Chapter - 3

METHODOLOGY OF THE RESEARCH

3.1 INTRODUCTION

This chapter focuses on the method used for the study. Initially the researcher has gone through the background of the problem and thought critically upon the situation of formulation of the title of the problem. At last, the researcher succeeded in formulating the problem.

After the location and definition of the problem, the researcher decided the objectives, assumptions and limitations. The related literature and various researches conducted at various levels in the field of Communicative Approach have been reviewed and the tools for the present study have been finalized. From the various tools, questionnaire and interview were used for data collection. Then the researcher selected sampling design for the present study.

3.1.1 METHOD USED FOR THE PRESENT STUDY

Taking into consideration, the nature of this research work; the researcher has used mainly the following two methods –

(i) Descriptive Survey Method
(ii) Experimental Method

3.1.2 DESCRIPTIVE SURVEY METHOD

A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is
primarily concerned with the present, although it often considers past events as they relate to correct conditions.

Descriptive research, sometimes known as nonexperimental or correlational research, deals with the relationships between variables, the testing of hypotheses, and the development of generalizations, principles or theories that have universal validity. It is concerned with functional relationships.

In carrying out a descriptive research project, in contrast to an experiment, the researcher does not manipulate the variable, decide who receives the treatment, or arrange for events to happen. In fact, the events that are observed and described would have happened even though there had been no observation or analysis. Descriptive research also involves events that have already taken place and may be related to a present condition. (Best and Khan, 2004, pp. 105-106)

3.1.3 EXPERIMENTAL RESEARCH

Experimental research method provides a logical system for drawing the conclusions which provides specific look out to determine the suggestions for further research work. It is also useful for testing hypotheses, for their confirmation or rejection. It is important to note that the confirmation or rejection of hypothesis is stated in terms of probability rather than certainty.

Although the experimental method finds its greatest utility in the laboratory; it can effectively be applied within nonlaboratory settings such as the classroom; where significant factors or variables can be controlled to some degree and through experimental conditions the events can be predicted and by this experimental method the variable relationships can be generalized outside the laboratory to a wider interest of population.
3.2 THE METHOD USED FOR THE RESEARCH

The researcher has used Descriptive Survey Method to study the present problems faced by the teachers while teaching English by Communicative Approach. The tools were prepared accordingly and used by the researcher. Hence, the researcher has mainly used survey method for the present study.

The Experimental Method has been used for finding out the effects of a training programme on teachers' performance

(a) Experimental Design

The same group was used to observe the teaching behaviour before training and after the training. Hence it was a single group design. (The one group, Pre-test – Post-test Design)

Q₁ : XQ₂
Q₁ : Pre-test
Q₂ : Post-test

(b) Variable

In this research the variable was the CLT programme provided to the teachers. It was independent variable and teaching performance of the teachers was dependent variable.

(c) A mixed method

Hence, a mixed method i.e. descriptive survey method and experimental method together was implemented to conduct the research.
3.3 THE TOOLS USED FOR THE RESEARCH

To carry out any research, data is gathered by developing different methods and procedures. These methods and procedures are called tools used for the research. ‘These tools employ distinctive ways of describing and quantifying the data. Each is particularly appropriate for certain sources of data, yielding information of the kind and in the form that can be most effectively used.’ (Best and Khan, 2004, p. 207)

Generally, following tools are used for the research.

(1) Observation
(2) Inventory
(3) Questionnaire
(4) Opinionnaire
(5) Interview
(6) Sociometric technique

Out of these tools, following tools were used for the present study –

(1) Observation
(2) Questionnaire
(3) Interview

3.3.1 OBSERVATION (LESSON OBSERVATION)

To get authentic and proper information about teachers' performance, observation of their teaching is quite useful. As the present study especially deals with the teachers' problems while teaching English with Communicative Approach, the researcher decided to observe the teaching of English in the classrooms. Some useful points for observation were -
(a) The researcher desired to observe the lessons of three different strata as follows –

1. Nasik city
2. Villages in Nasik city
3. Ashram schools

(b) Most of the lessons were observed by the researcher herself but to arrive at certain conclusions, the help of few persons as friends working as teacher educators, M.Ed. students, experts in the field has been taken. It helped for wider dimensions of the conclusions.

(c) For objective observation of the lessons, one must know the technique of lesson-observation. The researcher herself is a lecturer in B.Ed. college and she has more than 12 years experience of lesson observation. As a result, the researcher has tried her level best to avoid subjectivity in observing lessons.

(d) It is rather difficult to make objective observation of any person or his performance. Hence, five point rating scale was developed and was used to observe the lessons.

**Procedure of developing observation schedule –**

1. Observation schedule of 5 point rating scale was prepared by the researcher.
2. It was shown to 5 teacher educators, suggestions were invited and accepted their suggestions.
3. Then it was shown to 4 experts in the field of Communicative Language Teaching. The researcher discussed the observation schedule with them and accepted their suggestions.
(4) The schedule was then shown to 5 teachers teaching English at higher primary level and their suggestions were accepted.

(5) Considering various suggestions, changes were made in the schedule.

(6) Try out was taken after the final schedule was ready.

(e) The experimental method was used for some part of the present study. In it, the researcher observed the lessons periodically. At first, the researcher observed the lessons as the teachers' usual performance without any prior intimations to them. This observation was considered as the pre-test. After the pre-observation, training package was developed for the teachers. Then the teachers were given training regarding teaching English with Communicative Approach.

After that the second observation of the lesson was done by the researcher. But she could notice few charges in the teachers' performance. Therefore, the teachers were given guidance for their problems in teaching English by Communicative Approach. Adequate time was given for them to practise CLT for English. Then the post-observation was done by the researcher.

The observation schedule included ten components. Each component carried five marks. It was five points rating scale. Each scale carried 20% range.

Hence, each of the first to five points rating scales showed the range of behaviour as

<table>
<thead>
<tr>
<th>Point</th>
<th>Range</th>
<th>Description</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st} point</td>
<td>0 to 20%</td>
<td>To be improved</td>
<td>1 \text{ mark}</td>
</tr>
<tr>
<td>2\textsuperscript{nd} point</td>
<td>20 to 40%</td>
<td>Some what satisfactory</td>
<td>2 \text{ marks}</td>
</tr>
<tr>
<td>3\textsuperscript{rd} point</td>
<td>40 to 60%</td>
<td>Good</td>
<td>3 \text{ marks}</td>
</tr>
<tr>
<td>4\textsuperscript{th} point</td>
<td>60 to 80%</td>
<td>Very good</td>
<td>4 \text{ marks}</td>
</tr>
<tr>
<td>5\textsuperscript{th} point</td>
<td>80 to 100%</td>
<td>Best</td>
<td>5 \text{ marks}</td>
</tr>
</tbody>
</table>

(86)
Each component carries maximum 5 marks. Ten components carry maximum 50 marks. Each lesson was allotted maximum 50 marks.

This observation schedule was used as a text to measure the change in the performance of the teachers. (The lesson observation schedule is given in appendix 'B')

3.3.2 QUESTIONNAIRE

Questionnaire is given to different respondents at a time. It is quite useful to save the researcher’s time, for a vast subject, questionnaire is a very effective device. As the present study was related to find out teachers’ problems while teaching English by Communicative Approach, the researcher has decided to use questionnaire as the main device to collect information from the respondents.

The researcher tried to prepare a good questionnaire by studying some other questionnaires along with experts’ guidance.

It is also said that authentic and reliable information cannot be achieved through questionnaires.

Hence, the researcher got such authentic information from the familiar respondents, as well as from the persons who are interested in the subject.

In spite of having some drawbacks of the questionnaire system, the questionnaire is important in survey method to find out the teachers' problems.

**Reasons for using questionnaire as a main device to collect information—**

(1) **Vast nature of the subject**

The teaching of the English language depends on various factors. The factors like teachers’ education, experience, pre-service in-service training,
reference books, use of magazines, his / her family background, educational atmosphere, teaching aids, syllabus etc. are directly or indirectly related to teaching-learning process. Hence all these factors should be studied at a time. It shows that the subject has a lot of scope and many dimensions. Therefore, in order to get information related to all these factors, the best technique of the questionnaire was used by the researcher.

(2) An easy device to operate

As the respondents were from different talukas of Nashik district, it was necessary to send them the questionnaires as early as possible. It was possible to send the questionnaires to all of them by the post. The respondents could get enough time to fill in the questionnaires and the researcher could also go to some respondents to collect them. Some questionnaires were sent by post to the respondents.

