English language. Indians started learning English language not for acquiring knowledge but for getting jobs. So, British introduced English to enable Indian people to help them in routine administrations. To fulfil this objective, they introduced teaching of English at various levels of education. Their objective is clearly seen in Macaulay’s Minutes (1835):

"The problem in India is that we have to educate people who cannot at present be educated by means of their mother tongue. We must teach them some foreign language...."

A public instruction committee was formed under the chairman of Thomas Babington Macaulay to survey the possibility of imposing English -as a compulsory language and also medium of instruction. Alexander Duff (1806-1878) is an important name in this movement. He hammered British public opinion in favour of English as a compulsory subject and as a medium of instruction in British India.

In 1837, Lord William Bentinck, on the recommendation of Macaulay, made that English would be necessary in government appointments down to the lower posts.

It is very difficult to answer the status of English in India but we find English in hearts of millions and it enjoys the special status in India. It was resolved in the parliament of free India to minimize the use of English and to promote use of Hindi in
day to day administration. But it is surprising that still we are unable to be away from English. English is taught at all most all levels of schools and colleges. In some of the schools, English is taught as medium of instruction and in some of the schools; it is taught as second/foreign language.

2.2 Teaching English as Second/Foreign Language

There are so many English medium schools in India affiliated to their respective boards. English medium means the medium of instruction is in English and the curriculum transactions is only in English. The use of native language is abandoned and learners are taught English as it is their first language. And in English medium schools, native language is taught as second language.

Dr. Pathak opined that we have institutions where English is taught as medium of instructions. In such institutions it is believed that the students are getting primary environment in English. But ideally in any of the institutions English is taught as second language because only medium of instructions can not suffice the need of primary environment of English in which the skills are nurtured.

In our country, there are schools having respective native language as medium of instructions where English is being taught as one of the subjects and it is known as second or foreign language.

2.3 English in Gujarat

The Gujarat is one of the most developing states of India. The state of Gujarat came into being in 1960 and at that time English was introduced in school from grade V. At that time adequate numbers of teachers of English were not available and the government felt that teaching of English in Gujarati medium schools was waste. The government felt that by introducing English from grade VIII, less number of qualified teachers will be needed to do better work. Public demanded
teaching of English from grade V but the government did not accept it. Moreover, private schools started teaching English from grade V.

Bowing to people’s demand and their strong desire to teach English to children, the government of Gujarat in 1975 started teaching of English from grade VI. For implementing the policy and to develop skilled teachers to teach English in methodical manner massive intensive training programmes were launched. But at that time another government came and it announced that English would be a voluntary subject at the primary level. But private schools continued teaching English from grade V. The education department prepared a new syllabus for grade VI and VII and made it obligatory for the schools to adopt it and to teach the textbooks prepared by the state. Moreover, Teaching of English was compulsory from std. VIII and as a result the secondary level syllabus of English began from the beginning. It repeated all the language items taught in grade V, VI and VII. After that English has been made compulsory in std. VIII and IX and voluntary subject in grade X. Many secondary schools encouraged learners to give up English in grade X to obtain good results. This means that English remains a compulsory subject in grades VIII and IX only and Once again it become compulsory subject in grade XI and it remained a voluntary subject in grade XII also.

As per the latest development the Government of Gujarat has initiated the movement of introducing English language teaching from first standard. Now English language is taught from standard first to college level as second/foreign language in English medium schools and form std 5th in grant in aid schools and their medium of instruction is Gujarati and English. Moreover, English is compulsory subject at college level also and in the engineering, medical, management courses the medium of instruction is in English.
2.3.1 Current Scenario of ELT in Gujarat

The current position of English language teaching in Gujarat is not so strong that till today peoples and students are facing the problem of speaking English language fluently. English is taught as subject not as language. Students learn English language from fifth standard to college but most of the students are lack in communicative competence. They could not express their ideas, views, emotions and thoughts in English language and vice versa. Irrespective of their education for passing exam, we find them handicapped at national and state level examinations like GPSC, UPSC, IAS, IFS, Bank exams, and for getting admission in medical and engineering. Moreover, we can say that the intelligent talents of Gujarat are suffering from inferiority complex for not speaking fluent English against the native speaker of fluent English speaker. The factors for such a poor condition of English language teaching learning process is that the teachers are not well aware of teaching methodology of foreign language and linguistics.

Bala Subramanian has stated that the mistakes are in our Educational system itself. A teacher’s target is to “prepare” his students for the examination and not to make his pupils competent in the use of the language they are learning.

It is observed that pupils are assessed in all the states in India by means of a single examination and in such examination students require no thinking, no originality, no imagination and no skill. Moreover, teachers are not clear about the aim of teaching English. They divide the time table into reading text book and translating one by one word into mother tongue and writing answers of the questions and are satisfied so long as the students are kept busy and they are learning the language.
2.4 Theories of First Language Learning

Observation of children while they acquire the first language reveals how they initially start uttering telegraphic words in imitation of what they hear spoken around them. Gradually the tempo increases. They pass from one to two or three word combinations. By the age of three, they can comprehend an incredible quantity of linguistic behaviour and also generate chatting and conversation. At school, they begin to learn not only what to say but also what not to say. Let us see what theorist have to say about how this takes place.

2.4.1 The Behaviourist Approach

The theory which sees the environment as the main source of learning and views all learning as a process of habit formation is known as behaviourism. vi

Behaviourists consider that effective language behaviour is a result of correct response to stimuli. If a particular response is reinforced, it becomes habitual or conditioned. Skinner gave a theory of verbal behaviour, which was an extension of his general theory of learning by “operant conditioning”. If a child says, “he/she wants milk and parent gives the milk that will be the response”. The operant is rewarded with the act of getting milk and over repeated is “condition” (shaped). According to skinner verbal behaviour is controlled like other behaviours by its consequences. When consequences are rewarded, behaviour is maintained, increased in strength and become frequent. When consequences are punished or there is a lack of reinforcement, the behaviour is weakened and eventually extinguished. This is how a child through “habit formation” acquires his language.

Skinner’s theory has been much criticized because of its inadequacy to explain the fact that every sentence spoken or written is new. Moreover, the theory is emphasized only on observation of external behaviour and circumstances and does
not take into account the capacity to acquire language, the abstract and complex nature of language and language development.

A.K.Paliwal has quoted the following implications of the behaviourist model of learning particularly relevant to the teacher by Prof. B.K.Das and B.N.Koul, C.I.E.F.L., Hyderabad.\textsuperscript{vii}

a. Language is learnt only through use, practice. The more the learner is expected to the use of language, the better his chances of learning it.

b. The production of language depends on the situation, which makes its use necessary. Language cannot be taught in divorce from situation; the teacher has to introduce each new pattern of language in a meaningful situation.

c. Producing the correct linguistic response to a stimulus requires effort. If the learner is not called upon to make this effort there is no learning.

d. Producing the correct response also requires attention. Attention is bound to slacken after a time so prolonged practice is less useful than spaced practice.

e. The spoken language comes earlier than the written and the receptive (passive) experience of language is necessary before any productive (active) use can begin.

f. Learning takes place faster if the correct response to a stimulus is immediately confirmed. The learner must know at once if his effort is right or wrong.

g. Learning is still faster if the learner is placed in a situation where he can produce only the correct response. Each incorrect response builds a faulty behaviour-pattern, which interferes with the process of conditioning.

h. Every new item learnt must be reinforced by further practice before further learning process.
2.4.2 The Nativists Approach

The shortcomings of the behaviourist views, discussed above, caused researchers to ask more questions that are deeper and beyond scientific investigation. The nativism is not a general theory of learning. Nativists is of the belief that human being is born with specific capacities to learn and that is the main source of language acquisition.

According to Chomsky it was impossible to explain child–language acquisition by merely relating it to repetition and imitation of heard language. Chomsky provides theoretical and empirical support for the view that in learning its language a child makes use of innate linguistic abilities to build an intricate network of rules, that is, a grammar of the language.viii

Language learning is thus an active process. The learner constantly makes sense of new information both to discover the underlying rules and to produce original sentences. Moreover, language is acquired unconsciously when the learner’s focus is on the meaning of that comprehensible input of language.

The following beliefs and practices can be related to the Nativist view on how languages are learnt.ix

a. A language learner unconsciously builds a system of rules.
b. The rules are acquired in a predetermined sequence: teaching may not normally alter that order.
c. Meanings are at least as important as forms (grammar and syntax).
d. Language use is creative.
e. Systematic errors mark important stages in language development; they also support system expansion.
f. True learning is discovering things for oneself.
g. Fluency needs much more attention than accuracy.

h. Risk-taking is the key to generating fluency.

2.4.3 The Interactionists Approach

Like Nativists, Interactionists also take a cognitive view of learning. They too believe that second language acquisition relies much more on the learner’s innate abilities than on the inputs supplied by the environment. There are two possible meanings of the term ‘Interactionist’.

