CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Communicative English classrooms are based on Communicative Language Teaching Methodology (CLTM). CLTM was first suggested in England in the 1970s. It was a revolutionary methodology because it emphasized communication in classroom learning situations. It was revolutionary because it asked for changes in traditional language methodologies. Though the methodology was helpful for ESL (English as a second language) students it became popular in West. It also became famous and got accepted by Non –English Speaking Countries. It influenced the classroom environment, teachers and students as well.

Some of the scholars were hesitant about the feasibility of the implementation of the CMLT. CLTM was ideal, logically accepted but was under suspicion. The quality of teaching material, trainers, and student's mindset were the major hurdles. The size of the classroom, enrollment were other possible obstructions for them. Whatever reactions it had but it became the main basis for English language teaching in recent times. The other group of critics believes that it must be accepted and implemented in EFL classrooms even after contextual differences. Though, it is found by the scholars that implementing CLTM approach fully in EFL circumstances is almost impossible. They have also pointed out that certain barriers be overcome for the effective implementation of CLTM.

In Indian context and especially in Andhra Pradesh CLTM has been implemented with the help of British Council. Andhra Pradesh state Higher Education (APSHE) has developed a policy with British Council for introducing the CLTM. The development of communicative class has taken place in India after forty years of the introduction of the methodology and that to for certain economical, practical purposes. Andhra Pradesh administrators wanted to capitalize the outsourcing market flourishing in India. They thought that trained speakers of English with graduation will be a good source for the IT market. The traditional graduation courses like B.A., B.Sc., and B.Com, where most of the students get enrolled were losing their credibility in providing the employment. This move may be useful for revival of these courses. The emerging market of call-centers may be of a great help to the graduation pursuing students.

The academicians are not interested in implementing the methodology but because of the administrative decision it is in action. The academicians have to undergo training for the sake. The language laboratories were installed in the colleges as a part of infrastructural development. All this is meant for producing train human power for the sake of BPO (Business process Outsourcing) industry.

1.2 STATEMENT OF THE PROBLEM

"Introduction of Communicative English Course as a Compulsory Subject at Under-Graduate Level in Andhra Pradesh Colleges; a Study"

1.3 PROBLEM ANALYSIS

Andhra Pradesh State Higher Education Department has adopted a student-centered approach and has asked for CLTM. Whether the method has really been practiced or the traditional method such as the Grammar-translation method still dominates the EFL classroom? How it has been implemented in Andhra Pradesh Universities and colleges? Are the students benefited out of it? Are teachers really practicing the methodology? What are the reasons for CLTM not getting results? An investigation of Andhra Pradesh colleges with reference to English teaching Methodology especially in the CLTM context will give understanding of English teaching and learning process. The understanding of difficulties and challenges they face in the implementation of CLTM practices in their classes can be very informative and provide guidance as to how to introduce CLTM in Indian context and specifically EFL settings more effectively and efficiently. Thus, the current study is crucial to ease encouraging changes in English teaching, as well as to offer local practitioners real support.

1.4 SIGNIFICANCE OF THE STUDY

CLTM has been extensively explored and studied by many researchers in the field of English language teaching. There have been many studies conducted on the use of CLTM. Nonetheless, there are few studies that specifically deal with CLTM and its implementation in the Andhra Pradesh Universities with the help of British Council. Most of

the studies failed to record well-documented explanation of the practical situation in CLTM and its utilization in English classrooms. This study aims to outline a logical and thorough description of current ELT practices in Andhra Pradesh.

The Andhra Pradesh is one of the leading states in India in the field of education. According to recent statistics more than twenty lakhs students are enrolled in for the degree courses. The statistics is only related with the traditional courses like BA, B.Com., and B.SC. Hence, the study focuses on higher education and changes in higher education by the government. It is a fact that most of the primary and secondary level education has already adopted communicative methodology for teaching English in the state. Now with the rise of the demand of the English, higher education is getting changed, which demands a detail study. Hope this project will find some useful facts.

In addition, the Communicative Approach has been extensively adopted by textbooks and curricula in second language teaching in the recent times. This is also true about Andhra Pradesh. They have developed curriculum with the help of British Council in India. It focuses on communicative language teaching methodology on communication. According to the current restructuring, CLTM has been introduced as the basis of the curriculum, one of the main goals of which is reported to "develop written and oral communication skills of the learners". Following the adoption of the new CLTM-based curriculum, APSHE

replaced all the existing textbooks used in colleges with newly written course books based on the CLTM approach. Despite these positive steps taken towards integrating CLT methodology into English teaching, there seems to be a visible divergence between the anticipated curriculum and the real classroom practices. Therefore, the current study is important in that it intends to make inquiries about the possible reasons as to why CLTM as an innovative approach cannot be effectively incorporated into English classrooms. Besides, the results of this study, it will be useful to the overall use of CLTM in other EFL situations, providing insights about the probable concerns needed to be addressed for the development of English teaching in different EFL contexts.