(3) Teacher as a main source of information

The teachers only can give information as they have to face the difficulties. Hence, the researcher had used questionnaires for the teachers to collect the information related to the status of English teaching with the help of Communicative Approach.

Procedure to prepare the questionnaire

As there was very less material available on CLT, the researcher could not refer to any other questionnaire as a sample. Therefore, the researcher herself prepared the questionnaire and had taken following efforts to make the questionnaire as appropriate as possible.
(1) **Study of related material**

The researcher studied the books on research methodology, reference books on CLT, magazines, textbooks, handbooks which were helpful for the researcher to develop the questionnaire.

(2) **Discussion**

Informal discussion about the nature of questionnaire with the English teachers, headmasters, co-researchers, researchers from other institutes, teacher educators and B.Ed. students led to the researcher to understand what type of information should be collected and what type of questions should be framed accordingly.

(3) **Experts’ guidance**

The researcher prepared the rough draft of the questionnaire and discussed it with the guide and the experts in the field of research and English. (List of the experts is given in appendix ‘E’ Their suggestions were accepted and proper changes were made accordingly.

(4) **Pilot study of the questionnaire**

The researchers typed five copies of the questionnaire and were given to five different teachers to fill in. The teachers filled in the questionnaires carefully and also counted the time required for filling in the questionnaire. This duration was written on the questionnaire.

This pilot study was helpful for the researcher to understand following things regarding the nature of the questionnaire –

(i) How much time was required to fill in the questionnaire?

(ii) Which question was difficult to understand?
(iii) Were the questions with proper sequence?
(iv) Which were irrelevant questions?
(v) Were the suggestions adequate?

In this way the information related to the questionnaire was collected and changes were made accordingly. Then the final draft of the questionnaire was accepted.

**Structure of the questionnaire**

It was divided into two parts.

(i) **General information of the teacher**

This part one consisted of the teacher's general information regarding teacher's educational qualifications. The purpose behind collecting such information was to find out teacher's overall academic achievement. The researcher also found out whether the teacher had English as a special subject at degree level and as a method for B.Ed.

(ii) **Classroom Teaching**

This second part of the questionnaire consisted of following points.

(a) Methods used for teaching English at higher primary level.
(b) Status of Communicative Language Teaching.
(c) Teacher's knowledge of Communicative Approach and its activities.
(d) Teacher's ideas to develop linguistic skills.
(e) Pre-service and in-service training and teacher's suggestions about them.
(f) Teacher's views about textbooks and dictionaries.
(g) Instructional material used for teaching English.
(h) Difficulties faced by the teachers while teaching English by Communicative Approach.

(i) Remedies to overcome these difficulties

(j) Teacher's views about attributes of CLT.

Moreover, proper scope was given to the expert and experienced teachers to write their views clearly. For that some open ended questions were purposely added to the questionnaire.

(The questionnaire is given in appendix 'A')

3.3.3 INTERVIEW

A purposeful conversation with proper planning is called an interview. The interview is superior to other tools because people are more willing to talk than to write. If rapport is established with the interviewee, proper information can be obtained.

Validity and reliability of the interview

(a) Considering following views, the researcher developed an interview schedule.

(1) If the interview is based on properly designed structure, it is more valid.

(2) Reliability of the interview can be evaluated by relating the question in a different manner.

(b) The researcher has interviewed some experts in teaching English and some headmasters. The researcher too obtained information about following points.

(1) The present status of teaching English by Communicative Approach.

(2) Teachers' views about CLT.
(3) Views about teacher training.

(4) Barriers in using Communicative Approach for teaching English.

(5) The role of the school for the effective use of Communicative Approach.

(The interview schedule for the experts is given in appendix 'C' and for the head masters in appendix 'D')

3.4 THE SAMPLING DESIGN

A sample is a small proportion of a population, which represents the population properly.

(a) Population

The research was limited to Nashik district. It was also limited to the granted higher primary schools, attached to secondary schools having higher primary classes of Nashik district.

To get the number and the list of secondary schools, The researcher visited / contacted to the Education officer, secondary section of Nashik Zilla Parishad and Incharge officer of Tribal Development Corporation, Nashik. She collected the list of secondary schools. The list included granted as well as non granted schools of various media. Therefore, the researcher selected only Marathi Medium granted secondary schools of Nashik District. There were 612 such schools in the list. These schools were situated in urban, rural and tribal areas. She made separate lists of schools for the said area. There were 149 Marathi medium granted schools in urban area, 357 in rural area and 106 in tribal area at that time.
(b) Sample Selection

(i) Selection of Schools

A sample of 15% schools (i.e. 92 schools) was selected from the population. Each stratum was given equal representation. Fifteen percent schools were selected from each stratum by random sampling method. The lottery method was implemented to select the schools. Hence, the sample was selected by stratified random sampling method.

<table>
<thead>
<tr>
<th>Area</th>
<th>Total No. of School</th>
<th>No. of schools selected (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>149</td>
<td>22</td>
</tr>
<tr>
<td>Rural</td>
<td>357</td>
<td>54</td>
</tr>
<tr>
<td>Tribal</td>
<td>106</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>612</td>
<td>92</td>
</tr>
</tbody>
</table>

(A list of 92 schools is given in appendix 'G')

(ii) Selection of Respondent Teachers

The study was limited to the teachers teaching English. (hereafter they are called as ‘English Teachers’) at higher primary classes in Marathi medium secondary schools. Hence, the sample for the study included English teachers. It was decided to select all English teachers teaching at higher primary level in the selected 92 schools.

The researcher contacted the headmasters of 92 schools and requested to give a list of English teachers teaching at higher primary level.

She could get a list of 507 English teachers. All 507 teachers were selected for the study. Teachers were selected from the three strata to give
proper representation to each stratum.

Table No.3.2 : Teachers selected from different strata

<table>
<thead>
<tr>
<th>Area</th>
<th>Total No. of schools</th>
<th>No of Teachers Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>149</td>
<td>189</td>
</tr>
<tr>
<td>Rural</td>
<td>357</td>
<td>270</td>
</tr>
<tr>
<td>Tribal</td>
<td>106</td>
<td>048</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>507</td>
</tr>
</tbody>
</table>

(iii) Selection of Teachers for training

It was decided to select 30 teachers from urban, rural and tribal area, for experimental part of the research. It was very inconvenient to select teachers from all 92 schools of Nashik district. Therefore, the researcher selected three tahasils viz. Nashik, Dindori and Igatpuri. Then 5 schools were randomly selected from each tahsil. Then 2 English teachers were selected randomly from the selected schools. It means 10 English teachers were selected from each tahasil. Hence, there were 30 English teachers in the sample for the experiment. (A list of 30 teachers is given in appendix 'I')

3.5 PROCEDURE OF THE RESEARCH

The procedure was divided into following two parts –

3.5.1 THE SURVEY

The researcher first prepared a letter to the Education Officer of Secondary Section of Zilla Parishad, Nashik to get his approval for conducting the present study and appealed the headmaster to co-operate the researcher. (The letter is given in appendix 'J')
For this first part i.e. the survey, the researcher used two important tools i.e. the questionnaire and the interview.

As the researcher wanted to find out the situation of Communicative Language Teaching in English at 3 different strata, she sent the drafted letters to the headmasters for sending the addresses of the teachers of English subject.

The necessary information was collected. The questionnaires were sent to the teachers. The questionnaires to the local teachers were personally given by the researcher. Some of the properly filled in questionnaires were immediately received. At the same time the researcher also had discussion with the teachers about the present status of teaching English by Communicative Approach.

The questionnaires were sent to 507 teachers in total. They were given 15 days to fill in the questionnaires. Out of them, 325 duly filled in questionnaires were received by the researcher even after continuous follow-up. These teachers comprised the major part of the sample. The response was more than 60%.

Table No. 3.3 : Percentage of respondent teachers

<table>
<thead>
<tr>
<th>Total No of Teachers Selected</th>
<th>No. of Teachers Responded</th>
<th>Percentage of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>507</td>
<td>325</td>
<td>64.1</td>
</tr>
</tbody>
</table>

The data collected through the questionnaires was classified, analysed and interpreted. The interpretation was taken into consideration while preparing CLT training.

The researcher also interviewed the headmasters of 15 schools in total, from urban, rural and tribal area. Through these interviews of the headmasters,
the researcher could collect the present position of the schools regarding teaching of English, infrastructural facilities that the schools have, their opinions about CLT.

The information collected through the interviews was also useful to formulate the CLT training programme.

3.5.2 THE EXPERIMENTAL PART

This part of the study consisted following six steps which are shown with the help of a flow chart.

