CHAPTER: 2 REVIEW OF THE RELATED LITERATURE

2.0 Introduction

Review of related literature is one of the significant aspects of research. It enables the researcher to know the amount of work done in the concerned area as well as unknown and unexplored area. It is necessary that the researcher is aware of the knowledge generated and the ongoing process of knowledge generation for a better clarity of the problem and an insight into its methodological issues. For any researcher, review forms the basis for the problem under investigation and helps him/her to arrive at the proper perspective of the study. The present study is based on the effectiveness of functional approach in the teaching of English. The researcher for this purpose went through studies dealing with approaches and methods of teaching English. The researcher came across the following studies done in India and abroad on the various aspects of English language teaching and the problems faced by the teachers as well as the students.

The researcher has reviewed various studies conducted in the area of present study which enabled her to think in the line of the study.

2.1 Studies Conducted Abroad

Aziz (1984) in his study entitled 'Communicative Error Evaluation' evaluated American Native Speaker's communicative errors and interpreted abnormal utterances written by Arab English as First Language learners. The study was survey by nature in which the researcher tried to establish and investigate the difference between judged intelligibility and naturalness. Following were the objectives of the study:(1) To investigate the difference between judged intelligibility and naturalness.(2) To investigate the extent to which error type occurs. (Grammatical or Semantic),(3) To provide validation measures for judgments of intelligibility. The tool of the study was four point scales of intelligibility and naturalness. Sample of the study consisted of 240 American undergraduates. The study was carried out using two factorial designs. The findings of the study revealed that there was no association between the students' performance and intelligibility with respect to their communicative errors.

Speth and Brown (1988) carried out a survey under the title 'Study Approaches, Processes and Strategies' using a series of factor analyses of items and subscales. A sample of 383 students in educational psychology classes at a large American university completed the inventories based on the communicative approach. The objective of the study was to compare inventories from three theoretical perspectives: cognitive process, approaches to learning and autonomous study. The inventory consisted of 64 statements about how students tackle everyday learning tasks in language class. The study pointed out the following findings : (1) The students at large preferred learning through the communicative approach. (2) The students had attraction and liking for student-centered nature of the communicative approach.

Elliott (1997) carried out a study entitled 'On the Teaching and Acquisition of Pronunciation within a Communicative Approach' The study had the following objectives : (1) To find out why the acquisition of pronunciation had fallen to the wayside and had suffered from serious neglect in the communicative classroom in the United States. (2) To provide phonological instruction to improve pronunciation. An extension of this research examined experimental subjects' overall improvement in pronunciation accuracy, pinpoints specific areas where pronunciation instruction appeared to be most beneficial (e.g. discrete-word repetition, sentence repetition, discrete-word reading, and free speech); and determined natural phoneme classes and specific allophones that improved as a result of phonological instruction. The present study was experimental as well as survey by nature and addressed the following questions: (1) Does formal phonological instruction relate to improved pronunciation of the 19 sounds for the experimental group subjects? (2) Is formal instruction more beneficial in improving Spanish pronunciation for : (a) Word repetition (b) Sentence repetition (c) Word reading or (d) Spontaneous production of the target language ? (3) Which natural phoneme classes and specific allophones improved significantly as a result of phonological instruction? The data for the study were collected during the four semester of the 94-95 academic year at Indiana University, Bloomington. 66 undergraduate students enrolled as sample in three sections of an intermediate Spanish course and participated as small intact comparison groups. The data was collected using observation schedule and pronunciation test. The pronunciation test consisted of four sections measuring : (1) accuracy in mimicking pronunciation at a discrete word level (2) accuracy in mimicking pronunciation at a sentence level (3)

accuracy of pronunciation of isolated written words and (4) a free elicitation exercise requiring subjects to describe one of two pictures in Spanish for approximately a minute and a half. The present study revealed several significant findings : (1) The formal instruction in pronunciation was significantly related to overall improvement for the experimental group. (2) Students could benefit from pronunciation instruction when they engaged in exercises requiring them to focus on the target language sound system. (3) While reading isolated, Spanish words provided an indication that orthography might possibly be an impediment to phonological acquisition. The present study led to the following implications : (1) Future studies might benefit from examining the effect of formal instruction in pronunciation as it relates to audio-lingual, cognitive-code, and proficiency based classrooms. (2) The future research may reveal that phonological instruction results in additional benefits such as enhanced listening comprehension and communicative skills.

Noels, Clement and Pelletier (1999) carried out a correlational study entitled 'Perceptions of Teachers' Communicative Style and Students' Intrinsic and Extrinsic Motivation' which considered how students' perceptions of their teachers' communication style, particularly the extent to which teachers are perceived to support students' autonomy and to provide useful feedback about students' learning progress, are related to students' extrinsic and intrinsic motivational orientations. The chief objectives of the study were : (1) To investigates the relevance of intrinsic and extrinsic motivation for language learning. (2) To assess whether perceptions of teachers' communicative style were differently linked to these motivational subtypes. (3) To find out the relationship between Teachers' Communicative Style and Students' Intrinsic and Extrinsic Motivation. This study also examined the link between these variables and various language learning outcomes, including effort, anxiety, and language competence. 78 students registered in a summer French Immersion Course completed a questionnaire that was used to assess the constructs described above. Co-relational analyses led to the following findings : (1) Stronger feelings of intrinsic motivation were related to positive language learning outcomes, including greater motivational intensity, greater self-evaluations of competence, and a reduction in anxiety. (2) The more controlling and the less informative perceptions of teachers led to students' lower intrinsic motivation. (3) The perceptions of teachers' communicative style was found to be more effective on students' intrinsic motivation

than on students' extrinsic motivation. The chief implication of the study was that a research on correlation between perceptions of teachers' communicative style for motivation and language learning outcomes can be conducted.