In the first meaning, the term ‘Interactionist’ refers to a person who believes that learning takes place as a result of interaction between learners and the people they communicate with. Long (1985) studies this type of interaction in different contests including:

a. Foreigner talk: An educated native speaker of the language communicates with someone who is learning the language;

b. Teacher talk: Teachers adapt their language to make it comprehensible to their learners;

c. Caretaker talk: Parents and other members of the family use modified language in talking with small children acquiring their language;

d. Student-student interaction: Different team members adapt their language especially while they are engaged in learning activities such as group and pair work.

In its second meaning the term ‘Interactionist’ refers to a person who believes that successful second language learning is a product of meaningful interaction between internal and external factors. The former refers to the learner’s innate language learning capacity; the latter to the instruction received by her. The
Interactionist approach (IA) can be seen at work in different humanistic and communicative approaches. The innovative features of the IA include the following:

a. Use of authentic materials and real-life tasks;
b. Use of role plays, simulations and information gap tasks;
c. Reduction of display questions and optimal use of referential questions;
d. Performance of a range of speech acts by teachers and learners;
e. Opportunities for uninhibited or free practice with a provision for experimenting with new forms in the language;
f. Involvement of learners in decision making on both the content and methodology of teaching.

Nativists and Interactionists share a common belief that language acquisition depends more on the learner's innate abilities (nature) than on the inputs received from the environment (nurture).

2.5 Methods and Approaches of Teaching English

Human beings have always been in search of some better and new ways of methods to do certain jobs. This is man's nature and very new things appear to be sweet and charming to him for the time being. Change is the essence of life. All the development and scientific progress which man has made in all fields of life is due to this quest for the newer and the better.

An average Indian student has to learn three languages; a regional language, his mother language and English, which is a language of modern knowledge, technology and international communication. It is not that our students are overburdened with this language learning activity but owing to a lack of methodology. Before 1947, people learnt these three language and the results were so good. Even great writers and speakers were produced in the past also and what was
the method of teaching? In old, the grammar translation method was used and the result was good so it means the fault does not lie with the methodology but somewhere else.

In different time periods different approaches, methods and techniques were developed and adopted to teach a second language. The emergence of new method did not mean that the total rejection of the previous one. So all methods have survived in a modified form and are still in use in different places of the world. Now let’s first study about the difference between Approaches, Methods and Techniques.

2.5.1 Approaches, Methods and Techniques

It is worthwhile discussing briefly the difference between three words: approaches, methods and techniques. Approaches are an idea or theory is being applied: that whatever the teacher does, certain theoretical principals are always borne in mind. Approach is much more general and whatever method or techniques teacher uses in the classroom, he does not bound, but he believes only in theory.

When we talk about a technique, it is a procedure used in the classroom. A technique is the narrowest term meaning one single procedure.

Method is a set of procedure of collection of techniques used in a systematic way which is hoped will result in efficient learning. So, method is a number of techniques, arranged in a specific order.\textsuperscript{iii}

![Figure: 2.1 Approaches, Methods and Techniques](image-url)
In short along with the knowledge of methods we cannot ignore the important fact that methods are no better than the teachers who use them. The methods must be dilutes (adjusted) to suit the calibre of the students.

Some of the well known Methods and Approaches are:

1. Grammar Translation Method (Conventional Method)
2. Direct Method
3. Dr. West's New Method
4. Audio-lingual Method
5. Communicative Approach
6. Structural Approach
7. Eclectic Approach

2.5.2 The Conventional Method

In the 19th century this classical method came to be known as the Grammar Translation Method. Its leading exponents are Johan Deiden Sticker, Kark Plots, H S Ollen drf and Johann Medinger.

GTM was used in the teaching of Latin and Greek for several centuries in Europe. The method in practice lies in activities that especially focus on translation and the rules of grammar. In GTM, word for word translation into the learner's mother tongue to translation across the two languages with attention to meaning; from memorising sentence-level rules of grammar to defining the rules followed by examples and practice and to explaining and establishing rules with support in the learner's first or second language. But the main objective to this method is that it ignores the listening and speaking skills of the learners. The students who study by this method can read and write very well but can neither speak nor make use of their knowledge of the language in listening and speaking to a native speaker of the
language. The major defect of this method is giving much emphasis on formal linguistic rules which never allowed the learner to be free from the pull of mother tongue. The students often think in their mother tongue and then translate sentences into English. The method is also book-oriented.

According to Peter Hubbard, Hywel Jones et al., in GTM, students had to memorize 'facts' about the language and they were tested on their knowledge by being asked to recite the paradigms or give the translation of words.

The GTM came in Asia with a long established tradition of teaching classical languages in the United Kingdom. The method does not require special training or specialized skills on the part of the teacher. We should not ignore that through this method alone, the old heritage of literature and science has been transferred to us.

Some of the characteristics of GTM as identified by Richards J. C. and Rodgers T.S. are:

a. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.

b. Reading and writing are major focus; little or no systematic attention is paid to speaking or listening.

c. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word lists, dictionary study and memorization. In a typical Grammar Translation text, the grammar rules are presented and illustrated, a list of vocabulary items is presented with their translation equivalents, and translation exercises are presented.
d. Accuracy is emphasized. Students are expected to attain high standards in translation.

e. Grammar is taught deductively—that is, by presentation and study of grammar rules, which are then practiced through translation exercises. In most Grammar Translation text, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.

f. The student's 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 student's native language.

This method is considered to be as old as the language teaching itself. However, there is lack of carefully documented history of this method; there are evidences which show that grammar and translation have always found a place through the ages in language teaching. Still one can say that this method became popular in the late eighteenth century.

This method got its place around 1840 when Ollendorff prepared language courses based on the combination of briefly presented grammatical rules and translation practice. This practice proved active, simple and effective. It was the method which combined rules, vocabulary and text translation into mother tongue. This became typical pattern of grammar translation method. In the middle of the nineteenth century the method became more popular. Moreover this method enjoys a very good popularity among the teachers and the taught.
2.5.2.1 Popularity of Conventional Method

a. Requires no hard labour:
There are so many language theories in the field of English language teaching have been given by the researchers but conventional method has come to stay in this country. In this method, teacher feels pleasant which puts no great demand on him. It requires no originality, no deep thinking or pre planning.

b. Easy introduction of new vocabulary:
The first step of language learning is to get the meaning of new words, phrases and sentences. The child understands English words, phrases and sentences as soon as mother tongue equivalent for it is given.

c. Abstract term clarified:
Abstract term like falsehood, honesty, beautiful, good, bad, nice can be explained in the mother tongue clearly without much effort or time waste.

d. Explanation of concrete objects:
There are some objects which are beyond the direct experience of the child and these objects can easily be explained by conventional method. For instance, it is not easy to explain the word 'sea' except through translation. It is a say that a term should not be explained in more difficult terms than the term itself. The explanation in mother tongue makes the concept clear to the learner and he feels happiness. xvii

2.5.3 The Direct Method (DM)
The DM in one or another form existed before the advent of the European Reform Movement (1880s-1890s). The direct method was born in Western Europe and brought to parts of Asia by missionaries and other teachers of English.
In Webster's New International Dictionary, this method is defined as, “Direct Method, is a method of teaching a foreign language, especially a foreign language through conversation, discussion and reading in the language itself without use of the pupil’s language, without translation and without the study of formal grammar. The first words are taught by pointing to objects or pictures of by performing actions.”

The DM is based on the belief that learning happens best when the foreign word and the idea or concept that it conveys get linked together via a direct bond. The method seeks to establish direct bond between thought, expression, experience and language. It aims at making the child think in English. According to Tickoo the DM is associated with the following precepts and practices in the foreign language classroom:

a. Speech being the basis of language, the shortest and safest approach to gaining control of another language is through listening and speaking.

b. The first language serves as the roadblocks to the acquisition of second language or subsequent language. Success in teaching therefore lies in minimising and suppressing the mother tongue.

c. The teaching of grammar should follow and not precede the learning of a language for use.

d. Translation from and into mother tongue can be unhelpful and harmful in most cases. It should be used when other means fail to work.

According to Dr. Y.K. Singh Direct method means “minimising the use of the mother-tongue, it employs means which make students understand new linguistic material as directly as they can understand the same in their mother-tongue”.