A flow chart showing the experimental part of the research.

The Experimental Part

1. Pre observation of lessons
   ↓
2. A CLT package to the teachers
   ↓
3. Development of training programme for the teachers
   ↓
4. Implementation of training programme for the teachers
   ↓
5. Observation of the lessons
   ↓
6. Discussion and suggestions to the teachers
   ↓
7. Post observation of the lessons
The researcher selected 5 schools of each stratum i.e. urban, rural and tribal for the observations of teachers’ performance in English language teaching.

In the beginning, the researcher observed the lessons of 30 teachers without giving them prior suggestions. As it was not possible for the researcher alone to observe more lessons, she selected only 30 teachers for observation. These lessons were observed with the help of a specially designed observation schedule. (The observation schedule is given in appendix ‘B’)

From these primary lesson observations, following things were observed–

(i) The classes were totally teacher centred.
(ii) Teachers did not have communicative competence.
(iii) No authentic material or teaching aids were used for classroom teaching.
(iv) Teachers followed the old methodology for teaching. Emphasis was on translation into mother tongue.
(v) Classes were not active. There were very less interactions in the classes.
(vi) More emphasis was on drilling rather than communication.

After considering all these drawbacks the researcher came to the conclusion that the teachers should be given a sort of training to develop communicative competence and for that purpose she arranged a training programme for the teachers.

To create proper background for attending the training programme and to prepare the teachers mentally, the researcher prepared a package about Communicative Language Teaching. This CLT package was sent to the teachers well in advance before the training programme for their self study. The researcher also requested them to be prepared so as to participate willingly
in the activities and discussion in the training programme. (This CLT package is given in 3.6 of this chapter.)

**Training programme for the teachers –**

A five days training programme for the teachers had following aspects –

(a) Objectives of the training programme.

(b) Areas covered in the programme.

(c) Planning / time table of the programme.

(d) Implementation of the training programme.

(e) Effect of the training programme.

**(a) Objectives of the training programme.**

The training programme had following objectives.

(i) To enable the teachers aware of global importance of English language and communication in English.

(ii) To make the teachers able to understand the concepts of Communicative Approach and Communicative Language Teaching.

(iii) To enable them to understand the characteristic features of Communicative Approach.

(iv) To make them able to know the principles of CLT.

(v) To enable them to understand the significance of communicative activities.

(vi) To enable the teachers to understand their roles in communicative class.

(vii) To make them able to manage communicative class.

(viii) To enable them to know the role of instructional material and relia in CLT.
(b) Areas covered in the teacher training programme

The following diagram shows the main areas covered in the teacher training programme.

![Diagram of areas covered in the teacher training programme]

Fig. No. 3.1 : Areas Covered in the Teacher Training Programme

(c) Planning of the Training Programme

The researcher, after observing the lessons of the teachers of English language, designed a training programme for them. It was designed for 5 days with due consideration of the teachers' needs to be communicatively competent to teach English effectively by Communicative Approach. The researcher prepared it with the help of experts' guidance.

The training programme was conducted for 5 days at three different places in Nshik District, i.e. Dindori, Igatpuri and Nashik itself. It was arranged
in the months of January and February 2006. The researcher took help of Extension service centre of College of Education, Nashik and Education Officer of Zilla Parishad to organize the training programme.

A five days training programme for the teachers is shown with the help of following time table so as to get at a glance idea of the programme. The time table is then followed by implementation of the programme accordingly. (The time table is given on page No. 101)

(d) Implementation of training programme

I Day

(i) On the first day registration of the teachers was done in the beginning. Inauguration of the training programme took place and then the actual training programme was started.

(ii) The teachers were given introductory lecture on the importance of English Language and English communication.

(iii) Then the researcher discussed with the teachers about methods and approaches to teach English and the present status of teaching English in Maharashtra. It was found that teachers mainly use grammar translation method for teaching English.

(iv) In the last part of the first day, the teachers were given information about the background of Communicative Approach, its characteristics and principles. This information was given by using O.H.P.

II Day

(i) The second day of this programme was started with the discussion with the teachers about classroom activities while teaching English. It was
### Teachers’ Training Programme

#### Time Table

<table>
<thead>
<tr>
<th>Time ↓ / Days →</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00 to 11.30</td>
<td>Registration and Inauguration</td>
<td>Introduction and demonstration of pre-communicative and communicative activities and discussion on these activities.</td>
<td>Difference between Structural approach and Communicative Approach and syllabi based on the both.</td>
<td>Demonstration of a lesson by using Communicative Approach and discussion on it.</td>
<td>Orientation to inculcate five skills- listening, speaking, reading, writing and Interaction.</td>
</tr>
<tr>
<td>11.30 to 1.00</td>
<td>Introductory lecture on the importance of English language and English communication</td>
<td>Introduction and use of pair work and group work and teachers’ discussion on it.</td>
<td>Introduction to various roles of teacher in communicative classroom.</td>
<td>Demonstration of second lesson by using communicative approach and discussion on it.</td>
<td>Demonstration of various communicative activities. Teachers’ participation in these activities.</td>
</tr>
<tr>
<td>Time ↓ / Days →</td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
<td>V</td>
</tr>
<tr>
<td>----------------</td>
<td>---</td>
<td>----</td>
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<td>----</td>
<td>---</td>
</tr>
<tr>
<td>1.00 to 2.00</td>
<td></td>
<td></td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00 to 3.30</td>
<td>Methods and Approaches to teach English and present status of teaching English.</td>
<td>Teachers’ participation in pair work and group work by providing various topics.</td>
<td>Characteristics of communicative classroom and teachers’ discussion on it.</td>
<td>Theory and discussion on the role of instructional material and reliance in CLT.</td>
<td>Group discussion on the remedies to the teachers’ classroom problems while using CTL.</td>
</tr>
<tr>
<td>3.30 to 5.00</td>
<td>Theory of CLT - background, characteristics and principles</td>
<td>Teachers’ discussion on the problems faced by them while using Communicative Approach for teaching English.</td>
<td>Teachers’ views and problems about their changed roles and responsibilities.</td>
<td>Significance and demonstration of communicative activities and teachers’ participation in these activities.</td>
<td>Concluding Session</td>
</tr>
</tbody>
</table>
noticed that the teachers were not much aware of pre-communicative and communicative activities. Hence, information about these two type of activities helpful for teaching English by Communicative Approach was given to the teachers along with demonstration.

(ii) Introduction of pair work and group work was given to the teachers. Importance and advantages of pair work and group work were discussed. Pair work and group work are the techniques to organise the class. They can be used for different type of activities.

In pair work teacher divides the whole class in pairs. Every student works with his or her own partner and thus, all the pairs work at a time. Group work is a technique where teacher divides the whole class into small groups to work together. There are normally four to five students in a group.

In pair work and group work all the students work at a time. With the help of pair work and group work, we provide opportunities for the students to practice speaking or communication.

**Advantages of pair work and group work -**

1. **Practice of speaking English** - Pair work and group work give more practice of communication.

2. **Students' involvement is more in language practice** - With pair work and group work students are involved more in various activities. As each and everybody participates in the activity, the task becomes concentrated. Consequently, every body gets a chance to speak. 'Noisy Class' is a sign of self learning communication.
3. **Students feel secure** - When students work on their own, they feel less anxious. Even shy learners are motivated to participate in self learning activities.

4. **Language learning is interesting** - When students work with peers, they use language in a play-way method. They enjoy working with language.

5. **Help to each other** - Pair work and group work encourage the students to share ideas and thoughts. Better students help the poor ones. They learn the language because their effort of making other students understand. They co-operate each other, work sportingly and healthy competition is developed in the class.

6. **Language learning takes place** - Learner concentrates in the activity, gives importance to self learning and feels himself responsible while using language. Hence it helps the learners to develop four language skills.

7. **Working in real life situations** - The activities in pair work and group work are real life like activities. They help the learners to learn what is really needed in our life.

The researcher also discussed how to use pair and group work for developing communication in the class.

The practical of pair and group work was undertaken among the teachers, so as to understand these techniques in detail and they can use them for actual classroom teaching.

**Pair work**: The researcher made the pairs of the teachers and undertook pair work for ‘their feelings and reactions about the changed syllabus i.e. syllabus based on Communicative Approach.

(104)
**Group work**: The researcher divided the teachers into five groups and group discussion was undertaken about teachers' roles in Communicative Language Teaching.

The teachers were motivated to use pair work and group work for classroom teaching for keeping the whole class active.