Huong (2004) conducted a survey entitled 'Students' and Teachers' beliefs about Communicative Language Teaching and English Grammar Instruction in Taiwan' The chief objective of the study was to study students' and teachers' beliefs towards English grammar instruction and communicative language teaching in Taiwan. The study also examined how teachers' belief accesses the degree of variation and identify potential mismatches, if any. The sample for the study consisted of 754 Higher Secondary students and 34 EFL teachers from six selected public and private colleges and universities in central Taiwan. The data for the study was collected with the help questionnaire and interview. Overall, the data provided evidence of a strong positive belief on the part of the students that grammar study plays a positive role in EFL learning. The study led to the following findings : (1) Over half of the students (59 %) would like to learn grammar while learning through communicative approach, whereas only about one third (32 %) of the teachers did so. (2) 73 % of the teachers believed that grammar should be taught separately, here as only about 53 % of the students agreed with the notion. (3) There was a discrepancy between expressed beliefs and actual classroom practices. Although 82 % of the EFL teachers claimed to have some knowledge of communicative approach to language teaching, only 44 % supported its use. (4) Overall only 12 % EFL teachers integrated communicative approaches daily, whereas only 6 % of EFL teachers integrated them either weekly or once in a while. The study itself cleared out the faint picture of communicative language teaching and teachers' negligence towards it and led to implication that there is a strong need of considering communicative approach in regular classroom teaching learning process in order to enrich the communicative skills strengthening grammar aspect of the students.

Jung (2004) conducted a study entitled exploring willingness to communicate (WTC) in English among Korean EFL (English as a foreign language) students in Korea: WTC as a predictor of success in second language acquisition. The researcher found that L2 student level of WTC was different according to communication situations. The researcher concluded that implying WTC was more likely to be a trait than

situational. The Korean students' low levels of WTC in English might be responsible for their less successful results in English learning.

Soung (2004) studied Globalization and English language education in Korea: Communicative Competence in English as an international language through private Sector education. The purpose of the research was to address the impact of private sector in contributing to improving the communicative competence. This study also revealed that the public education strived to improve student's communicative competence in terms of English as an international language under the Government's globalization policy.

Kang (2005) conducted a study on communication strategies for linguistic problems in second language oral communication: a qualitative examination of L2 Korean university students. This study examines two research questions: 1. what type of communication strategies are used to manage linguistic problems in L2 oral communication? 2. What factors affect the choice between abandon and achievement of communication strategies? Interview, observation, conversations were used. It found factors like lexical, phonetic, syntactic, semantic, comprehension etc. Expressiveness of a person could be traced out by communication strategies.

Kemtong (2007) conducted a study on partials in English conversation. It's a study of grammar in interaction. In the study, case by case analyses were performed of a collection of approximately 55 partials in real time English conversation, tape recorder, naturally occurring telephone and face to face conversation. A conversation analysis was used. Functional elements of language in conversation were focused. This study made an original contribution to the study of grammar in use.

Athosani Najwa M. (2008) conducted a study on utilizing the writing process approach with English as a second language writer: a case study of five fifth grade ESL Arab students.
This qualitative case study sought to gain deeper understanding of the role the writing process approach played in developing the writing ability of five fifth grade Saudi Arabian students when writing in English as a second language. The study extended

for five months in a Midwest elementary school serving a large ESL population. Participants of this study include four ESL teachers and five Saudi ESL students, four female and one male. Two main queries guided this study 1) the roles of ESL teachers when using the writing process approach in teaching writing in English as a second language to five fifth grade Saudi Arabian ESL students and 2) the role of the writing process approach in the writing development of five fifth grade Saudi Arabian ESL students. The researcher documented data through four sources: classroom observation, interviews with ESL teacher and ESL students, student think aloud protocols and student writing samples.

The data analysis of the ESL teachers revealed strong advocacy of utilizing the writing process as an effective method to improve ESL Saudi Arabian students writing ability. They were successful in employing the writing process approach regardless of their students' English language proficiency level, using numerous writing strategies including collaborative writing activities, games, varying speed and voice tone, interest in students' cultures and languages and social interaction with the students.

The data analysis of the study's student focus revealed that students' writing was not a one step process, yet an ongoing cycle in which they pre-write, plan, draft, pause, read, revise, edit, and publish. Students demonstrated different attitudes and behaviors toward writing throughout this study. Four of the students valued their second language (l2): one, however, found English difficult and confusing. Some of the students' writing sample scores, determined by the six traits writing rubric, differed by the end of the study while others remained the same. This study provided rich data to better understand the importance of teachers utilizing effective writing process techniques and the impact of the writing process approach on Saudi Arabian students learning to write in English in an American school setting.