Critics of the direct method believe that it lays undue emphasis on listening and speaking and does not take into account the utility of reading and writing. The
direct method does not aim at teaching grammar in a clear cut and systematic way. The teacher who is well equipped with audio-visual aids can teach English through it, without aids it is rather difficult to make use of the method.\textsuperscript{xi}

2.5.4 West’s New Method (NM)

The NM was born in a longitudinal study of the bilingual needs of an Indian child. The study earned its author a doctoral degree at Oxford University. The study led to the understanding that the average child in India needed English mainly as the language of knowledge which was best achieved by becoming a proficient reader. Three reasons for it were:

a. English was the pre-eminent language of science and technology whereas most Indian languages had seldom been used as vehicles of modern knowledge.

b. The average child would not need English for expressing either personal or on-the-job needs.

c. Learning to read demanded much less investment of time and resources and moreover, it does not require external help or guidance.\textsuperscript{xxii}

2.5.5 The Audio-Lingual Method

Audio-Lingual means ‘listening-speaking’. The method consists of presenting an aural model to the students, on tape or in the teacher’s voice and carrying out a series of pattern drills. According to Peter Hubbard, Hywel Jones et. al., following principles were applied in ALM.\textsuperscript{xxiii}

a. Students first listen; then speak, then read and finally write the language.

b. The ‘grammar’ should be presented in the form of model patterns of dialogues. Drilling consisted of forming new utterances on the basis of the original pattern. This was called ‘analogues pattern drilling’.
c. Drilling should follow the stimulus-response-reinforcement scheme. Students should always be rewarded when they responded correctly.

d. Students should proceed by very easy steps, starting with simple repetition and going on to simple drills, then more complex drills and so on. Ideally the possibility of a student making an error should be avoided altogether.

e. By repeating the stages of stimulus-response-reinforcement, students would develop correct language habits. Once a habit had been formed, a student could produce examples of the pattern effortlessly and without thinking.

2.5.6 Communicative Approach

The primary objective of this approach is to enhance communicative skills means nurturing communicative capabilities among learners. Communicative approach to language teaching is widely known as CLT. Communicative approach to language teaching aims at developing the communicative competence of the learners which would include the learners acquiring the knowledge of communicative functions of the language and the linguistic means to perform the different kinds of functions.

Language Functions

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

(Venkateswaran, )
Communicative Language Teaching is a recognized theoretical model in English language teaching today. Many applied linguists regard it as one of the most effective approaches to ELT. Since its inception in Europe in early 1970s, CLT has served as a major source of influence on language teaching practice round the world.

When asked to majority of teachers about the approach they use in their classrooms, teachers assert “CLT” as the methodology of choice. However, when they are asked about the detail account of what they mean by communicative approach, they are different in their views. What is involved in CLT? Does CLT mean teaching conversation, an absence of grammar in a course, an open ended discussion activities? The answers to these questions can best be understood by examining CLT in terms of its historical development, of a set of principles about the goals of language teaching, the kinds of classroom activities that best facilitate learning and the roles of teachers and learners in the classroom.

According to D.L.Freeman in CLT, “almost everything that is done is done with a communicative intent; students use the language a great deal through communicative activities such as games, role plays and problem solving tasks”. xxv

**2.5.6.2 Principles of CLT**

A.K.Paliwal has quoted D.L.Freeman’s principles of CLT as follows: xxvi

a. Whenever possible, ‘authentic language’ at it is used in real context should be introduced.

b. Being able to figure out the speaker’s or writer’s intention is part of being communicatively competent.

c. The target language is a vehicle for classroom communication, not just the object of study.
d. One function can have many different linguistic forms. Since the focus of the course is on real language use, a variety of linguistic forms are presented together.

e. Students work with language at the discourse or super-sentential (above sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.

f. Games are important because they have certain features in common. In real communicative events there is a purpose of the exchange...

g. Errors are tolerated and seen as a natural outcome of the development of communication skills.

h. One of the teacher's responsibilities is to establish situations likely to promote communication.

i. The social context of the communicative event is essential in giving meaning to the utterance.

j. The grammar and vocabulary the students learn follow from the function, situational context, and the roles of the interlocutors...

According to Howatt (1984), CLT consist of a 'weak' and a 'strong' version. The weak version of CLT is based on the assumption that the components of communicative competence can be identified and thus systematically taught which means that CLT does not display a fundamental difference from the earlier traditional approaches. This weak version of CLT highlights the significance of providing learners with opportunities to use their English for communicative purposes and attempts to integrate such activities into a wider program of language teaching. Teachers pay attention to particular language functions such as 'making request' and
‘giving advice’. Howatt (1984) describes the weak version of CLT as “learning to use English”

On the contrary, According to Howatt (1984) strong version of CLT is based on the claims that “language is acquired through communication”. In other words, learners do not go through a learning experience in which they acquire the structural properties of a language and then learn to use this structural system in communication, students discover to learn how to communicate in a language. Here, teachers provide ample opportunities that how language is used in actual communication. Howatt (1984) says “using English to learn it”

In CLT meaning is given prime importance, which is achieved through interaction between reader and writer and through negotiation between speaker and listener. There are varieties of communicative activities (e.g. games, role plays, simulations) which offer learners an opportunity to practice their communication skills meaningfully in different contexts and by talking on different roles.

Communicative class are commonly carried out by students in small group. Students are engaged in meaningful communication rather than mechanical practice of grammatical rules. CLT activities in pair and group work will benefit the learners in the following ways:

a. They can learn from hearing the language used by other members of the group.

b. They will produce a greater amount of language than they would use in teacher-fronted activities.

c. Their motivational level is likely to increase.

d. They will have the chance to develop fluency.
2.5.6.3 CLT: Notional-Functional Syllabus

When the earlier approaches to language teaching were grammar based and had in their course grammatical and structural syllabus. Wilkins in 1976 brought 'Notional syllabus'. A notional syllabus is an arrangement of pieces of language functions and notions and not forms. Notions are categories of meaning such as time, duration, quantity and location. For example the preposition 'in' is a notion for it is used to express time and space as in, in the evening, in bed.

A notional functional syllabus can then be described as a syllabus that is based on an analysis of what notions or meanings particular learners need or require, expressing themselves in the target language and what language items are required to express these meanings. A notional functional syllabus is need based. It takes into account the needs of the learners. A notional-functional syllabus also focuses more on using the language for a purpose.xxviii

2.5.6.4 Communicative Model of Teaching

A.K.Paliwal has quoted C.J.Brumfit and K.Johnson’s communicative language teaching model as follows:

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<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicative as far as possible with all available resources.</td>
<td>Present language items shown to be necessary for effective communication.</td>
<td>Drill, if necessary for effective communication.</td>
</tr>
</tbody>
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Figure 2.2 Communicative Model of Teaching

The model suggests that the teacher should set a task for his pupils who should be asked to communicate as far as possible with all available resources. If the teacher feels that his students are not in a comfortable position to communicate due to lack of linguistic support, then he must present the necessary language items, both structural
and lexical, for effective communication. The teacher can provide drills, if necessary. This is the pedagogical and methodological framework in which communicative language teaching must be conducted. xxix

2.5.6.5 The Communicative Language Teaching Procedure

Peter Hubbard, Hywel Jones et al. have proposed the following procedure for consideration:

**CLT procedure**

<table>
<thead>
<tr>
<th>Communicative task 1</th>
<th>Presentation</th>
<th>Communicative task 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students use whatever language they have at their disposal. Errors are not corrected</td>
<td>Teacher presents the required forms and drills to fluency. Errors are corrected.</td>
<td>Students are given opportunity to use the new forms.</td>
</tr>
</tbody>
</table>

Figure: 2.3 Communicative Language Teaching Procedures

They explained the procedure in the following words:

a. The teacher sets up a communicative activity which demands ability to express the functions to be taught. At this stage, the teacher does not supply the language forms which the students require for expression of this function. Instead, the students have to cope with whatever language resources they have available. In performing this task they will inevitably produce errors, mistakes and much inappropriate language.

b. The teacher introduces the required language form(s) and does sufficient drilling to achieve a reasonable degree of fluency. Since a model interaction might be the best way to introduce these forms, a suitable way to do this
would be to play a taped dialogue illustrating use of the forms and functions to
be presented.

c. The teacher gives students a fresh communication task so as to provide them
with an opportunity and motive to use the language forms they have learnt. If
serious errors occur, the teacher goes back to the drilling stage again.xxx

2.5.6.6 Classroom Activities in CLT

Communicative intent is always given a prime position in every CLT activity.

In a communicative class, students are provided with opportunity to use the language
through communication activities. There are various classifications of activities that
are found in a communicative language classroom that are listed below:

1. Describing people
2. Describing processes
3. Cue cards
4. Follow me (Giving Instruction)
5. Jig-saw-reading / listening
6. Cloze reading
7. Dictation with a difference
8. Then and now
9. Strip story
10. Information transfer
11. Moods and mindsets
12. Simulations

2.5.6.7 Teachers’ and Students’ Roles in CLT

In CLT, there are different roles in the language classroom for teachers and
learners than those found in traditional classroom. Learners in CLT classrooms
are supposed to participate in classroom activities that are based on collaborative rather than individualistic approach to learning. Students are found active in language learning process. Therefore, CLT alters the role of the teacher. Also, CLT as a methodology has much to do with interaction. Teachers’ and Students’ roles in CLT classroom have a dynamic feature and they tend to vary all the time.