(iii) As pair work and group work are integral parts of CLT, the researcher gave the teachers more practice of pair work and group work by providing them various pictures and topics. Then teachers' group discussion was undertaken to have feedback about usefulness of pair work and group work.

(iv) Teachers' group discussion was undertaken to find out the problems faced by the teachers while using Communicative Approach for teaching English. The researcher noticed that the teachers face many problems while using this approach.

**III Day**

(i) The opening session of the third day was started with the discussion about the difference between Structural Approach and Communicative Approach and the syllabi based on them. (It is discussed in CLT package i.e. in 3.6 of this chapter)

(ii) Various roles of teacher in communicative classroom were introduced and discussed in detail by the researcher. (These roles are discussed in the CLT package in 3.6)

(iii) Characteristics of Communicative classroom were discussed with the teachers.

(iv) Group discussion of the teachers was undertaken to know their views and problems about their changed roles and responsibilities for teaching English.
IV day

(i) The first session of the IV day was started with a demonstration of a model lesson with the help of Communicative Approach, undertaken by the researcher. This lesson was followed by teachers' discussion on it.

(ii) The second model lesson was also demonstrated to the teachers and then the teachers' discussion was undertaken about the lesson.

(iii) The researcher discussed about the role of instructional material in CLT with the help of various examples. The researcher also introduced how to use various teaching aids and realia (authentic material like paper cuttings, news, advertisements and real objects) for classroom teaching.

(iv) Communicative activities play vital role in teaching English by Communicative Approach. Hence, the researcher focussed on the significance of these activities, demonstrated some communicative activities and also took teachers' participation in those activities. The researcher undertook pair work, group work as well as role play. Various lifelike situations were created by the researcher. (These activities were also continued in the next day’s session)

V day

(i) The last day was started with the orientation to the participants about five linguistic skills i.e. listening, speaking, reading, writing and interaction. Various ideas were discussed to develop all these activities.

(ii) Some of the communicative activities were undertaken by the researcher and teachers' participation was very good for these activities.
COMMUNICATIVE ACTIVITIES

The following diagram shows types of communicative activities.

![Diagram of communicative activities]

**Fig. No. 3.2 : Communicative Activities**

The researcher demonstrated following activities and used role playing as well as pair work for the same.

(1) **Activity I**

**Situation:** When you meet your friend

Sunita/Anil : Hellow, how are you ?
Sujata/Sunil : I am fine, Thank you.
Anil : How are you/how do you do ?
Sunita : I am also fine / I am doing well. Thank you.

(2) **Activity II**

**Situation:** Suppose you want to borrow a pen / pencil / notebook from your friend

A : Excuse me, May I have your pencil please ?
B : Yes, you can have it / by all means.
A : Thank you.
B : Welcome.
OR
A : Would you please give me your pen ?
B : Yes, of course.
A : Thank you
B : Welcome.

(3) Activity III

(Situation : Teacher may use a picture and create situation in the class.)

(i) A : Could you lend me a broom ?
B : Yes, of course, What do you want it for ?
C : I want to sweep the floor.
(ii) A : Could you lend me a knife ?
B : Yes, of course. What do you want it for ?
A : I want to cut up some vegetables.

(4) Activity IV

(Situation : You are sitting at home with your friend. You can’t decide what to do, you suggest different things. e.g. you want to watch T.V. and so on.) So you say –
Let’s watch television.

(Chorus repetition)

Let’s watch television.

T : Let’s play cricket.

S : Let’s play cricket.

T : Let’s go for swimming.

S : Let’s go for swimming.

T : Let’s watch a cinema/movie.

S : Let’s watch cinema/movie.

(5) Activity V

(Situation: You are a stranger in a town. Ask about places in the town)

Is there a fruit stall near here?

Is there a cinema hall near here?

(You want to post a letter)

Is there a post box near by?

(6) Activity VI

(Situation: At the vegetable market)

A : How much is the cucumber per kg?

B : It is 10 Rs. per kg.

A : What is the price of a water melon?

B : It is Rs. 25/-

(7) Activity VII

(Situation: At the bus stand)

A : Would you please tell me when does the bus going to Pune arrive?

B : Oh! It arrives at 4.30
A: Thank you.
B: Welcome.

Some activities useful for revising vocabulary and grammar items are as follows –

(8) Activity VIII

Odd one out

(Teacher may undertake pair work for it.)

Find odd one of from the following –

(a) Pencil, Rubber, Cabbage, Pen
(b) Shirt, Socks, Laddu, Hat
(c) Pamot, Horse, Sparrow, Eagle
(d) T.V., Mobile, Book, Computer
(e) Field, Road, Wood, Mountain River

(9) Activity IX

Brainstorm round a word

Take a word that students have recently learnt. Ask the students to suggest the words associating to the key word. (Teacher can undertake pair work for it.)

- Decision
- Clothes

Like these words the teacher can have key words as warm, speak, school, guest etc.
(10) Activity X

Crosswords

Procedure – Teacher asks a student to write a word of not more than five letters in the middle of the board, for example ‘melon’. The letters should be written clearly and separately.

Give the students a clue to the word which shares one letter with the word on the board. e.g. ‘I like reading them’. Somebody may guess ‘books’. So a student is asked to write the word so that it can cross the first word and shares one letter.

E.g.

```
  b
  o
m e l o n
  k
  s
```

(11) Activity XI

Review of adjectives

Procedure – The teacher draws a cat on the board. Introduces it as a neighbour’s cat. Then he/she writes the word ‘awful’ on the board. The teacher then asks the students what they can say about their neighbour's cat. The teacher tells the students to offer ideas in any order they like. As the ideas are suggested the teacher can write them next to the appropriate letters.

(111)
e.g.

Teacher: My neighbour’s cat is an awful cat.
Student A: My neighbour’s cat is a wonderful cat.
Student B: My neighbour’s cat is a quiet cat.
Student C: My neighbour’s cat is a beautiful cat.

In this way students can list many adjectives and prepare sentences and present loudly in the class.

(12) Activity XII

Practising affirmative and negative sentences

Procedure – The teacher can divide a class in groups, each having four students in it. She calls one group in front of the class and writes on the board, the name of someone from the group having any pet at home. Then the teacher asks the other member to ask him some questions which will get positive and negative answers.

e.g.

Student A: Seema, do you have any pet at home?
Seema: Yes, I have a dog at home.
Student A: Is your dog black?
Seema: No, my dog is not black. It is white.
Student C: Seema has a dog. Seema’s dog is not black. It is white.
Student D: Seema has a dog. Her dog is not black. It is white.

In this way affirmative and negative sentences are practiced with proper intonation.
(13) Activity XIII

**Describing an imaginary classroom**

**Procedure**: Teacher tells the students or trainee teachers to imagine that the room is absolutely empty no furniture, no people, nothing. They are asked to create ideal classroom by suggesting how to refurnish it.

They write their ideas and present the description in front of the classroom.

(14) Activity XIV

**It is a kind of simulation**

**Procedure**: The teacher calls a pair of students and with the help of them he or she demonstrates a piece of conversation by making them a doctor and a patient.

Doctor: Yes! come in.

Patient: Thank you and good morning doctor.

Doctor: Good morning! What is your name?

Patient: I am Sudesh.

Doctor: What is wrong with you Sudesh?

Patient: I am suffering from stomach-ache and acidity.

Doctor: Oh! I see, you must have eaten something spicy. (The doctor examines him.)

Patient: You are right, doctor. Yesterday there was a farewell party in the school. I ate ‘samosa’, ‘wada’, ‘chatni’ too.

Doctor: Oh! Don’t worry here is the prescription. I have given some medicines. By tomorrow you will be alright.

Patient: Thank you doctor!
(15) Activity XV – Guessing game

Guess the picture

The teacher has a set of flashcards with simple pictures. He or she chooses one card but does not show it to the class. They must guess what it is by asking question.

e.g.
Teacher : Guess how I went to the market.
Students : Did you go by car ?
Did you go by bus ?
Did you walk ?

The teacher calls the trainees one after another and tells them to make a similar game by using their own ideas. The teachers / students practice it in the class.

(16) Activity XV – 'Information gap' exercises

Following are some exercises for pairwork. In each pair, the two students are given different information.

'Information gap' exercise is for 'conveying' or 'transferring' information.
STUDENT X

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>This evening</td>
<td></td>
</tr>
<tr>
<td>Tomorrow morning</td>
<td></td>
</tr>
<tr>
<td>Tomorrow afternoon</td>
<td></td>
</tr>
<tr>
<td>Tomorrow evening</td>
<td></td>
</tr>
</tbody>
</table>

STUDENT Y

Tonight Kim is going to stay at home, because he wants to write a letter to a friend. Tomorrow morning he has classes as usual at college; but he has the afternoon free, so he's going to help his father repair the roof on their house. In the evening he's been invited out to a party.
Find ten important differences between following two pictures-
(Some of these activities are taken from the books like ‘Five minutes Activities’ by Penny Ur and Andrew Wright and from ‘Teach English – Training course for Teachers’ by Adrian Doff.)