Bieberly Clifford J. (2008) conducted a study on Television commercials as a window on American culture for teaching adult English as second language students. Educators teaching English as a second language to adult students must keep course materials relevant, upto date and low cost. This research examines the possibility of using television commercials to supplement existing teaching materials, making lesson more culturally relevant. Often direct translations reveal that the translator, while knowing the rules of the language, did not fully understand the nuances of that

language's culture. The idea that language and culture are interwoven is well established. While some understanding of one without other is possible, finding ways to blend language and culture in the classroom can give non native speakers an aid to understanding implied and literal meanings.

This dissertation describes research on how American culture is intertwined in the ubiquitous television commercial and how these 30 second slices of life could benefit ESL education. It examines American concepts depicted in television advertisements on the four largest networks and then investigates the relative merits of using TV commercials as a teaching tool.

This study uses the map of culture developed by anthropologist Edward T. Hall in 1959, for content analysis of ten primary message systems that can categorize cultural descriptions. A sample of nearly 2000 national television commercials was recorded from four major networks- ABC, CBS, FOX, NBC -during primetime in November 2001. Only national commercials aired more than six times that month were analyzed for trends in illustrating both manifest and latent cultural meanings and even cultural taboos. Random examples were then selected to create a suite of ESL class room materials.

Television advertising was chosen for this study because of its accessibility and its ability to provide both visual and auditory content. Materials created for use in the classroom included a discussion model with pretest component, a video of selected commercials, a Q&A format follow up discussion guide and a post test measurement instrument. ESL teachers and students who tested the materials and were surveyed on feasibility, logistics, students' interest level, content and cultural relevance. Television commercials were found to include cultural content useful in ESL lessons and in-class testing showed favorable outcomes. The study results could positively impact ESL pedagogy.

Joo Hye Ri (2008) conducted a study on agentivity of passives and inchoatives in second language learners of English and Korean. This study explored whether L2 learners know the distinction between passives and inchoatives in terms of agentivity. Sentence test was used. The results of the EFL study showed that L2 learners have knowledge of constructional meanings of passives and inchoatives but did not show their knowledge when there was no agent in context given as a stimulus for conceptualization. In KFL study, L2 learners showed native-like knowledge of the

passive and the inchoative in Korean. The results suggested the L2 learners' over-passivization can be caused by their incomplete knowledge of constructional meanings.

Simo (2008) conducted a study on the cognitive concept of game in American English and Hungarian. This study explored the meaning of the concept of game for speakers of American English and Hungarian by investigating the exemplars of the category; their attitude etc. the aim of the study was to investigate the structure of the category in the two languages.

Goodine John (2009) conducted a study on comparing computer software programs: determining the most efficient system for teaching English language learners.

This evaluative study was designed to clearly investigate and compare computer software programs and determine which software program(tell me more kids and live action English interactive) was most effective in helping the English language learners to expeditiously learn English. The system of study put into consideration the ease of students' adaptability to the learning aid inculcated into the research. The qualitative methodology approach was employed. Data were gathered from pretests, posttests, classroom observations and student assessments. The varying levels of comprehension of what is being read and or written come into play at every stage of the learning process. A comparison of the rate of language assimilation of randomly selected ells based on the use of technology was completed. High interest level technology programs were chosen to teach ells the English language. Data determined that students did increase their ability to understand English with the use of computers in measurable ways. The observed improvements were marginal between the two groups studied but each group based on the findings showed academic increase.

Timmis, Ivor Spoken Language Research and ELT: Where Are We Now? (EJ979626)

This article examines the relationship between spoken language research and ELT practice over the last 20 years. The first part is retrospective. It seeks first to capture the general tenor of recent spoken research findings through illustrative examples. The article then considers the socio cultural issues that arose when the relevance of

these insights to ELT was discussed. This is followed by a brief assessment of the impact spoken language research has made on ELT practice so far. The second part of the article looks to the future and considers how research might help us to take a more principled and coherent approach to teaching spoken language. The concluding argument of the article is that the spoken language debate provides an interesting case study of the relationship between theory and practice in ELT and points to the way we might engage with other debates in the field.

Dudeney, Gavin; Hockly, Nicky ICT in ELT: How Did We Get Here and Where Are We Going? (EJ979621)

This article looks at how specific developments in information and communication technologies (ICT) have impacted on ELT over the past three decades. Of particular interest is the effect on classroom practice, and on the types of materials available for teaching and learning. We take as our starting point Mark Warschauer's and Stephen Bax's taxonomies of the various implementations of computer-assisted language learning (CALL), and what this meant for teachers in the language classroom. This takes us from the mid-1980s until the late 1990s (Part 1: CALL). In Part 2, we examine the shift caused by the rise of Web 2.0, and how this more fundamental change offers a wider range of tools and development opportunities for teachers and learners. Finally, in Part 3, we take a brief look at what the future of technologies might hold for ELT.