William Littlewood has stated teacher’s role in CLT classroom, “the teacher’s role in the learning process is recognised as less important. More emphasis is placed on the learner’s contribution through independent learning.”

A.K.Paliwal has also quoted Breen and Condlin about the learner’s role in CLT classroom, “The role of the learner as negotiator-between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way”.

It is thus advisable for teachers adopting a communicative approach to produce and use authentic teaching materials that meet the needs of their particular learners. Moreover, teachers need to motivate their students as well as provide them with a comfortable classroom atmosphere for language learning.

2.5.7 The Structural Approach

During the Second World War, there was a great need to understand a native speaker and speak foreign languages with near native accent. For this purpose new techniques were used. After the war, authorities and teachers became interested in the teaching of foreign languages. This interest found expression in the ‘National Defence Education Act’ in the year 1950, which provided funds for research in foreign language teaching.
According to Bhandari, “the structural approach to English is teaching the learner certain selected structures in a certain order”.

In structural approach stresses is given on graded and selected structures into a suitable order. The arranged structural patterns are taught through classroom situations, actions, gestures, pictures and black board drawings. Choral, individual and group is expected to give based on certain structural patterns in order to reinforce and consolidate the language items taught.

According to Peter Hubbard, Hywel Jones et. al. when presenting a new structural item(or structure), teachers should be trying to achieve two things:

a. To enable the students to recognize the new structure well enough to be able to produce it themselves (establish the form);

b. To make absolutely clear the usage of the patterns, so that when the students produce them, prompted by the teacher, they know what they are saying (establish the meaning).

Teachers must teach both a form and a meaning while presenting structures. Teachers can teach form by:

a. Giving plenty of examples;

b. Supplying clear models of the structure;

c. Slipping the new forms into an earlier practice activity without focussing the students’ attention on them or asking them to reproduce the patterns;

d. Giving less exposure to the patterns and forcing the students to work hard to pick them out.

Meaning can be established by:

a. Presenting the models in a readily understandable situation, one which makes the meaning of the patterns clear;
b. The situation might be live in the classroom (Aum is talking in the classroom);
c. It might be some true statement which is known by the students (Diya is taller than Shivani);
d. Moreover, meaning can be established by realia;
e. Thinking of a situation from outside of the class, the situation can be real or imaginary.

2.5.7.1 Drilling Procedure

Drilling can be conducted in the following three manners:

i. Choral Drills.
ii. Group Drills.
iii. Individual Drills.

Choral drills enable the class to say something chorally in which the whole class speaks something. Choral drills not only help the shy and slow learners to participate in the learning process but also motivate, activate and give the class a sense of achievement which is essential for teaching purposes.

In Group drills, the teacher divides the class into two parts and asks them to say something in turn. Group drills follow choral drills. And in Individual drills, the teacher asks an individual student to say something. Individual drills help the teacher in assessing how much and how well the learners have understood a particular language item.

2.5.7.2 Principle Aims of Structural Approach.

This approach places great emphasis on the fundamental skills – listening and speaking. In the teaching sequence these two skills precede reading and writing. Language learning is viewed by the advocates of this approach as the acquisition of a
practical set of communicative skills as it favoured the cultural aspects of second language teaching.

a. About 275 graded structures can be established through drill and repetition and thus laying the foundation of English language.

b. Grammar teaching and teaching of composition can be correlated with the reading lessons.

c. Four fundamental skills namely listening, speaking, reading and writing can be taught in order named.

d. Children can be helped to attain mastery over an essential vocabulary of about 3000 root words for active use.

e. Aural-oral approach can be properly emphasised downgrading teaching of formal grammar for its own sake.

2.5.8 An Eclectic Approach

If most teachers are asked what method they use, the reply would be ‘eclectic’. By this they do not follow any single method but rather they use a selection of techniques. Eclectic approach has many advantages. It is much more flexible and can easily be adapted to suit a wide variety of teaching situations and the teacher is less likely to become fixed in one single method and to keep an eye open for new techniques and approaches.

According to Cambridge International Dictionary of English, word ‘eclectic’ means “Combining whatever seems the best or the most useful things form many different areas of systems, rather than following a single system”.

From above explanation the word ‘eclectic’ is better understood. We can say it is an eclectic style of approach. It is not the method that states principles of theory; it is the
way through which the teacher is able to teach English effectively. Moreover, it is an approach developed looking at local needs. \textsuperscript{xxxiv}

D. A. Wilkins writes 'viewed historically, language teaching has always been subject to change, but the process of change has not resulted from the steady accumulation of knowledge about the most effective ways of teaching languages: it has been more the product of changing fashion.'\textsuperscript{xxxv} It may turn out that an eclectic approach to TEFL is nothing more than a bundle of techniques which a certain teacher has encountered by chance and adopted quite arbitrarily.

2.6 Model of English Language Teaching
Figure 2.4: English Language Teaching Model

From: Natraj (1989) xxxvi
It is clear from figure that communicative approach, structural approach and conventional method are based on a particular language theory. The communicative approach on cognitive; the structural approach on behaviourists and grammar translation is based on exposure and immersion theory.

It is also seen that natural use of language is the core part of communicative approach. In structural approach learning takes place through one item at a time and synthesis, whereas in conventional method rules of grammar and use of mother tongue are important.

2.7 Language Learning Skills

The purpose of learning a language is to enable students to communicate in that language. Therefore every language classroom is directed to equip students with the language skills. Learning a language comprises four skills. They are listening, speaking, reading and writing. Among these four skills, listening and reading are called as receptive skills. Speaking and writing are called as productive skills.

2.7.1 Listening Skill

Listening is a prerequisite to other skills of language. Listening is an active process. It can be depicted as:

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Input ----------► Processing ----------► Output.
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The activity of listening is not an act of just recording the speaker's utterances and repeating them as a tap recorder as they are. It is a process of making out of spoken language.

2.7.2 Speaking Skill

Speaking is more complex skill than listening. It is an act of creativity. In speaking the speaker has to think of an idea he wishes to convey either initiating the monologue, conversation or responding to previous speaker. Speaking involves:
• The consciousness of the grammatical, lexical and cultural features of the language,
• Ability to speak without grammatical errors,
• Where, when, why, how, what to speak awareness,
• Correct pronunciation and ability to present in understandable way.

2.7.2.1 Natural Process of Spoken Skill

There must be some kind of exposure to language input, so that the natural learning mechanisms have something to work on. Learners have to be exposed to English through clear pronunciation, slower pace, simpler structure and common vocabulary. Natural learning depends on the learner’s active engagement with the language. Here motivation is an important factor. Natural learning can be described with the help of the following Natural Learning Model.

![Natural Speaking Learning Model](image)

2.7.3 Reading Skill

Reading is mainly a decoding process. Reading is categorised into two parts-intensive reading and extensive reading. Intensive reading is a reading in depth for optimum comprehension and is carried out to extract specific information. Extensive
reading is a reading for pleasure and the reader doesn't bother about specific information.

The encoder encodes the message and the decoder decodes it and understands it.

2.7.4 Writing Skill

Interaction through the written message is the main goal of writing. Writing is used when the receiver of the language is not physically present. Writing is a complex skill and it has some special components. According to T.C.Baruch, some of the components of the writing skill are as under:

- write the letters of the alphabet at a reasonable speed;
- spell the words correctly;
- recall the appropriate words and put them in sentences;
- use appropriate punctuation marks;
- link sentences with appropriate sentence connectors and sequence signals;
- organise thoughts and ideas in logical sequence and in suitable paragraph around topic sentences;

The main aim of developing the skill of writing is to train the student in expressing himself effectively in good English.

2.7.5 Comparative Estimate of the Four Skills

Full mastery of a language requires both the receptive and productive abilities. Though they are related to each other, efficiency in one aspect does not necessarily lead to efficiency in another. Each of the four skills—listening, speaking, reading and writing needs due attention. But in reality in the English classroom, speaking in English is absent and writing is very poor. Students read only to memorize words and sentences for answering questions. Reading on their own with understanding is
unheard in ordinary English classrooms. Such an improper teaching and learning of English may be due to lack of understanding of the relative importance of four language skills.

2.8 Related Studies

Related studies help to provide a background for the research problem. The researcher should be familiar with what is already known and what is still unknown and untested. For the present study the researcher collected information related to his work from journals, articles, books and doctoral theses conducted regarding the skill of teaching English.

The literature review begins with an overview of English language teaching in foreign, India and Gujarat.

2.8.1 Studies in Foreign

Study- 1

Investigator : Cynthia J. White (1989)

Title : Negotiating Communicative Language Learning in a Traditional Setting.

Objectives:

White launched a programme on the communicative approach for students who had a traditional orientation to language learning in China. The study was carried out with the purpose of motivating students to learn English through a more communicative approach. It is important to note that the study was undertaken taking into account the habitual learning styles of the students.