**Second Observation of the lessons**

One month after the training programme, the researcher wanted to observe the improvement in teachers' performance in the classroom. So, it was the second attempt by the researcher to observe the lessons of the same group of teachers, to find out how much the training affected their classroom teaching. So, the researcher observed their lessons minutely but as a matter of fact, very less improvement was noticed by the researcher in their classroom teaching. As a result, the researcher found it necessary to discuss their difficulties and give them extra guidance for CLT.

**Discussion with the teacher and extra guidance to them to use CLT**

The researcher used different ways to contact the teachers personally and tried to guide them as per their difficulties arising in the classroom.

The researcher personally met some of the teachers, contacted some of them on the phone and discussed about their problems which they actually faced in the classroom in spite of attending a training programme about CLT.

The researcher guided them and also provided ideas to engage communicative class effectively and counselling was also done by the researcher to undertake communicative activities easily and effectively.

Sometimes, the researcher, herself went to some of the schools and undertook some communicative activities and engaged classes by Communicative Approach and made the teachers to observe keenly and to understand the technique once gain.
After such guidance and counselling a period of one month was given to the teachers to practice CLT as per the training and guidance given to them.

(c) Effect of the training programme

(Post observation of the lessons)

After one month, the researcher made post observation of the lessons of the same group of teachers. Through this post observation, the researcher could find expected positive and remarkable changes in the teachers’ performance in the class while using Communicative Approach for teaching English.

This change in the teachers' performance was the effect of the training programme. To understand the effect of training programme clearly it is given with the help of following points.

1. Some of the teachers' could teach very effectively.
2. Overall the teachers' performance was improved, which was upto the expectations.
3. The teachers became confident while engaging the class.
4. The teachers tried to use pair work and group work in the class.
5. They could use different communicative activities like simulation, role play.
6. The teachers could manage a noisy communicative classroom.
7. They could play a role of a guide and properly developed communication among the students.
8. The teachers could get response from the students, which they never used to get for English subject.
9. The teachers' enthusiasm to teach English was increased.
(10) Interactions were taken place in the class.

(11) The teachers started using teaching aids and real objects to teach English.

   The last phase of the experimental part of the research was to compare
   the preobservation and post observation of the lessons. Hence, data, in the
   form of marks collected through the pre and post observation of the lessons,
   was calculated statistically. Then the ‘t’ value was calculated to test the
   significance of difference between the means of pre observation and post
   observation of the lessons.

   With the help of the calculated ‘t’ value the hypothesis was tested.

   Data collected through the questionnaires and interviews was also
   analyzed and interpreted by the researcher.

   Conclusion were drawn on the basis of the analysis and interpretation of
   data and recommendations were made.

3.6 CLT PACKAGE FOR THE TEACHERS

3.6.1 THE ENGLISH LANGUAGE

   Language is an inevitable phenomenon which permeates the human life.
   Of all languages, nowadays, English is the most important language for
   communication. Naturally, English has become the language of worldwide
   communication rather than a language of literature. Hence the prime need of
   most of the learners is not to know the theoretical knowledge of English but
   to have an ability to understand and be understood in that language.

   As the present study deals with the problems faced by teachers when the
   English language is taught for the purpose of communication, the researcher
found it necessary to give an idea about communicative language teaching to
the teachers through this package so that they can participate in the discussion
in the training programme.

3.6.2 COMMUNICATION – A CONCEPT

Generally communication is defined as transferring of thoughts or ideas
from one person to another.

Communication means “the act of communicating” (Hornby, 2000, p.
243) It is “the activity or process of expressing ideas or feelings or giving
people information” (Collins, 1988, p. 148)

The American Peoples Encyclopedia (1963) has defined communication
as “the sharing of thoughts, ideas or knowledge by two or more people. It
includes the devices, processes and institutions by which individuals and groups
971)

Communication is a two-way process. For effective communication we
have to use proper medium i.e. language which is the most developed and
accepted medium for communication.

To transfer our ideas, thoughts to the other persons we use symbols like
words, signs, pictures and sounds. Symbols should be such that others can
understand. Among all the symbols ‘words’ are specially valuable for
communication which are normally known to all.

The following definition will make this view more clear –

According to Peter Little “Communication is the process by which
information is passed between individuals and organizations by means of
previously agreed symbols.” (Widdowson, 1978, p. 84)
In the focus of the above definition, language is the best example of most widely used symbols and also previously agreed symbols.

The second view about communication by Widdowson throws light on the aspect that communication has some objective, intention or purpose.

Widdowson states that, “Communication does not take place through the linguistic exponence of concepts and functions or self-contained units of meaning. It takes place as a discourse, whereby meanings are negotiated through interaction.” (Widdowson, 1978, p. 85)

This interactional view treats language as a vehicle of the realization of interpersonal relations for transactions among individuals while communicating. The process of arriving at a response is emphasized. Hence, this view about communication has given rise to Communicative Approach in language teaching.

### 3.6.3 COMMUNICATIVE ABILITY AND COMMUNICATIVE COMPETENCE

For effective communication one must have ability to communicate properly and have communicative competence.

According to H.G. Widdowson, communicative abilities are “those skills in which the system is realized as use. Communicative abilities embraces linguistic skills but not the reverse. Communicative abilities are ways of creating or recreating discourse in different modes.” (Widdowson, 1978, p. 67)

These opinions about communicative ability suggest that these are the abilities which involve linguistic as well as other skills essential for conversation, communication or discourse to take place.
Let’s see what is communicative competence. Communicative competence has been defined in various ways. Following definitions would make the term clear.

According to Littlewood T.W., communicative competence means, “a degree of mastery of a very considerable range of linguistic and social skills which depend in part on the learners sensitivity to meaning and appropriacy in language and on his/her ability to develop effective strategies for communicating in the second language.” (Littlewood, 1981, p. 87)

K. Johnson and K. Morrow say that communicative competence is ‘the ability to be appropriate, to know the right thing to say at the right time.” (Johnson and Morrow, 1981, p.2)

International Encyclopedia of Education defines communicative competence as “the effective use of language in social contexts.” (The International Encyclopedia, 1985, p. 834)

According to H. G. Widdowson communicative competence is “the ability to produce sentences for communicative effect.” (Widdowson, 1978, p. 1)

It is revealed from the above definitions that communicative competence is -

(i) The ability to use language appropriately in a given social context.
(ii) The effective use of language in a social context.
(iii) The ability to be appropriate to know the right thing at the right time.
(iv) Linguistic competence plus an understanding of proper use of language in various contexts.
(v) Knowledge which is additional to linguistic competence.
(vi) Ability to communicate something which is grammatical, proper, socially accepted, formally possible, fluent in a particular context.
In this way, communicative competence includes both grammatical knowledge and the ability to use this knowledge to perform different kinds of functions like enquiring, suggesting, greeting, denying, advising, reporting, apologing, inviting and promising.

### 3.6.4 DIMENSIONS OF COMMUNICATIVE COMPETENCE

Communicative competence is made up of four major dimensions.

![Diagram of Dimensions of Communicative Competence](image)

**Fig. No. 3.3 : Dimensions of Communicative Competence**

1. **Grammatical Competence**

   Grammatical competence is called the mastery of the language code. This competence is very essential for using language in an appropriate form. This focuses on the knowledge and skill for understanding and using language accurately, spontaneously and flexibly.

2. **Sociolinguistic Competence**

   It is the ability to produce and understand utterances which are appropriate in terms of the context. It is the ability to use language properly in social context, which consists of the sensitivity to the factors like status, role, attitude, interest, purpose degree of formality and social conviction.
3. Discourse Competence

It focuses on the ability to relate meanings with unified and acceptable spoken or written text in different genre. It includes the texts such as narrative, argumentative, scientific, report writing, newspapers, articles, news broadcasts.

4. Strategic Competence

This is related to the verbal and non-verbal strategies. This is useful in both the ways. i.e. to enhance the effectiveness of communication and to compensate breakdowns in communications.

3.6.5 THE COMMUNICATIVE APPROACH

Communicative Approach is the latest and exciting development in the field of language teaching. It would be quite useful for the teachers of English Language to know the background of Communicative Approach and what Communicative Approach means in reality.