Rivers, Damian J. Strategies and Struggles in the ELT Classroom: Language Policy, Learner Autonomy, and Innovative Practice (EJ921784)

Within the Japanese English Language Teaching context and consistent with the dominant conversation role assigned to the native English speaker teacher, there exists a belief that the most effective manner in which to teach and promote multilingualism and intercultural understanding is through restricting students to monolingual practices and prohibitive pedagogies. These beliefs, whilst entrenched in ideologies of cultural dominance and linguistic imperialism, have also nourished the foundations for the learner autonomy movement to develop through the creation of numerous self-access learning centres. In consideration of these core issues and building upon earlier context-specific work, this paper documents an attempt at negotiating the contradiction created by those institutions who promote the virtues of learner

autonomy on one hand, whilst enforcing strict linguistic prohibitions on the other hand. Situated within a Japanese university, 43 mixed-ability English language learners were presented with two reflective awareness-raising strategies that sought to assist them in being more able to make informed classroom language choices when faced with the demands of a prescriptive English-only language learning environment. The results suggest that the English-only policy represents an unrealistic target for the majority of learners and one which may promote a number of negative consequences.

Shokrpour, Nasrin; Fotovatian, Sepide Reading Comprehension Strategies as Applied by Iranian EFL Students (EJ903230)

To enhance reading comprehension, several strategies have been identified in previous research conducted (Naiman et al. 1978; O'Malley & Chamot 1990; O'Malley, Chamot, Manzanares, Russo and Kypper 1985; Politzer and McGroarty 1985; Prokop 1989; Oxford 1990; Salataci and Akyel 2002; Tercanlioglu 2004). However, using different types of Reading Comprehension Strategies shows to be an idiosyncratic task. Every learner uses certain types of strategies; furthermore, some factors like age, sex, background knowledge, text types, situational factors and textual features of the respective text read may affect the choice of strategies. Are the strategies found similar to or different from other strategies reported in other research? The present study attempted to explore what strategies Iranian EFL students employed while trying to comprehend an English text. Lack of efficient and sufficient connections with native language environment or limited exposure to English language in the society and some other factors may make Iranian students' condition somehow different from that of others. The results of this study indicated that 24 reading comprehension strategieswere used by Iranian learners, some of which were similar to those mentioned by Block (1986). After the identification and codification of the strategies, they were grouped into three categories of metacognitive, cognitive, and socio-affective ones, based on O'Malley and Chamot's (1990) framework. Moreover, the observed strategies were ranked according to the frequency of their use by the readers and the most common strategies as well as the most common category of strategies were identified. Implications for the classroom and future research are also discussed.

Crookes, Graham, Ed.; Gass, Susan M., Ed. Tasks and Language Learning: Integrating Theory and Practice. Multilingual Matters 93. (ED368167) Abstract: Essays on second language teaching focuses on how the kinds of tasks performed by the learner relate to language output. "Choosing and Using Communication Tasks for Second Language Instruction" (Teresa Pica, Ruth Kanagy, Joseph Falodun) contains a taxonomy of communication task types, based on the concepts of goal and activity, particularly with reference to classroom pedagogy and learning theory. "Interlocutor and Task Familiarity: Effects on Interactional Structure" (India Plough, Susan M. Gass) looks at the extent to which task participants' familiarity with each other and with task type affect the linguistic outcome. "Tasks and Inter language Performance: An SLA Research Perspective" (Patricia A. Du ff) presents naturalistic research on an immigrant's second language acquisition, focusing on lexical variety and syntax (nominal reference and negotiation). In "Variation in Foreigner Talk Input: The Effects of Task and Proficiency" (Ian M. Shortreed), the study is concerned with the effects of task complexity and learner proficiency on linguistic reduction and on communication and repair strategies. "Grammar and Task-Based Methodology" (Lester Loschky, Robert Bley-Vroman) argues that despite the communicative orientation of tasks in materials and curricula, there is a role for tasks in structurally-oriented second language teaching. (MSE)

2.2 Studies Conducted in India

Soumini (1984) developed a course design on communicative approach for English language teaching in regional medium high schools. The study had the following objectives: (1) To design a course based on communicative approach for regional medium schools. (2) To prepare a few sample materials as per the course design. (3) To try out the prepared sample materials to find out their workability in classroom situations. (4) To evaluate the materials in terms of the performance of students. The parallel group post-test experimental design was employed. The course design was drawn for classes IX and X. The content units were based on the topics selected from science subject. The experiment was conducted in a Telugu medium school. Various types of tests and instructional materials used in the study were Comprehensive Test, English Proficiency Test, Science post test, questionnaire to find out students' reactions and teachers' opinions on the course design. The major findings of the study were: (1) the students found the course design useful to improve English. (2) Most of

the students found the course design effective to develop vocabulary, structure and language skills. (3) Most of the English teachers considered that they had to be more active in the classroom. Some of them also believed that such a course design was difficult to be introduced in schools. (4) Most of the teachers felt a need of special training with respect to teaching and learning aspect of English language through communicative approach. The educational implications of the study were: (1) English language teaching through the communicative approach will give the students some capacity both for receptive and productive knowledge. (2) In-service orientation of teachers has to be organized for explaining the salient features of the communicative approach. (3) Textbook writers have to be oriented for writing innovative textbooks based on genuine communication. (4) Team teaching between English teachers and other subject teachers has to be accepted and made effective. (5) Research institutes like CIEFL (The Central Institute of English and Foreign Language Teaching) Hyderabad, NCERT etc. should undertake extensive studies for assessing the feasibility of communicative teaching at different stages of school education. (6) Activity oriented language learning has to be reshaped by designing suitable tasks so as to facilitate the development of communicative approach.