The other objective of the study was to unlock and develop the existing lexical stock of the students through a wide variety of text-related activities.
It was also one of the objectives of the study was to involve the students in the communicative activities by acknowledging the expectations of the students in terms of what they wanted to learn and how they were used to learn language.

Procedure:

The sample included a group of teachers, government officials and interpreters. The experiment continued for a period of three months in the peoples' Republic of China. The students were provided with more meaningful tasks. A well structured course with carefully sequenced activities was tried out. Pair and group work was also given importance. Access to materials was limited so a large number of reading passages, collected from previous teaching assignments served as a useful basis for language practice. The class was divided into group of six and three students each. Students worked in their sub groups using the information for different activities. At the end of the programme students' responses were taken.

Findings:

1. The results of the experiment reveal that the attractiveness of this approach forms the students' point of view arose largely from the fact that they had expressed desire for such an approach.

2. Activities provided opportunities for fluency work in which students were constantly challenged to express their understanding and develop it in new directions.

3. Students could become autonomous users of the language they had acquired.

Study – 2


Title : Chinese Students' Perceptions of Communicative and Non-Communicative Activities in EFL Classroom.
Objectives:

To investigate Chinese students’ perceptions of communicative and non-communicative activities in EFL classroom.

Procedure:

The participants in the formal questionnaire were 30 Chinese university students majoring in English in Jiangxi Normal University, China. They were randomly selected from the enrolment lists. The questionnaire was administered immediately after the class time and the response rate was 100%. Questionnaire and interview were selected for data collection. Ten of the 30 subjects were chosen for interviews. In the process of data analysis, the researcher adopted analytic induction.

Findings:

The survey results suggest that the students favored a variety of classroom activities but they liked non-communicative activities more than communicative ones. Of the ten non-communicative activities, six were favored by more than two third of the subjects while in communicative activities four out of nine items were claimed to be favored by most students.

Study – 3

Investigator : Mulat Lakachew (2003)

Title : Teachers' Attitudes towards Communicative Language Teaching and Practical Problems in its Implementation.

Objectives:

The main purpose of this study is to investigate teachers’ attitudes towards the communicative approach. In addition the study explores the constraints teachers face in implementing the approach in the Ethiopian context.

The Research Questions are:
1. What are teachers' attitudes towards the communicative approach in English language teaching and learning?

2. What are the constraints that act against a successful implementation of the communicative approach in the Ethiopian English language teaching and learning context?

Procedure:

The subjects of the study were English language teachers in ten government secondary schools in West Gojjam and Bahir Dar Special Zone of Amhara Region. Questionnaires, interviews and observations were used for data collection. A triangular approach was used to collect data from a total of 80 secondary school English language teachers.

Analysis of Data:

For statistical purpose, arbitrary coding systems developed by Likert for coding respondent's responses were used. The percentage and the mean were computed. Z-test was also used to observe the differences between attitude and teachers' background.

Findings:

The majority of respondents have favourable attitude towards communicative language teaching. Teachers' knowledge of the principle of communicative language teaching is not firmly established. The most common impediments documented by teachers were: large class size, low level of students' abilities and lack of motivation, lack of resources, the text book, teaching loads, examination pressures, teachers' English speaking abilities.
Study – 4

Investigator : Hussain Ishtiaq (2005)

Title : An Experimental Study of Teaching English Through Direct and Traditional Method at Secondary Level.

Objectives:

1. To determine the role of direct teaching in the academic achievement of students in English at secondary level.
2. To determine whether the direct teaching method is more effective than traditional method in teaching of English.
3. To examine the effects of direct teaching on the academic teaching of high achievers and low achievers.
4. To investigate whether the students can retain the learning for a longer time when taught through direct teaching.

Sample:

The students of Federal Government boy’s secondary schools of Islamabad were the population of the study.

Data Collection:

The Solomon four-group design was used for the treatment of the data. Intelligent test was administered to determine the level of each student before treatment. Experimental group was taught by direct method and control group was taught by traditional method. Pre-test, Post-test and intelligence test was served as data of the study.

Analysis of Data:

T-test was used to analysis of data.
Findings:

1. Direct teaching method was more effective as a teaching learning technique for English as compared to traditional method.
2. Direct teaching was found to be more effective method for teaching English to the low achievers as compared to traditional method of teaching.
3. High achievers taught by direct method and traditional method retained learnt material at the same rate.
4. Low achievers taught through direct method retained more material as compared to low achievers taught by traditional method of teaching.
5. Therefore direct teaching method seemed to be more effective teaching learning technique for low achievers.

Study – 5

Investigator: Badriah Nsser Al-Twairish (2009)

Title: The Effect of the Communicative Approach on the Listening and Speaking Skills of Saudi Secondary School Students: An Experimental Study.

Objectives:

To measure the effect of the implementation of the CA on the listening and speaking skills of third year secondary female students in Dammam, Saudi Arabia.

Research Questions:

1. Will students who are taught according to the CA principles score higher on the post test than on the pre-test for the listening and speaking skills?
2. Will students who are taught according to the traditional approach score higher on the post test than on the pre-test for the listening and speaking skills?
3. Will the means of the experimental group in the post test be the same as the means of the control group?

Sample:

The population selected for this experimental study was third year students at the Tenth Secondary School for Girls in Damman, Saudi Arabia. Third year students were divided into science and arts, two of the science classes were selected to be experimental and control group. Both group consisted total 78 students: 37 experimental and 41 control. Random assignment was used to form the two groups.

Tools:

Pre test –post test control group design was used. The study involved pre-test and a post-test, which covered the listening and speaking skill. The researcher designed the test according to the text book series English for Saudi Arabia, Third Year Secondary, First Term.

Analysis of Data:

The data was computed by means of the statistical package SPSS. The kinds of analysis included Pearson Product Moment Coefficient. ANCOVA was also used.

Findings:

It was found that the CA has a positive effect on the students’ listening and speaking skills. There was no statistically significant difference between the control group’s pre-test and post-test.

Study – 6

Investigator : Mareva R. and Nyota S. (2011)
Title : Structural and Communicative approach: A Case Study of English Language Teaching in Masvingo urban and peri-urban secondary schools.
Objectives:

The researcher sought to investigate whether the traditional structural approach with its emphasis on grammatical or linguistic competence, still has influence on English Language teaching in Zimbabwean secondary schools, or whether "the communicative approach which is in current fashion".

Research Questions:

The study was guided by the following research questions:

1. What approach(es), method(s) and techniques dominate the teaching of English Language at secondary school level in Zimbabwe?
2. What reasons do the teachers give for the preferred approach(es), method(s) and techniques?

Research Design:

The study employed the survey method so as to enable the researchers to establish the prevailing approach to the teaching of English language in secondary schools in Zimbabwe. Both the qualitative and the quantitative techniques were employed through the use of the questionnaire and document analysis.

Population, Sample and Sampling Procedure:

The target population for the study was male and female teachers who were trained at various secondary teachers' colleges and universities, to teach English Language. Their minimum qualifications were either a Certificate in Education, a Diploma in Education and Degree in English. Out of the fifteen secondary schools in and around Masvingo city, ten were purposively sampled so as to include urban day, urban boarding, mission boarding, private boarding and peri-urban day secondary schools.
Data collection Techniques:

A semi-structured questionnaire was distributed in the 10 selected schools, to the 30 English language teachers. The questionnaire sought information about the teachers' preferences for either the structural or the communicative approach to the teaching of English language.

Data Analysis:

The data were analysed both quantitatively and qualitatively, through tables and descriptions, respectively.

Findings:

1. The ZIMSEC 'O' level English language syllabus advocated the communicative approach to the teaching of English language.
2. Teachers in Zimbabwe as presented by those teaching English in Masvingo urban and peri-urban secondary schools - prefer the Structural Approach and related methods.
3. Results have revealed the dominance of the Structural Approach.
4. Evidence includes focus on grammatical structures and linguistic competence, repetition, memorization and substitution techniques, non-contextualization of language teaching, non-tolerance of errors, teacher dominated lessons.
5. Some of the teachers believe that communicative activities promote realistic English language learning, in practice they resort to structural methods.

Investigator: Mondal Nitishkumar (2012)
Title: A Comparative Study of Grammar Translation Method and Communicative Approach in Teaching English Language.
Objectives:
1. To know the pros and cons of GTM (specially used in college level education in Bangladesh) for teaching English Language.
2. To know the pros and cons of CA (specially used in college level education in Bangladesh) for teaching English Language.
3. To justify which method is for better than another one in practical sense.

Sample:
A total of 88 students were selected as the sample for this research. The respondents were from the different colleges in four districts as Khulna, Satkhira, Bagerhat and Jessore. Random sampling method was used.

Collection of Data:
Questionnaire was used to collect data. This research is descriptive and non-experimental. The data were collected via the survey approach through a self-administered questionnaire. Quantitative method was used to collect data.