Background

Before the emergence of Communicative Approach to teach language, various methods were used to teach English such as, grammar translation method, direct method, situational approach, structural approach. All these methods and approaches made the learners structurally competent and have developed in them the ability to produce grammatically correct sentences. But they could not develop in them the ability to perform a simple communicative task. As a result the learners are ‘structurally competent but communicatively incompetent. Students mostly have good ideas, feelings but they can’t express them effectively or can’t communicate. The reason behind
it is that they have not been so far taught how and when these communicative tasks and acts are performed.

When we learn a language we do not only learn to compose and understand correct sentences as separate or isolated linguistic units but we learn how to use sentences for communication. As we know, the basic function of language is to communicate; language should be taught and learnt for communicative purpose.

If we consider this aspect of language being communicative, the earlier structural approach proved to be futile and there was a reaction against the views of language as a set of structures, also, towards a view of language as communication.

As far as foreign language learning is concerned, it has always been an important practical concern. As English is the world’s most widely studied foreign language today, the direction of this practical concern is being shifted towards communicative use or English for communicative purpose.

If we consider the CLT scene in India, English teaching is more or less, content based and not skill based. The skills include, LSRW and interaction. This is the main reason why the learners lack skill based, communicative competence.

The Communicative Approach includes two important terms: One is ‘communicative’ and the other is ‘Approach’.

Let us first understand the term ‘communicative’. According to the Oxford Advanced Learner’s Dictionary (1984) ‘Communicative’ means to be ‘able and willing to talk and give information to other people’ Communicative is the “ability to communicate”, “Someone who is communicating is able to talk to people easily.” (Collins Dictionary, 1988, pp. 147-148)
When you communicate something you make the other people understand it. So it is a matter of understanding each other’s feelings, thoughts, and attitudes.

**An Approach**

According to Edward Anthony, “an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of subject matter to be taught. At this level of approach, we find that assumptions and beliefs about language and language learning are specified.” (Richards & Rodgers, 1995, p. 15)

Richards and Rodgers said that, “approach defines those assumptions, beliefs and theories about the nature of language and the nature of language learning that operate as axiomatic constructs or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom” (Richards & Rodgers, 1995, p. 17)

In a way, approach encompasses both theories of language and language learning. All language teaching methods operate explicitly from a theory of language and beliefs or theories about how language is learnt.

**EMERGENCE OF COMMUNICATIVE APPROACH**

Earlier Structural Approach and S-O-S (Structural-Oral-Situational) approach did not proved to be very fruitful for teaching English language for communication. As a result the movements for Communicative Approach took place in 1970s. Like S-O-S approach we find its origin in non-school environment.
As a result of economic development in Europe, there was a shift of labour from one country to the other. Business establishment had a sizeable workforce who had problems to speak in local language. They could not communicate in local language. So, there were problems of communication. It was, then, realized that the available methods to teach the English language could not develop in learners the skill of communication. The European communicative market played an important role in solving this problem. The council of Europe and the council of Cultural Co-operation were asked to design proper course to develop communicative ability. Some courses were developed by them and these courses were called the functional syllabus or the functional notional syllabus. (functional syllabus course means a course which is built around the uses or functions to which language is put; for example, one lesson can be planned on requesting information, another on apologizing and a third one on expressing gratitude. The familiar structural patterns were retained but were ordered and organized in a different way under functional heading.

These courses were meant for the adults. They were accepted by the schools and the syllabus was used for the teaching-learning of the English language. So, Communicative Approach is a natural extension of functional notional syllabus.

Many linguists have contributed to the Communicative Approach. Among them are Dell Hymes, D.A. Wilkins, Christopher Candlin, Henry Widdowson, Christopher Brumfit, Keith Johnson, Littlewood, Halliday, Allen and Prabhu. Wilkins, the British linguist prepared a document on the study of the needs of European language learners. This document proposed a functional or
communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching.

There is no single text or authority on Communicative Language Teaching (CLT), nor any single model that is universally accepted as authoritative. However, CLT is perhaps the latest in a long succession of revolutions in language teaching. It is radically a new approach to the teaching and learning process. It has already demonstrated its superiority over the orthodox ‘methods’ that it intended to replace. It is an exciting development in language teaching (Das, Bikram K. cited in Das. M. (Ed.), 1989, p.2)

Dell Hymes, the linguist from USA was among the first to use the term ‘communicative competence’. For Hymes, the ability to speak competently not only entails knowing the grammatical rules of a language, but also knowing what to say to whom in what circumstances and how to say it. In Hymes’ view “There are rules of use without which the rules of grammar would be useless.” (Hymes, D. in Scarcella, 1990, p. 11)

Let’s see what does communication mean with reference to Communicative Language Teaching.

“Communication is a highly complex skill, involving far more than the sub-skill of being grammatical. What needs to produce a conversational utterance? Apart from being grammatical, any utterance must also be appropriate on very many levels at the same time. It must conform to the speaker’s aim, to the role relationship between the interactants, to the setting, topic, and linguistic context. The speaker must produce his utterance within several constraints e.g. he is not sure, in advance what will be said to him and also what his utterance will a response be to. If the conversation is not to flag,
he must respond extremely quickly. So, these rapid formulations of utterances are simultaneously right on several levels are central to the (spoken) communicative skill." (Johnson and Morrow, 1987, p. 11)

If we consider communication in these terms rather than simply as the production of structurally correct utterance, naturally we have to use different methodology or techniques to solve the problems. That’s why Communicative Approach and communicative methodology are significantly different from the traditional one.

The following definitions will clarify more about Communicative Approach–

According to Nagaraj, G., “The development of language learning or teaching from form-based to meaning based approach, the more towards an eclectic approach from a rigid method : the shift from teacher fronted to learner-centred classes : are all subsumed under the broad term COMMUNICATIVE APPROACH.” (Nagraj, 1996, p. 41)

According to Littlewood, “One of the most characteristic feature of communicative language teaching is that it pays systematic attention to FUNCTIONAL as well as STRUCTURAL aspects of language, combining these into a more fully COMMUNICATIVE view.” (Littlewood, 1981, p. 1)

Richards and Rodgers have said about Communicative Approach that “Common to all versions of communicative language teaching is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into design for an instructional system for materials, for teacher and learner roles and behaviour and for classroom activities and techniques” (Richards and Rodgers, 1995, p. 69)

“Communicative language teaching” is one which recognizes the teaching of ‘communicative competence’ as its aim. It is on this level of aim that such a language teaching distinguishes itself from more traditional approaches where the emphasis is heavily on structural competence” (Johnson and Morrow, 1981, p. 10)

Widdowson, H.G. has explained it as, "Unlike the traditional approach, Communicative Approach has strong theoretical foundation based on current ideas about language as a social tool and its use rather than usage". (Widdowson, H. G., 1978, cited in Das, M. (Ed.) p. 88)

From the above definitions, it is revealed that the Communicative Approach emphasizes communicative competence. It considers language not only in terms of structures but also in terms of communicative functions. It opens up a wider perspective on language. It is a combination of newer functional view of language with the traditional structural one, in order to achieve a more complete communicative perspective. It enables us to decide what students have to learn in order to use language as means of communication.

It is observed that there is very less information available about communicative learning theory. Hence we find that Richards and Rodgers has inferred three principles that underlie CLT learning theory from CLT practices. (Richards and Rogers, 1995, p. 72)
(1) **The Principle of communication**

The main aim of CLT is to develop communicative competence among the learners. To develop such competence, activities that involve real communication are required. The learners should get ample opportunities to communicate through English with the help of such activities. If learners are engaged in such activities, naturally, the communicative class becomes a noisy class. The learners are allowed to share their feelings, ideas, thoughts through English.

(2) **Principle of tasks**

For achieving communication in the classroom learners are assigned some tasks. Learners should feel free while communicating with each other. The matter which is suitable and relevant to the task should be communicated by the learner. It is teachers' duty to provide purposeful task to the learners.

(3) **Principle of Meaningfulness**

Meaningfulness is an important characteristic of communication. So, the communication by the learners should be meaningful. It should be grammatically correct. The appropriate communication should take place in the class.

It is observed that there is a fear among many teachers about teaching the English language with communicative activities, without a textbook. They may not even imagine it. They may also feel awkward and restless if they don’t have the textbook.’
Therefore, to implement this approach and teach English through communication, a skilful, resourceful teacher with command over English is required. In fact, language is best learnt when it is taught as a means of communication.

Listening, speaking, reading and writing are the four skills of a language. Communicative Approach is based on all these four skills, as they are required for interactions in real life situations.