Bose (1985) tried to find out the effectiveness of structural and communicative approaches at primary level. The experiment was conducted under eight learning conditions. They were like these; (1) Provision of a large amount or language output. (2) The input provided is comprehensible and meaningful. (3) Provision for a period of 'incubation' between 'reception' and 'production'. (3) Contexts or situations provided include the use of concrete references 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 learners' errors and uses his discretions over the degree of explicitness in correction. 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 post-test observation schedule and interaction analysis sheet. The following were the objectives of the study: (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 to what extent the structural approach has learning conditions available in the class.(4) To find out whether and to what extent the communicative approach has

learning conditions available in the class. (5) To find out the effectiveness of the Structural Approach and Communicative Approach in terms of the achievements of the students. Findings of the study were: (1) The communicative approach had the most learning conditions available in the class (2) The structural approach had a few of the eight conditions. (3) The Communicative Approach was found to be comparatively effective to the Structural Approach. The study pointed out the implication that such type of study finding out the effectiveness of the structural and communicative approach can be conducted at different level.

Aparaj (1991) conducted a study on developing auditory abilities through language exercises in teaching English as a second language in secondary schools- STD VIII. The objectives were 1. To investigate learners' micro listening abilities and skills, 2. To devise listening exercises to achieve the above, 3. To find out relationship between micro-listening abilities and listening exercises in teaching English as a second language in secondary schools, 4. To prepare a listening test of English as a second language for testing the development of micro listening abilities and 5. To compare the achievements in listening abilities of the control group and experimental group pupils studying English as a second language. The tools used included, tape recorder for recording the listening test, the Pure Listening Comprehension Group Test (PLCGT) prepared by the researcher using the eight language elements namely phonology, lexical items, functional grammar, syntax, semantics, short term memory, association of sound with symbols and listening comprehension and a questionnaire. The collected data were treated using mean, SD, coefficient of correlation and t test. Major findings were 1. The integrative listening skill of the experimental group developed greatly as compared to the control group.2. There was a significant positive relationship between the listening language exercises and integrative listening skills of the learner of English as a second language 3.Each of the 10 language elements separately led to the development of the listening skill 4. The listening skills of girls developed more quickly than that of boys.

Sarma (1991) conducted a study on errors in written English of Assamese learners at the higher secondary level: a study of pedagogical implications. The objectives were: - 1. To identify and describe (in linguistic terms) the errors in English written by Assamese learners at the higher secondary level coming from diverse social

backgrounds. 2. To discover and explain linguistic, psychological and sociological factors that cause these errors and 3.To suggest necessary changes in the approach to the teaching of English as a second language in Assam and consequent changes in the development of teaching materials and methodology. The sample comprised 207 Assamese students studying in class XI belonging to three higher secondary schools and a college of Tinsukia district. Major findings were 1. Most frequent errors occurred in the following areas; verbs, tenses, passives, articles and prepositions. 2. About 79% of the errors emerged as serious. Such serious errors occurred in word order, s-v concord, verbs, lexical items, sequences if tenses, prepositions articles and negative focus-yes-no questions.4. The strategies adopted by learners generally included; differentiation, simplification (semantic and syntactic), over-generalization, categorization and extension, translation, transfer and communicative strategies of paraphrasing and circumlocution. 5. The major sources of errors were: language transfer, ignorance of L2 rules, false assumptions about L2, teaching learning situation.6.Transfer errors were more frequent at the syntactic level. Such errors were not necessarily more frequent in the L2 production of the rural students.

Rajendran (1992) compared the effectiveness of the activity centered approach over the structural method. An objective of the study was to study the difference in achievement in reading and writing skills of the students taught under the conventional method and activity-centered approach to teaching English. The researcher found that there was no significant difference in the achievement level of students taught under the activity centered approach and the conventional method.

Geed S. (2001) conducted a study on Effect of Learning Environment upon English Language Learning and Students' Reactions towards Learning Environment (Sonali Geed, 2001, DAVV, Indore)
Objectives :1) To develop treatment material in the form of step-wise lesson plans for implementing in different learning environment groups
2) To develop new tools for measuring dependent variables and assessing processes of learning in the individualistic, competitive and co-operative environment aspects of the study. 3) To study the acceptance of experimental learning environment. Pretest-post test design was used.

Tools: Standardized tests used were PTC &MPI. Self developed tools were used for measuring Students' reactions towards learning Environment and English language and co-operative learning environment feasibility.

Findings: There was no significant change in the reactions of the students of individualistic learning environment and towards their learning environment at the pretest and posttest stages. Competitive learning environment produced significantly negative change in the reactions of the students towards their learning environment at the pre-test and posttest stages. Co-operative learning environment produced significantly positive change in the reactions of the students towards their learning environment at the pre-test and posttest stages.