Analysis of Data:
Analysis was done using SPSS software.

Findings:
Grammar translation method doesn’t maintain all the functions like reading, listening and speaking for learning English language though it helps learning English transparently. CA is appropriate for learning and teaching English language and CA should be used in classroom for teaching English language and CA will be used pragmatically.
The study is guided by the following research questions;

1. How is CLT conceptualized by the ELS teaching in Masvingo?
2. Do the teachers understand CLT fully or do they hold some misconceptions.

Sample:

The target population for the present study was all practicing male and female college and university trained teachers of English in Masvingo District. Ten schools were purposively sampled. From eight schools twenty four teachers were purposively sampled for interviewing.

Data Collection:

Data were collected using a semi-structured interview guide.

Data Analysis:

Data were analysed and grouped according to themes that enabled the researcher to establish how ESL secondary school teachers in Masvingo Conceptualize CLT.

Findings:

Twenty of the teachers correctly conceptualized CLT as a paradigm that foregrounds meaning, but decried the fact that Zimbabwe’s education is examination oriented. So many teachers hold misconceptions about CLT.
2.8.2 Studies in India

Study - 9

Investigator : Murthy, R.V.S. (1968)

Title : A Comparative Study of the Direct Method and the Bilingual Method of Teaching English.

Objectives:

The main purpose of the investigation was to compare, under experimental conditions, the effectiveness of the bilingual method and the direct method in teaching English to Telugu speaking pupils, in the realistic setting of a classroom and to verify the validity of Dodson's claims regarding the effectiveness of the bilingual method.

Procedure:

The experiment was carried out on fourth standard students in a government high school typically representative of an average school in the state. The control and the experimental groups were formed on the basis on a preliminary test and the pupils were evenly matched in respect of their age, sex, home background and their previous knowledge of English. The control group was taught by the direct method and the experimental group by the bilingual method. The same teaching material prepared and the same tests were administered periodically. The teaching continued for 103 days. A final test was then given to assess the achievement of the pupils.

Findings:

The important findings were: (i) the bilingual method is more effective than the direct method in developing the pupil's ability in oral reading, oral comprehension and expression; (ii) a considerably greater frequency of contacts with English per pupil, per lesson can be obtained under the bilingual method (14 as against 7 under the direct method).
Study - 10


Title : A Comparative Study of the Bilingual Method and the Direct Method in Hindi Medium School, Central Institute of English and Foreign Languages, Hyderabad.

Objectives:

The purpose of the study was to compare under experimental conditions, the effectiveness of the Bilingual Method and the Direct Method in teaching English to Hindi speaking pupils in real classroom setting.

Procedure:

The experiment was conducted on class VI of a Hindi-medium school in Hyderabad. The class was divided into two groups, the control and the experimental, on the basis of a diagnostic test, class scores, age, home background and such other relevant factors. The controlled group was taught by the Bilingual Method. Regular and systematic teaching was done for a period of five months. The same teaching material was used by both the groups. All other variables were kept constant except the use of the mother tongue. Both the groups were tested periodically.

Findings:

The important conclusion was that the Bilingual Method is superior to the Direct Method because of the following reasons: (i) it is simple from the point of view of both the learner as well as the teachers; (ii) it enables the students to speak fluently and accurately; (iii) it increases the rate and amount of learning in the classroom; (iv) it greatly promotes the intercommunication between the pupils and the teachers; (v) it is most effective even in such schools where the equipment is meager; (vi) it combines the best elements of the Direct Method as well as of other methods.
Objectives:

1. To find out whether learning takes place in the classes based on different approaches.

2. To find out conditions favourable for learners.

3. To find out whether and what extends the structural approach have learning conditions available in the class.

4. To find out whether and what extends the communicative approach has learning conditions available in the class.

Procedure:

The experiment was conducted under eight learning conditions. They run like these.

1. Provision of a large amount of language output.

2. The input provided is comprehensive and meaningful.

3. Provision of a period of incubation between reception and production.

4. Contexts or situations provided include the use of concrete reference to a large extent.

5. The classroom interaction is natural.

6. The focus of interaction is on the message or subject matter.

7. The message or subject matter is real.

8. Teacher has a positive attitude towards learner's error.
Two classes of std. IV were selected as sample out of seventeen schools. For the experimental design of the study the data was collected using observation schedule and interaction analysis.

Findings:

The communicative approach has most learning conditions available in the class and the structural approach has a few of the eight conditions.

Study – 12

Investigator : Khare (1986)

Title : A Comparative Study of the Traditional and Structural Approaches to the Teaching of English in Terms of Their Learning Outcomes.

Objectives:

1. To test the general level of performance of junior high school students in various aspects of English, namely spelling, comprehension, applied grammar and vocabulary.

2. To make a comprehensive study of the average performance of vocabulary.

3. To study the effect of cultural and economic background and intelligence on the performance of students in the above aspects of English.

Procedure:

Seven achievements (for seven different dimensions of English) and a cultural and economic background questionnaire were constructed by the investigator. R.K. Tandan’s samoohik Mansik Yogyata Pasishan (1970) was used to measure intelligence. The stratified random sampling method was used for the selection of the students. In all 253 boys and 300 girls were included from for districts in U.P.
Data Analysis:

The obtained data was analyzed through the calculation of mean, standard deviation, critical ratio and F-ratio.

Findings:

1. Students' achievement under the structural approach was better than those under the traditional approach in the areas of spelling, comprehension, composition, pronunciation, applied grammar and vocabulary. In pronunciation, students' achievement under the traditional approach was found to be better than that under the traditional approach.

2. Cultural and economic background was found to play a significant role in achievement in the areas of comprehension, composition and pronunciation.

3. Intelligence was found to be an important factor in achievement in all the seven areas of English.

4. The joint effect of cultural and economic background and approach to teaching was found to be significant in the areas of applied grammar and vocabulary.

Study – 13

Investigator : Babitha Suresh(2000)

Title : The Effect of Interactive Approach Model in Teaching English as Second Language.

Objectives:

The main objectives of the study were:

1. To find out the effectiveness of interactive approach model.

2. To compare the effectiveness of interactive Approach Model and the Conventional Teaching Method on the achievement in English language of the students in English medium and Malayalam medium groups.
3. To compare the effectiveness of interactive Approach Model and the Conventional Teaching Method on the achievement of students in English language skills: listening, speaking, reading and writing.

**Procedure:**

The non-equivalent pretest posttest control group design experimental design was made use of in the study. For the experimental design students were selected from two educational institutions. Altogether there were 259 students with 130 students in the experimental group and 129 students in the control group. There were 152 students in the Malayalam medium, 107 students in the English medium. ANCOVA was used. Multiple regression and path coefficients were computed to find out if there is relationship between achievement and extraneous variables.

**Findings:**

The major findings of the study were:

1. The interactive approach is more effective than the Conventional Teaching Method in teaching English as second language in English medium.

2. The interactive approach is more effective than the Conventional Teaching Method in developing English language skills in English medium.

**Study – 14**


**Title** : Relative Effectiveness of Teaching English Language Using Direct Method, Communicative Approach and Bilingual Method on learning of English among IX standard students.
Objectives:

The objectives of the study were: 1. To find out whether the students learn English language more effectively by being taught by Direct Method or by being taught by communicative approach. 2. To find out whether the students learn English language more effectively by being taught by Direct Method or by being taught by Bilingual Method. 3. To find out whether the students learn English language more effectively by being taught by Bilingual Method or by being taught by communicative approach. 4. To find out whether the experimental groups taught using Direct Method, Communicative approach and Bilingual Method would acquire language abilities more effectively than the group of students included in the control group. 5. To find out which is the most and best effective method of teaching English language?

Procedure:

Study was experimental research followed by pretest-post test randomized Control group design. Sample comprised of randomly selected four sections of IX standard students of new Cambridge high school of Bangalore City. Each section consisted of 25 students. Out of these experimental treatments were assigned randomly to three sections and one section was taken as control group. Achievement test in English was developed by the investigator. The data were analyzed with the help of ANOVA and ANCOVA followed by t-test.

Findings:

The main findings of the study were:

1. The communicative approach was the most effective method.

2. Communicative approach, structural approach, and bilingual method was found effective than Grammar translation method.
The objectives of the study were; (i) to identify reasons behind poor performance of students in English; (ii) to find whether training of teachers in teaching of English affects and develops competence of students in English; (iii) to identify merits and demerits of formal and non-formal system of teacher training agencies; (iv) to suggest key areas and methods of training teachers for better teaching of English language.

Sample:

12 under training English teachers of senior secondary schools, 12 trained English teachers of senior secondary schools, and 180 students were randomly selected as sample.

Tools and Techniques:

(i) Questionnaire for teachers to analyse the teacher’s classroom teaching and teaching methods of teachers; (ii) Questionnaire to evaluate the performance analysis of students in English language; (iii) observation schedule to analyse the Personnel, Pedagogical and Social aspects of teachers and students.