When Communicative Approach for teaching English is adopted, there are some changes in the overall classroom situation. These changes are as follows –


<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rows</td>
<td>pairs / groups</td>
</tr>
<tr>
<td>Silence</td>
<td>noise</td>
</tr>
<tr>
<td>Marathi spoken</td>
<td>English spoken</td>
</tr>
<tr>
<td>Fear of error</td>
<td>we all make mistakes</td>
</tr>
<tr>
<td>Focuses on sentences</td>
<td>focuses on text</td>
</tr>
<tr>
<td>Inauthentic</td>
<td>authentic</td>
</tr>
<tr>
<td>Meaningless drills</td>
<td>meaningful drills</td>
</tr>
<tr>
<td>Fear for error</td>
<td>open for change</td>
</tr>
<tr>
<td>Descriptive</td>
<td>communicative</td>
</tr>
<tr>
<td>Language practice</td>
<td>language use</td>
</tr>
<tr>
<td>Meaningless note learning</td>
<td>meaningful utterances</td>
</tr>
<tr>
<td>Role play</td>
<td>genuine interaction</td>
</tr>
</tbody>
</table>
3.6.6 CHARACTERISTICS OF COMMUNICATIVE APPROACH

Communicative Approach or communicative Language Teaching has following characteristics-

(1) Priority to conversational interaction rather than other modes of language behaviour.

(2) A syllabus is expressed in terms of notions or functions rather than structures.

(3) Concentration on use and appropriacy rather than simply on language form.

(4) Learning based on individual or group needs rather than on generalized language content.

(5) Emphasis on authentic as opposed to non-authentic materials.

(6) Emphasis on ‘process’ rather than ‘product.’

(7) A supportive environment, to encourage guilt-free participation; a reduction or suspension of the teachers' judgemental role.

(8) Use of techniques to encourage student participation in natural environments – group and pair work, role play, simulation and information gap exercises.
Sometimes, not all the times, a lack of prediction by the teacher of exactly what language is to be used by learners, because they will be engaged in simulated, ‘natural’ language learning activity – whether reading, listening, conversing or writing.

CLT (Communicative Language Teaching) has a learner centred and experience based view.

3.6.7 PRINCIPLES OF COMMUNICATIVE METHODOLOGY

Morrow has introduced five principles of Communicative Methodology.

(1) Know what you are doing

The very first principle focuses on what teacher should be able to do. According to this principle through every lesson or a part of the lesson, the learner should be able to do something, to communicate something which he could not do before learning the lesson. Learner can get answer to his question i.e. why is he learning a particular lesson or any linguistic item. He understands the importance of learning the same as it is going to help him in day-today communication. So, here a learner understands and then acts.

(2) The whole is more than the some of its parts

This principle suggests that the ability to handle formal language elements in isolation is no indication of the ability to communicate. What is needed is the ability to work in the context of the whole : A communicative method operates with stretches of language above sentence level and operates with authentic language in practical situations. Two important procedures are
involved in this principles : one is synthetic which shows that a learner learns the forms individually and then combines them, practices them is real life situation. Another one in analytical procedure is which a learner is introduced to complete interactions in the text and then the learning purposes are focused.

So, language used in the whole context is useful than only studying the parts of it.

(3) The processes are as important as the forms

A method which aims to develop the ability of students to communicate in a foreign language will aim to replicate as far as possible the processes of communication so that practice of the forms of the target language can take place within a communicative framework. It simply means when the language is used for communication, the language forms are used for a process of communication. There are three such processes-

(i) Information gap

Communication takes place between two or more persons. Out of them, one knows something which is unknown to others. So, the purpose of communication is to bridge this information gap. In classroom situation pair work undertaken to complete an incomplete picture is the best example of transferring information as each member of the pair has a part of total information and attempts to convey it verbally to the other. e.g.

If two students are looking at a picture of a street scene and one says to the other, 'Where is the dog ?' when he knows that the dog is sitting outside the post-office because he can see it as clearly as his fellow student can then this is not communicative. There is no information gap. But if one student
has the picture of the street scene and the other has a similar picture with some features missing which he must find out from the first student, the same question becomes real, meaningful and communicative.

(ii) Choice

In communication everybody has got a choice in terms of what to say and how to say it. It suggests that the speaker can choose the ideas which he wants to express with appropriate linguistic forms. Foreign language learners may face problems in making choice.

(iii) Feedback

This process is implicit in the above two processes. When a person speaks or communicates something to the other he has some aim behind communicating what other person reacts is evaluated in terms of the aim. So, the strategies involved in this process are important.

These three processes are important for communicative language teaching.

(4) To learn it, do it

It is said that, ‘you can take a horse to the water but you can’t make it drink water’. The next important part is ‘unless the horse wishes to drink it.’ The same thing can be applied to language acquisition. What suggested through this principle is that, even if the teacher helps, advises, teaches, guides, the learners themselves have to learn. However, the learner has to be involved in the activity. He learns it by doing it. Only by practicing, performing, acting, actually doing, we can learn to communicate.
(5) Mistakes are not always a mistake

While developing communicative ability of the students, trivial mistakes of grammar or pronunciations do not matter as long as the learner gets his message across. In the initial stage of learning to communicate in a foreign language, mistakes are bound to be there. Why do such errors or mistakes occur? A learner commits mistakes because he is trying to do something which he has not been told or shown how to do, how to speak or which he has not mastered. It means that he is not really making a mistake at all. So, not every error should be corrected. If the teacher corrects each and everything at every level, the learner may loose his confidence of using the language for communication.

3.6.8 PRINCIPLES OF COMMUNICATIVE LANGUAGE TEACHING

Let’s have a brief idea about the principles of Communicative Language Teaching –

(1) ‘Authentic language’ in real context should be introduced in the classroom whenever possible. It is the language used for day-today communication or functional purpose.

(2) By teaching language learner should be able to make out speaker’s or writer’s intention, so that they will be communicatively competent.

(3) The target language is a vehicle for classroom communication, not just the object of study. So, attention should be given to teaching language for communication.
(4) One function may have different linguistic forms. As the language is taught for functional purpose, a variety of linguistic forms are presented together.

(5) Students must learn about language properties i.e. cohesion and coherence which are helpful to bind sentences together. It is essential for them as they work with language at the discourse or super sentential (above sentence) level.

(6) In CLT, games play important role as they have certain features in common.

(7) Errors are tolerated and treated as a natural outcome of the development of communication skills.

(8) Proper situations should be created by the teacher so as to promote communication in the classroom.

(9) The social context of the communicative event is essential for giving meaning to the utterances.

(10) The grammar and vocabulary that the students learn follow from the function, situational context and the roles of the interlocutors.
3.6.9 CONCEPT OF METHOD

Fig. No. 3.4 : Concept of Method
Concept of Method

- **Approach**
  - A theory of the nature of language
    - an account of the nature of language proficiency
    - an account of the basic units of language structure
  - A theory of the nature of language learning
    - an account of the psycholinguistic and cognitive processes involved in language learning
    - an account of the conditions that allow for successful use of these processes

- **Design**
  - The general and specific objectives of the method
  - A syllabus model
    - criteria for the selection and organization of linguistic and/or subject-matter content
  - Types of learning and teaching activities
    - kinds of tasks and practice activities to be employed in the classroom and in materials
  - Learner roles
    - types of learning tasks set for learners
    - degree of control learners have over the content of learning
    - patterns of learner groupings that are recommended or implied
    - degree to which learners influence the learning of others
    - the view of the learner as a processor, performer, initiator, problem solver, etc.
  - Teacher roles
    - types of functions teachers fulfill
    - degree of teacher influence over learning
    - degree to which the teacher determines the content of learning
    - types of interaction between teachers and learners
  - The role of instructional materials
    - primary function of materials
    - the form materials take (e.g., textbook, audiovisual)
    - relation of materials to other input
    - assumptions made about teachers and learners

- **Procedure**
  - Classroom techniques, practices, and behaviors observed when the method is used
    - resources in terms of time, space, and equipment used by the teacher
    - interactional patterns observed in lessons
    - tactics and strategies used by teachers and learners when the method is being used

Summary of elements and subelements that constitute a method
3.6.10 COMMUNICATIVE ACTIVITIES

Communicative activities play vital role in Communicative Language Teaching. These activities are helpful for the teachers to broaden their repertoire of techniques and activities so as to enable the learners to communicate more effectively in a foreign language. Communicative activities are purposeful and objective oriented.