Al-Kahatani (2002) conducted a study on Relative Effectiveness of Teaching English Language using Direct Method, Communicative Approach and Bilingual Method on learning of English among IX standard students. 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 Communicative Approach or by being taught by Bilingual Method. 3. To find out which is the most and best effective method of teaching English language. Achievement test in English was developed by the researcher. The findings of the study were: 1. Students taught through the Direct Method, Communicative Approach and Bilingual Method have had higher achievement in English language as compared to the group of students taught through the Grammar Translation Method. 2. In respect of the groups of IX standard students taught through the Direct Method, Communicative Approach and Bilingual Method, it was found that the Communicative Approach was the most effective Method. 3. In respect of the groups of IX standard boys and girls taught through the Direct Method, Communication Approach and Bilingual Method, it was found that the Communicative Approach was the most effective method of teaching English to IX standard boys and girls.

Dalal S. (2002) conducted a study on Thinking Strategy on English Language Development and Concept Formation (Suman Dalal, 2002, Kurukshetra University, Kurukshetra)

Objectives:1. To study the effect of Inductive Thinking on concept formation with respect to three teaching strategies:a) Concept Formationb) Interpretation of data c) Application of principles

 2. To study the effect of Inductive Thinking on Language development with respect To three teaching strategies: a)   Concept Formation b) Interpretation of data

c) Application of principles

3.   To analyze the thinking strategies used by the learners with respect to three teaching strategies: a) Concept Formation b) Interpretation of data c) Application of principles

4. To evaluate the thinking strategies used in terms of achievement of achievement of language development and language concept with respect to three teaching strategies:

a) Concept Formation b) Interpretation of data c) Application of principles

5. To study the effect of ITM on retention with respect to three teaching strategies: a) Concept Formation b) Interpretation of data c) Application of principles Sample.

In the pilot study 50 students from class IV to VIII constituted the sample for the experimental group and another 50 students from class IV to VIII constituted the sample for the control group. In the main and retention studies there were 293 students in the experimental group and 294 in the control group. Tools and Techniques: Eight tools were used in the study- for treatment according to ITM to experimental group, previous achievement, achievement after treatment, Retention of the achievement,

Achievement after CFS treatment, Achievement after IDS treatment, Achievement after APS treatment, and Questions for discussion.

Data Analysis: The data were analyzed using quantitative and qualitative analysis techniques.

Findings: 1. the experimental group was found superior to control group in terms of concept formation, language development and language concept, thinking strategies and retention on all the three teaching strategies.

Desai (2002) prepared and tried out of a package of ELT material to develop communicative competence at F.Y. B.Sc. level and found that the course was helpful in developing a significant amount of classroom interaction and increased communicative competence of the students in all four skills. She found the significant

difference between mean post test score of the experimental group and that of the control group. The post test score of experimental group was quite high.

Menon (2002) conducted a study on relationship between Language Barriers Emerging from Student-Teachers in the Classroom and Acquisition of Communication Skills in English by VI Standard Students. The objectives were: 1. to study the language components essential for teaching English communication skills to sixth standard students. 2. To study language barriers frequently occurring while teaching English in six standard students. 3. To compare mean scores of language barriers of male and female student teachers teaching English Communication skills to sixth standard students. The study was descriptive research. Survey method was used to collect the data. Tools used were: Observation Schedule, Lesson Plans based on Linguistic Item (LPLI), and Communication Skill Test (CST). The findings were: 1. Student-teachers who showed high level acquisition in Marathi tongue also showed high level acquisition in English. Student teachers with low level of verbalism were found to enhance communication Skill of student 2. Student teachers with low level of verbosity were found to enhance communication Skill of students. 3. Student teachers with low level language barrier use of other language were found to enhance communication skills of students. 4. Student teachers with low level language barrier use of unclear graphics were found to enhance communication Skill of students. 5. Male student teachers were found to have more language barriers than female teachers.

Acharya (2005) conducted a study on effectiveness of work-cards in teaching of English in STD IX in Gujarat. The only objective of the study was to test effectiveness of work cards in teaching English. 146 students were used as the sample of the study, by selecting two groups through incidental sampling –only post test was employed. He found that there was no significant difference between use of the work-cards and traditional method of teaching English. T-test, Chi-square, and F-test techniques were used.

Joseph (2005) conducted a study on a Comparative Study of Difficulties in English Learning faced by different categories of school students in Bhopal. Objectives of the study were: 1. to ascertain the difficulties in English language learning being

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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, 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. The induced method of teaching in English designed, developed and implemented by the researcher was found effective in bringing desired changes among the students as evident through the 't' values. Perceptions of Students, Teachers, Administrators and Parents on difficulties in English language learning and remedial measures had been studied analytically and systematically.

Brown (2006) found teachers and students had very different opinions regarding grammar teaching and the usefulness of communicative language teaching strategies with students favoring a more traditional grammar based approach and teachers favoring a communicative foreign language classroom.

Sakhiya (2006) also conducted a study on the effectiveness of work cards in teaching English subject to STD IX in Gujarat. The study focused on grammar of English language. 294 students were used as the sample of the study, by selecting two groups through incidental sampling –only posttest was employed. He found that there was a significant difference between use of the work-cards and traditional (lecture) method of teaching English for male students. Only t-test was employed.