Data Analysis:

The data were analysed through frequencies and percentage responses.

Findings:

The findings of the study were: (i) the students are learning English language not because of their love for this language but due to the personal and professional...
importance. They were not found to have favorable attitude towards English language; (ii) English is taught as a second language in schools. So, the duration of exposure is hardly adequate. The students usually are hesitant to speak English and switch over to their own mother tongue; (iii) the students pedagogically were not competent to use all the English language skills. Some could fluently write but were hesitant to speak, whereas, others could fluently speak but could not properly write; (iv) the under training teachers were more interested in using innovative methods, whereas, the trained teachers were not motivated to use innovative method.

Study- 16

Investigator : Raja Soundara P. (2005)

Title : Development of Communicative Strategy and its Effectiveness in Learning Communicative Skills in English at the Collegiate Level.

Objectives:

(1) To find out significance difference between the pre-test and post-test mean score in Communicative Skills in English; (2) To find out significance difference between pre-test and post-test in science students of control group.

Method:

Total sample size was 100. Probability sampling techniques was used in the present study. The data were collected through achievement test.

Findings:

It shows the effectiveness of using conversation texts to teach English communication skills to the students at college level, using video programmes. Role play was effective to improve communicative study.
Study -17


Title : A Comparative Study of Difficulties in English Learning faced by different categories of school students in Bhopal.

Objectives:

1. To ascertain the difficulties in English language learning being experienced by students of Class V and VI, studying in English and Hindi medium schools of Bhopal.

2. To identify the levels of difficulties between different groups of students studying in English and Hindi medium schools and to assess variation of difficulty level among the groups.

3. To analyze, to interpret and diagnose the factors influencing the level of difficulty between the school students.

4. To make an evaluation of the findings and to draw conclusions about the difficulties in English learning as perceived by the students themselves, teachers, parents and school administration.

5. To suggest viable measures for improvement of English learning among the students of the target groups.

Research Method:

The investigator has employed sound research methodology for the study.

Sample of the Study:

The samples of 800 students, 80 teachers, 20 administrators and 400 parents have been drawn from 20 randomly selected schools from all the schools in Bhopal city using suitable sampling techniques.
Tools and Techniques:

Scholastic Achievement Test, and Questionnaires for Students, Teachers, Administrators and Parents have been used. The hard spots and problem areas affecting learning of English were studied systematically comparing the learning difficulties Board-wise, Medium-wise, Management-wise and Gender-wise.

Data Analysis:

Suitable statistical techniques, such as, Mean, SD, ANOVA have been employed for parameter-wise comparison differentiating Scholastic Achievement into Meaning, Articles, Spelling, Comprehension, Antonyms, Syntax, Transformation of Sentences, Tenses, Plurals and Writing Paragraph.

Findings:

The induced method of teaching in English designed, developed and implemented by the investigator has been found effective in bringing desired changes among the students as evident through the “t” values.

Study-18


Title : A Study of Communicative Approach of Teaching English to STD IX.

Objectives:

The objectives were: (i) to study the communicative approach of teaching English to Std. IX in Beed District; (ii) to study difficulties of using communicative approach to Std. IX IN Beed District; (iii) to suggest ways and means to improve the communication skills in teaching English to Std. IX.
Sample:

In this research, the researcher used probability random sampling—lottery method. According to this method, the researcher has chosen 188 secondary English school teachers randomly from 159 Marathi medium schools.

Tools and Techniques:

The researcher prepared and standardized the questionnaire and collected these questionnaires from 188 teachers. Descriptive survey method was used.

Findings:

(i) Majority of the teachers use English language to talk with their colleagues; (ii) Almost all the teachers use teaching aids in their classroom teaching; (iii) Most of the teachers use Question-Answer Method to describe places, events, and persons; (iv) Most of the teachers use direct method to develop listening skill with the help of Audio Visual Aids; (v) Almost all the teachers evaluate the reading skill of the students by asking them for loud reading; (vi) Most of the teachers develop writing skill of the students by asking them to write stories with given points and by taking essay competition; (vii) Almost all the teachers use Functional Method to grammar to std. IX; (viii) Most of the teachers teach structure with the help of substitution tables; (ix) Almost all the teachers have problems of Bilingual method i.e. students affection towards their mother tongue and students poor response about improving vocabulary and their own expression power.
2.1.3 Studies in Gujarat

Study – 19

Investigator : Joshi D. G. (1992)

Title : A Study of the Effectiveness of Teaching Strategies for Composition Writing in English.

Objectives:

1. To study the effectiveness of strip strategy and jumbled pictures strategy as compared to traditional method with respect to composition writing.

2. The study the effect of sex on the effectiveness of strips strategy and jumbled pictures strategy with respect to composition writing.

Population and Sample:

The students of Std. VIII of the Gujarati medium high school of Rajkot city studying in academic year of 1991-92 were considered as the population. For experimentation 210 students were selected from two schools of Rajkot city. 105 students were selected from each school forming three groups. These groups were made equal on the basis of achievement of English in first test taken by the school.

Procedure:

Composition writing test was utilized. The researcher selected Quasi experimental design namely three equal group post test only experimental design. T-test was used for analysis of the data.

Findings:

1. Strip strategy proved more effective as compared to Traditional method for total sample, as well as for boys and girls.

2. Jumbled pictures strategy proved more effective as compared to Traditional method for total sample, as well as for boys and girls.
3. Strip strategy proved less effective as compared to Jumbled pictures strategy for girls.

Study - 20


Title : A Comparative Study of the Bilingual Method and the Direct Method in the Teaching of English.

Objectives:

The objective of the study was to compare the effectiveness of the bilingual method and the direct method of the teaching English in context of students' educational achievement.

Population and Sample:

Population of the present study was the students of standard IX of Rajkot city who were learning in Gujarati medium schools. Sample was selected from the students of std. IX. For the implementation of the experiment, school was selected purposely and then cluster method was followed out of two classes of std. IX of S.V.Virani Multipurpose High school, class A was labeled as bilingual group where as class B was known as direct group. For the replication of the study Kadvibai Virani Kanya Vidhyalaya was selected.

Tool:

Teacher made test was used for the present research.

Research method:

Experimental research method was utilized for this study.

Analysis of data:

T-test was utilized for analysis of data.
Findings:

1. In the implementation of the experiment which was conducted on boys of S.V. Virani Multipurpose High school, keeping same environment and subject matter, the educational achievement of students studying under the Dilingual Method was found as high as the students studying under the Direct Method.

2. In the replication of the experiment which was conducted on girls of Kadvibai Virani Kanya Vidyalaya, keeping same environment and subject matter, the educational achievement of the students studying under the Bilingual Method was found higher than the students studying under the Direct Method.

Study - 21

Investigator : Dave, J. D. (1995)

Title : An inquiry into the Effectiveness of the Communicative, the Structural and the Conventional Approaches to English Language Teaching at secondary level.

Objectives:

The objectives were: (i) To compare the effectiveness of the Communicative Approach and the Structural Approach to ELT in terms of students' Achievement in English; (ii) To compare the effectiveness of the Communicative Approach and the Conventional Approach to ELT in terms of students' Achievement in English; (iii) To compare the effectiveness of the Structural Approach and the Conventional Approach to ELT in terms of students' Achievement in English.

Hypotheses:

The hypotheses were: (i) There will be no difference in students' mean Achievement score after learning English through the Communicative Approach and the Structural Approach; (ii) There will be no difference in students' mean
Achievement score after learning English through the Communicative Approach and the Conventional Approach; (iii) There will be no difference in students’ mean Achievement score after learning English through the Structural Approach and Conventional Approach.

Sample:

The sample comprised of 161 students of standard IX.

Tools Used:

The Counter Balanced Design was used. The Treatment continued for about two months. The data were analyzed with the help of t-test and Chi-Square test.

Findings:

The findings were: (1) The Conventional Approach was more effective than the Structural Approach and Communicative Approach. (2) The Communicative Approach was more effective than only the Structural Approach. (3) The Structural Approach was not found effective as compared with other two Approaches. (4) Students’ Opinions for the characteristics of Communicative Approach as well as Conventional Approach were favourable. But the characteristics related to the use of Grammar and Mother Tongue, word – to - word translation and teachers’ authenticity were not opined favorably. They were against the mechanical procedure of this Approach. They also did not like restriction of translation into Gujarati.

Study – 22


Title : Developing Teacher Effectiveness through Preparation and Try out of Multiple Lesson Plans for ELT at the Pre-Service Level.
Objectives:

1. To determine and define the components of teacher effectiveness.
2. To develop lesson plans to teach selected topics/items.
3. To prepare new materials/tasks and use them.
4. To try out the lesson plans.
5. To find out the effect of the practice on the teacher trainees' competence.
6. To study the effect in relation to gender, qualification, and parental education.
7. To motivate the teacher trainees to learn English through different methods, techniques, and tasks.
8. To make the teacher trainees use language meaningfully thus bridging the lacuna between the classroom language and language in real life.