Types of Communicative Activities

The methodological framework of communicative activities can be represented diagrammatically as follows. (Littlewood, 2003, p. 86)

```
     Structural activities
    /               /
Pre-communicative activities ─── Quasi communication activities
    \
     Functional communication activities
    /               /
Communicative activities ─── Social interaction activities
```

(The diagram is adapted from Littlewood’s Communicative Language Teaching, p. 86)

There is no clear dividing line in reality between these different categories and subcategories; they represent differences of emphasis and orientation rather than distinct divisions. e.g. cued dialogues can be undertaken both as a pre-communicative activity and as a communicative activity. Similarly it would be arbitrary if we try to specify how much attention must be paid to communicative function before an activity can be called quasi-communicative,
or how significant social meaning must become before it falls into the social interaction subcategory. These distinction depends on the varying orientation of individual learner e.g. during question – answer practice about personal background, it is possible that some learners will focus primarily on the meanings that are being conveyed, while others in the same group focus more strongly on the linguistic forms that are being used. If we literally apply the above categories, the activity is communicative for the first learner and pre-communicative for the second.

**Pre-communicative activities**

Pre-communicative activities aim “to develop skill in manipulating the linguistic system, to the point where the learner can use it spontaneously and flexibly in order to express his intended message”. (Littlewood, 1996, p.6) These activities do not actually require the learner to perform communicative acts. Some of these activities attempt to create links between the language forms being practiced and their potential functional meanings. These activities are subcategorized as ‘quasi-communicative’ because they take account of communicative as well as structural facts about language, in contrast with purely structural activities such as performing mechanical drills or learning verb paradigms. Although the activities may emphasise the links between forms and meanings, the main criterion for success is whether the learner produces acceptable language.

**Communicative activities**

Communicative activities activate and integrate the pre-communicative knowledge and skills in order to be used for the communication of meanings.
The learner is engaged in practicing the total skill of communication. When these activities help learners develop skills and strategies for using language, they know to communicate meanings effectively in concrete situations they are subcategorized as ‘functional communication activities’. In ‘social interaction activities the learner is also encouraged to take account of the social context in which communication takes place. He is required to go beyond what is necessary for simply ‘getting meanings across’ in order to develop greater social acceptability in the language he uses. In the first instance, this simply means greater grammatical accuracy; later it may also involve producing speech which is socially appropriate to specific situations and relationships. (Littlewood, 2003, p. 86)

**Difference between pre-communicative and communicative activities**

The following chart shows the difference between pre-communicative and communicative activities.

<table>
<thead>
<tr>
<th>Pre-communicative (non-communicative) activities</th>
<th>Communicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Mainly aim to develop grammatical competence.</td>
<td>Aim to develop communicative competence.</td>
</tr>
<tr>
<td>(2) Focus on the product of isolated utterances.</td>
<td>Focus on the appropriate selection of utterances for communication.</td>
</tr>
<tr>
<td>(3) Practice of language patterns or elements.</td>
<td>Practice of total skill of communication.</td>
</tr>
<tr>
<td>(4) Function is to prepare the learner for later communication.</td>
<td>Function is to make the learner to actually communicate.</td>
</tr>
</tbody>
</table>
### 3.6.11 TEACHER'S ROLE IN COMMUNICATIVE LANGUAGE TEACHING

In the English language learning, teacher's role is very important as he is a major source of language.

It is observed that teacher's traditional role has been changed and redefined in Communicative Language Teaching. As, teacher's traditional role as an ‘instructor’ found to be inadequate for CLT, he has to perform several roles in the classroom. In a broad sense he is a facilitator of learning and needs to perform a variety of specific roles, separately or simultaneously.

The following diagram reveals different roles played by the teacher in Communicative Language Teaching.

<table>
<thead>
<tr>
<th>Pre-communicative (non-communicative) activities</th>
<th>Communicative activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(5) Learners have controlled practice</td>
<td>Learners use language creatively</td>
</tr>
<tr>
<td>(6) Practice of separate linguistic forms.</td>
<td>Whole task practice</td>
</tr>
<tr>
<td>(7) Teacher intervention</td>
<td>No teacher intervention</td>
</tr>
<tr>
<td>(8) Emphasis on form, not on content.</td>
<td>Emphasis on content, not on form</td>
</tr>
<tr>
<td>(9) One long item</td>
<td>Variety of language items.</td>
</tr>
<tr>
<td>(10) Example: drilling, question-answers, sentence patterns etc.</td>
<td>Examples: Role simulation, dramatization, group discussion, dialogue.</td>
</tr>
</tbody>
</table>
(1) **Stimulator**

(i) Creates proper situations for learning communication.

(ii) Provides stimulation with the help of various teaching aids.

(iii) Stimulates learners by providing different clues, ideas.

(iv) Works as a motivator

(2) **Observer**

(i) Teacher is a general overseer of his students' learning.

(ii) Co-ordinates the activities for coherent progression, leading towards greater communicative ability.

(iii) Keenly observes individual performance and overall classroom activities.
(3) Manager

(i) Teacher works as a skilful manager of the classroom.
(ii) Responsible for grouping activities in the classroom.
(iii) Gets the activities conducted satisfactorily at practical level.
(iv) Manages to provide ideas as well as instructional material to the class.

(4) Instructor

(i) Teacher works as a language instructor.
(ii) Presents new language items useful for the activity.
(iii) Has control over learner’s performance.
(iv) Evaluates learner’s performance and corrects it.
(v) Gives necessary suggestions for learner’s improvement.

(5) Consultant

(i) Teacher works as a consultant, counsellor or adviser.
(ii) Teacher is available as a source of guide and help wherever necessary.
(iii) Moves about the classroom in order to monitor the strengths and weaknesses of the learners.
(iv) Co-operates the students for proper communication.

(6) Co-communicator

(i) Teacher sometimes participates as a ‘co-communicator’ with the learners.
(ii) Stimulates and presents new language.
(iii) In some activities, he acts as an independent participant.
(7) **Counsellor**

(i) Locates individual problems in communication.
(ii) Suggests remedies to overcome the problems.
(iii) Helps as per learner’s needs.

(8) **Researcher**

(i) Explores different behavioural patterns of the learners.
(ii) Minutely studies learner’s behaviour, language
(iii) Finds out errors in learner’s behaviour.
(iv) Gives guidance to the learners
(v) Suggests remedial ways to improve their behaviour.

(9) **Learner**

(i) Teacher plays the role of learner in some activities.
(ii) Teacher participates and contributes to the communication.
(iii) Acts as a negotiator in the activities.

(10) **Analyst**

(i) Teacher plays a role of needs analyst.
(ii) Analyses learner’s needs and arranges an activity.
(iii) Plays the role of keen observer to learner’s behaviour and locates their qualities and weaknesses.

(11) **Psychological Supporter**

(i) Teacher is an important psychological supporter to many learners.
(ii) He supports the students to communicate independently.
(iii) Teacher inspires the learners for effective communication.
(iv) If learners are unable to cope with the demands of the situation, the teacher encourages them by providing language items as well as mental support.
(v) Helps to create positive attitude to their learning environment.
(vi) Teacher assures them a sense of security and value as individuals.

(12) Facilitator

(i) Makes the learning process easy.
(ii) Helps the learners to communicate.
(iii) Helps to be comfortable by creating congenial atmosphere in the class.
(iv) Arranges classroom for proper communication.
(v) Handles the class smoothly.
(vi) Creates proper environment in the class.

These are the roles that teacher has to perform skilfully in Communicative Language Teaching.

3.7 FLOWCHART OF THE RESEARCH DESIGN

The research work during August 2004 to April 2008 was done as per the steps shown in the following flow chart.
A Flow Chart

- Selection of the problem
- Review of related literature
- Formation of objectives
- Formation of hypothesis
- Sample selection
- Preparation of research tools
- Data collection with the help of questionnaires and its analysis
- Pre-observation of the lesson and its analysis
- Development of a CLT package for the teachers
- Distributions of CLT package to the teachers
- Planning organization and implementation of training programme for the teachers
- Second observation of the lessons
- Discussion with the teachers and Guidance to the teachers
- Submission of the research report
- DTP and binding of final computerized research report
- Writing rough research reports and corrections in it.
- Suggestions for further study
- Findings, conclusions and recommendations
- Verification of objectives
- Testing of hypothesis
- Analysis and interpretation of data
- Post-observation of the teachers' lessons

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3.8 SUMMARY

This chapter has discussed about the method and tools for the research, the sampling design, procedure of the research. It has also discussed the CLT package for the teachers. Flowchart of the research design is also given in the end of the chapter.
3.9 REFERENCES