Rezwana S. (2007) conducted a study of the Impact of Teaching Strategies in English in Developing Creativity among IX Standard Students of Bangalore City with special reference to Sex, Intelligence and Socio-Economic Status (Shamayel Rezwana, 2007, Bangalore University, Bangalore)Objectives
1. To identify the creativity of IX standard students who have English as second language. 2. To develop teaching strategies in English for fostering creativity. 3. To

study the impact of teaching strategies on creativity of the students with special reference to their intelligence, sex and socio-economic status.

Variables Considered; the present study has considered Teaching Strategies as independent variable, Sex, Intelligence and SES as moderator variables, whereas, creativity has been considered as dependent variable. All the variables have been well operationally defined.

Sample; the Study has suitably employed purposive sampling technique.

Experimental Design Employed; The study has employed pre-test, post-test parallel group design. 78 Standard IX students located in Bangalore City who had taken English as second language constituted Experimental Group, whereas, another 78 constituted the Control group.

Tools used ;The characteristics of all the tools used for the study, namely, Jalota's Group Test of Mental Ability (Verbal Test of Intelligence), Baqer Mehdi's Creativity Test, SES Scale modified by Lakshminarayan (2000) have been well established.

Treatment; All the 15 lesson plans have been well designed and validated by the researcher. The 16 hours treatment given to the experimental group seems to be adequate for the purpose.

Data Analysis; The statistical techniques, namely, Two Way ANOVA, and t-test have been compatibly used to find the difference in creativity scores. Also, qualitative analysis has been done wherever required.

Findings;1.   There is significant difference in the effect of creativity teaching strategies on the students of control and experimental group.

2.   There is significant difference in the effect of creativity scores on the students of different creative potential levels. a) There is significant difference in the effect of creativity scores on the students of low and high creative potentials. b) There is significant difference in the effect of creativity scores on the students of low and middle creative potentials. c) There is significant difference in the effect of creativity scores on the students of middle and high creative potentials. There is no significant difference in the effect of creativity scores on the students of different socio-economic status. a) There is no significant difference in the effect of creativity scores on the students of low and high socio-economic status. b) There is no significant difference in the effect of creativity scores on the students of low and middle socio-economic status. c) There is no significant difference in the effect of creativity scores on the students of middle and high socio-economic status.

3. There is no significant difference in the effect of creativity scores on the students of different intelligence levels. a) There is no significant difference in the effect of creativity scores on the students of low and middle intelligence. b) There is no significant difference in the effect of creativity scores on the students of middle and high intelligence. c) There is no significant difference in the effect of creativity scores on the students of low and high intelligence.

4. There is no significant difference in the creativity scores of boys and girls. a) There is significant difference in the creativity scores of girls before and after the intervention programmes b) There is significant difference in the creativity scores of boys before and after the intervention programmes.

The study reveals that the teaching strategies developed have helped the students to improve their creativity. However, the variables considered as moderator variables, namely, intelligence, SES, and sex have not been found to moderate the relationship between teaching strategies and creativity.

Tiwari S. (2009) conducted a study on A Psycho-Social Study of Learning Difficulties in English of High School Students (Shikha Tiwari, 2009, Banasthali University, Banasthali, Rajasthan)

Objectives: 1. to study the learning difficulties in English in terms of errors which are committed most frequently by the boys and girls students in reading English.2. To study the learning difficulties in English in terms of errors which are committed most frequently by the boys and girls students in writing English.3. To study the learning difficulties of students in reading English in the context of school types, that is, Government and Private Managed schools.4. To study the learning difficulties of students in writing English in the context of school types, that is, Government and Private Managed schools. 5. To study the learning difficulties of students in reading English in the context of Parental Education.6. To study the learning difficulties of students in writing English in the context of Parental Education.7.To study the relationship between learning difficulties in English and Achievement of boys and girls students.8.To study the relationship between learning difficulties in English and Logical Thinking of boys and girls students.

9. To study the relationship between learning difficulties in English and Personalities of boys and girls students.

Research Method: Survey method has been suitably employed for the study.

Population: All the students of Class X studying in Schools affiliated to the CBSE Board during the academic session 2008-09 in Ballia, Azamgarh and Mau cities constituted the population for the study.

Sample: A sample of 530 Class 10 students (184 Girls and 346 Boys) was selected randomly from six purposively selected Schools.

Tools: The characteristics of the tools used for the study were, namely, English Language Achievement Test, Logical Thinking Test, Reading Test and HSPQ.

Findings: 1. Maximum errors committed in partial mispronunciation are consonant-vowel error and the minimum is silence 'e' error. In case of gross mispronunciation, the maximum error is committed for substitution and minimum for repetition.2. In dictation maximum errors are committed in misspelled category, then substitution and least is the percentage of the omitted words.3. In the context of partial mispronunciation in reading English and school type, the difference between the two school groups is found to be significant for vowel-vowel and segmentation error and also for the total error of partial mispronunciation. In case of gross mispronunciation the difference between the two school groups is not found to be significant. Also the difference between comprehension and reading rate is found to be not significant.4. In the context of composition and school type, the difference between the two school groups is found to be significant for qualitative vocabulary, quantitative vocabulary, spelling correctness and grammatical correctness. He private school seems to be better in all components of composition than the government school. But in the case of dictation and school type the difference between the two groups is not found to be significant.5. The errors committed by the children of less educated parents are less, whereas, errors committed by the children of highly qualified parents are more 6. There is no significant correlation found between partial mispronunciation and achievement. Also the correlation between gross mispronunciation and achievement is found to be not significant. Comprehension has positive and significant correlation with achievement but reading rate has insignificant correlation with reading rate. The correlation between various components of composition which are considered in the present study are found to be not significant except for grammatical correctness which shows positive and significant correlation with prose, poetry, grammar, and total score of achievement, respectively. But in the case of dictation and achievement, there is no significant correlation found.7. Logical thinking does not show any significant correlation with partial mispronunciation in reading English. In case of gross