Tools:

1. Survey opinionnaire,
2. Lesson observation evaluation sheets.
3. Observations of the tryout of the lesson plans by the researcher.
4. Teacher journals

Treatment:

1. Lesson Plans based on eclectic modality.
2. Orientation and guidance programmes.
3. Programme to develop language and communicative competence.

Sample:

Analysis of Data:

The massive data collected were edited, classified and tabulated. Mean, standard deviation and t- ratio was used.

Findings:

Some of the findings were:

1. The materials produced were helpful in improving LSRW of trainees and students. Use of authentic materials led to increased interaction between teachers and students.

2. Lessons were superior as compared to conventional teacher training programme.

3. The new material generated new language functions. Learning through doing was significantly more lasting than learning by listening.

4. Presentation of oral short stories developed fluency, while creative story writing led to more cognitive and emotional involvement.

5. Communicative activities showed wonders in the class.

Study – 23

Investigator : Raval Sanjay (2009)


Objectives:

1. To compare the mean achievement pretests score of students of both the groups.

2. The study the effectiveness of the communicative approach to ELT in terms of students' achievement in English.

3. The study the effectiveness of the structural approach to ELT in terms of students' achievement in English.
4. To compare the effectiveness of the communicative approach and the structural approach to ELT in terms of students’ achievement in English.

5. To study the effect of approach, area and faculty and their interactions on students’ achievement in English.

6. To study the opinions of the students on the communicative approach and the structural approach to ELT with reference to their learning experience.

Procedure:

The sample was taken from Visnagar taluka of Mehsana district of Gujarat state studying in Gujarati medium school. The investigator selected 35 sample for experimental group and 35 for control group form classes 11A and 11B out of six classes for the present study. The researcher selected Quasi experimental design namely Pre test post test non equivalent group design. Teacher made test was used as pre test and post test. First pre test was taken on both control group and experimental group and both groups were taught ten teaching units from std XI. Post test was administered after the treatment. Students’ achievement test was taken group wise and skill wise. The investigator also found out the opinions of the students. The data was calculated using t-test and ANOVA.

Findings:

1. The communicative approach to ELT is found more effective than the structural approach to ELT in terms of students’ achievement in English.

2. The communicative approach to ELT is found more effective than the structural approach to ELT in terms of students’ achievement in listening, speaking, reading and writing skills of English language.

3. The structural approach to ELT is found effective to improve writing skill only.
Study – 24

Investigator : Chauhan R. M. (2010)

Title : A Study of the Communicative and Structural Approach of Teaching English as a Second Language at the First Year B.A. Students.

Objectives:

1. To study the effectiveness of communicative approach of the teaching English as a second language in the first year B.A. students.

2. To study the effectiveness of structural approach of the teaching English as a second language in the first year B.A. students.

3. To study the effectiveness of the approaches the teacher adopt while of the teaching English as a second language in the first year B.A. level in various colleges.

4. To study the various approaches of teaching English as a second language and the appropriateness of those approaches.

Tool:

The researcher has constructed the self made two different test, pre-test an post-test then standardized by the experts.

Sample:

The researcher has selected 100 students of stream ‘A’ and 100 of stream ‘B’ in the first year B.A. level using the convenient sampling technique.

Analysis of Data:

Mean, SD and ‘t’ value was used to calculate the data.
Findings:

1. The students of stream ‘A’ taught through the communicative approach were found cleverer than the students of stream ‘A’ taught through the structural approach.

2. The students of stream ‘B’ taught through the communicative approach were found cleverer than the students of stream ‘B’ taught through the structural approach.

3. The communicative approach proved to be more successful and the students enhanced their skills of language in use and speech communication.

2.9 Critical Analysis of the Past Studies

In order to decide the objectives, sample, method of data collection, data analysis, the researcher had to study past studies. In the present study twenty four related past studies were reviewed.

Trend:

The reviewed researches were analyzed in terms of time period and found that the foreign studies were conducted during the year 1989 to 2012, Indian studies from 1968 to 2010 and studies in Gujarat from 1992 to 2010. Out of twenty four total researches, only five conducted during the year 1968-1990, five conducted during the year 1991-2000 and fourteen during the year 2000-2012. From 2005-2012 eleven studies were undertaken. This area of research has been more attracted during the year 2005-2012. Methods and approaches of ELT is the burning problem of the present time.

Level:

Out of twenty four studies, most of the studies were undertaken at Ph.D. level, Dissertation, three to four are research papers.
Method of Instruction:

The experimental studies are related to trying out the effectiveness of communicative approach, bilingual method, direct method, conventional method, structural approach. In survey most of the researches are concerned with teachers' and students' perceptions and opinionnaire of communicative approach.

Variables:

Out of twenty four studies, twelve studies were undertaken as experimental and ten studies as survey type. Communicative approach, direct method, traditional method, bilingual method and structural approach were taken as independent variables while achievement in English was taken as dependent variables.

Programmes:

A well structured course with carefully sequenced activities was tried out, lesson plans based on eclectic modality, programme to develop language and communicative competence and lesson plans were developed by the researchers.

Sample:

School students, student-teachers, teachers, administers and parents were taken as the sample for the study. In most of the studies school students were taken as the sample. In the experimental research the sample size ranges from 25 to 200 students. In most of the survey research, teachers were taken as the sample. Studies are conducted at primary, secondary, higher and college level. In experimental studies, random, purposive, cluster and probability sampling were used while random, purposive sampling techniques were used in survey studies.

Research Design:

In experimental research, pre-test, post-test Solomon four group, pre-test post-test control group design, three equal group post test only design, counter balanced
design, pre-test post-test non-equivalent group design and post test only quasi-experimental design were uses.

**Time of Experiment:**

The time of experiment ranges from 35 days to 1 year.

**Tools:**

In experimental design teacher made test and opinionnaire was used in three studies. In survey, questionnaire, interview, observations, schedule interaction analysis, scholastic achievement, opinionnaire were used for collection of data.

**Tool for Achievement:**

Teacher made achievement test was used in English in experimental research.

**Statistical Techniques for Data Analysis:**

In experimental studies, t-test was used in eight studies, in one study ANCOVA, in one study ANOVA, in two study mean and SD, in one study mean and Pearson Product Moment Co-efficient were used for data analysis. In survey studies, mean, SD, ANOVA, Z-test, F-ratio, frequency, percentage, adopted analytic induction, arbitrary coding system developed by Likert were used.

**Findings:**

Some of the experimental findings are as under:

- By communicative approach students could become autonomous users of language.
- Direct teaching method was found more effective as compared to traditional method.
- Communicative approach has a positive effect on the students' listening and speaking skill.
Bilingual method is more effective than the direct method in developing the pupils' ability in oral reading, oral comprehension and expression.

Bilingual method is superior to the direct method in two studies.

It shows effectiveness of conversation texts to English communication skills to the students at college level, using video programme.

Strip strategy and jumbled pictures proved more effective as compared to traditional method.

Conventional method was more effectiveness than structural and communicative approach and communicative approach was more effective than structural approach.

Communicative approach is found more effective than structural approach in LSRW in two studies.

Some of the survey findings were as under:

- Teachers' knowledge of communicative language teaching is not firmly established.
- Teachers believe that communicative activities promote realistic English language learning, in practice they resort to structural method.
- Grammar Translation Method does not maintain reading, listening and speaking for learning language. CA should be used for teaching English.
- Teachers hold misconception about CLT.
- Structural approach was better than traditional approach.

2.10 Significance of the Study

The present study is found sound on the basis of the following reasons:

1. After reviewing number of studies it reveals that studies have been conducted to examine the effectiveness of communicative approach, bilingual method,
direct method, structural approach, conventional approach. It also reveals that most of the survey studies were conducted on communicative approach.

2. Most of the past studies have two levels of independent variables. There are only three studies that are on three levels of independent variables. The present study is on three levels of independent variables that is communicative, structural and conventional.

3. The content matter selected by previous researchers was lexical. Not a single study has been found on textbook. The present study is based on teaching communicative and structural English using present textbook of GSEB, Gandhinagar that is the main distinguishing feature of the present study.

4. In the previous study no single study is found on making life like video of textbook lessons of GSEB, Gandhinagar.

5. In most of the previous studies pre-test was taken but the present study is conducted using post test only Quasi-experimental design.

2.11 Conclusion

The review of past studies helped the researcher to develop insight for working out the methodology and design of the programme for the present study and carrying out the investigation on scientific lines. These aspects are presented in the next chapter in detail.
Endnotes


Y. K. Singh, Teaching of English, APH Publishing Corporation, Delhi, 2005, P.75

A.K. Paliwal, English Language Teaching, Surabhi Publications, Jaipur, 1998, p. 31