mispronunciation, only substitution shows significant negative correlation with logical thinking. Comprehension has positive significant correlation with logical thinking, whereas, reading rate does not show any significant correlation with logical thinking. There is no significant correlation found between the various components of composition except for grammar which shows positive correlation with Logical Thinking. 8. There are only four personality factors E, F, G and Q4 which are obedient vs. assertive, sober vs. enthusiastic, disregards rules vs conscientious and relaxed vs. tense have significant correlations with the total errors of partial mispronunciation in reading English. Of this only factor E has positive significant correlation and the rest of the three factors have negative significant correlation. In case of gross mispronunciation of reading English, personality factor C and Q4 which are- affected by feeling vs. emotionally stable and relaxed vs. tense showed significant negative correlation with the total errors of gross mispronunciation in reading English. Personality factors J, Q3 and Q4 which are zestful vs. circumspect individualism, uncontrol vs. control and relaxed vs. tense, respectively show positive significant correlation with comprehension. There is no significant correlation found between personality and reading rate. The data regarding personality and writing revealed that fluency has significant and positive correlation with those who have personality traits sober vs. enthusiastic, sociably group dependent vs. self sufficient and negative significant correlation with personality factors G and Q4. Qualitative vocabulary shows positive significant correlation with those having sober vs. enthusiastic personality traits. Spelling correctness is positively correlated which is significant for personality factor G, that is, disregards rules vs. conscientious. Grammar shows significant positive correlation with personality factors F and Q4 and negative significant correlation with personality factors J and O, respectively.

Emerging Thesis

The study concludes that gross mispronunciation could be maximum due to substitution of sound error. Private schools have been found to be better off in English than the Government schools. The linguistically deprived environment and lack of proper role model have been found to have a detrimental effect on proficiency level in English. The errors committed by the children of less educated parents are less, whereas, errors committed by the children of highly qualified parents are more. No significant correlation has been found between partial and gross mispronunciation and reading rate in reading English and achievement, whereas, comprehension showed

positive significant correlation with achievement. In case of writing English, only grammar showed positive significant correlation with achievement in prose. Omitted words have been found to have negative correlation with achievement in prose. This means that more the number of omitted words less is the achievement in prose and vice versa. Logical thinking has been found to be positively correlated with comprehension and grammar. Reading rate did not show any significant correlation with logical thinking. Learning difficulties in English have been found to be related with the Personality factors Effect of Inductive

2.3 Implications of the Related Literature Reviewed for the Present Study

The review of related literature reveals that studies concentrate on various aspects of English language teaching-learning. They are oral communication, listening abilities and skills, writing skills in English, activity centered approach, Direct Method, Communicative Approach and Bilingual Method, communicative competence, Language Barriers, willingness to communicate, effectiveness of work-cards, difficulties in English Learning, communication strategies, grammar teaching and the usefulness of communicative language teaching strategies, partials in English conversation, the cognitive concept of game, agentivity of passives and inchoatives. Tools like listening test, PLCGT are used. Games, authentic materials, use of AV aids, conversation kind of tasks and work cards are used. Keeping in mind the new technologies, innovation in the method of classroom transaction and demand of the student-centered approach in ELT, our classroom activities needs changes in the way of developing effective communication skills of the students. For last 6 years, with the introduction of new approach no research work is found in this area. So this study can bridge the research gap and be a humble effort to find out the effectiveness of task based strategies for enhancing communication skills in English.

As Paliwal (1999) cited, *students mostly fail to communicate what they really want to do, not because they lack ideas, thoughts and feelings but because they have not been taught so far how and when these communication tasks and acts are performed. Consequently they are not able to communicate and whatever they communicate is enough proof that their communicative competence needs to be developed.*

It is also seen that with the change in the classroom instruction, motivational level and learning strategies a change could be brought about in the performance of the students. Some researchers like Kang (2005) found that there was a positive effect of strategies in English language teaching and supported teaching English language through different activities. Group method can also be helpful in English language learning and other development of oral skills in English language.

As the newly introduced syllabus in Gujarat State, from June 2004-05 was based on the Communicative Approach with respect to the functional aspect, a dire need was felt that more and more researches should be conducted to strengthen this area. Here it is worth to be noted that from the literature reviewed by the researcher in this area, no study was found conducted on newly introduced Communicative Approach i.e. Modcom Approach, Thus, by locating this research gap from the discussion held above and seeing the importance of the communicative approach, the researcher suggests the possibility and great need to develop and implement a strategy to enhance the communication skills among the students. Till now, few studies are carried out in the area of communication skills and tasks developed. So keeping this view in mind, the present study is thought to be carried out in Gujarat State.