1.5 FOCUS OF THE STUDY

This study focuses on the following questions:

1. To find out importance of communicative English in recent times.

To understand the value of communicative approach in teaching of English

To search for the demand of the time in the field of English language teaching.

What are the changes brought by APSHE and British Council to the teaching of English considering the demand of the time?

What can communicative language teaching method (CLTM) contribute to English teaching in Andhra Pradesh?

How feasible is communicative language teaching method in Andhra Pradesh Colleges?

What are the difficulties and challenges that EFL teachers face in implementing CLTM in their English classrooms? Can these difficulties be overcome? How and to what extent?

CHAPTER 2: REVIEW OF THE RESEARCH

INTRODUCTION

The research review starts with a summary of English language teaching in India to give the background to the present study. The subsequent section of this chapter examines CLTM as one of the current advancement in ESL/EFL teaching methodology. Then, the definitions and principles of CLTM are provided which are followed by a succinct history of CLTM. Furthermore, the concept communicative competence is discussed and how it functions in CLTM is shown. The activities implemented for CLTM has been listed and the need for environment to introduce the activities is discussed. The chapter also discusses the theoretical barriers and lacunas of CLTM.

2.1 ENGLISH TEACHING IN INDIA

This segment consists of the historical background of English language teaching in India and especially in Andhra Pradesh. The subdivision of this section also focuses on the detailed account of the current curriculum imposed by the APSHE. This information is must for understanding the base of this study. It also provides context to the study.

2.1.1 HISTORY OF ENGLISH TEACHING IN INDIA

Dutch, Portuguese and British came to India for trade during the sixteen and seventeen century. The Britishers established a monopoly on trade.

They formed East India Company. They had offices in Chennai, Kolkata and Mumbai. Their medium of instruction and administration was English. From its inception English is a path of employment and influence for Indians. English became popular because it opened doors of employment.

Mughals were against Portuguese and hence supported English. English trade became more popular and profitable than the Dutch. It helped English to establish hold on India. With the development of trade, the contact and domination raised. According to Bruj Kachru, " for the Indians the neighbors were more unwelcome than outsiders; and the outsiders could actually help in defeating the neighbors. The outsiders were accepted as masters, this was the most important reason for the success of English in India". The historical role of England as a colonial power became the symbol of the political power.

During the time of the Governor Generalship of Lord William Bentinck in the early nineteenth century, India saw many social reforms. English became the language of record of government and higher courts. The British Government supported Western learning and science through the medium of English. It was supported by Lord Macaulay. His commission began the bilingual education system in India. The establishment of Indian education system in the year 1902 was for introducing the English at school level. Slowly all this helped English to

become the government language by 1920. Most of the education was in English by that time.

English offered a medium for understanding technology and scientific development. At the initial stage, in the beginning of the 17th century, when the British started ruling India, they desired Indian mediators who could help them to govern India. For that they established universities in India in 1857. They were founded on the British models giving more emphasis on English. With the coming of The Christian English missionaries and their primary schools for Indians, English became the first language in Indian education. Many new English schools were established. Indians realized that English language is the main key towards success and therefore schools that emphasized English were preferred.

 Raj Ram Mohan Roy's plea for introducing English in India was a kind of authentication of English. It is also observed that "before the plea of Raj Ram Mohan Roy, there was a small group of Indians, especially in Bengal, who wanted to study English in addition to Persian and Bengali. Organizations like the Brahma Samaj (1828), Arya Samaj (1875), Satya Shodak Samaj(1873) among others were really landmarks in the growth of social reformations. All these organizations realized that they needed a common medium to reach wider sections of society".

In the literary world of the India, Kashiprasad Ghosh is considered as the first Indian poet who wrote in English. Sochee Chunder Dutt was

the first writer of prose fiction. The freedom movement was not apart from helping English to grow in India. The leaders wanted to abolish slavery but were interested in English. Mahatma Gandhi, most of the time, conveyed his message to the educated Indians in English. There were two groups among the leaders of the freedom fighters with different opinions on the issue. Gandhi, Nehru, Tilak, Gokhale and Bose like leders were in favour of English and extensively used it in their speeches and writings and discussions. Leaders like Govind and Hiren were opposing English. When, Pandit Nehru declared in the Parliament house that English will be continued as a medium of communication in India, they were unhappy.

In India English has a social status. It is a language of erudite people. It is also very much a part of the educated middle and upper class especially of the youth in India. By the time India became independent, English had already consolidated its position in the school and university education. The language acts of 1963 and 1967 reinforced the position of English in India. The language has blended itself with the cultural and social life of the country. Even after India's independence, English remained the main language of India. Officially it was given a status of an assistant language and was supposed to terminate officially after 15 years of India's independence, but it still remains the important language of India.

India is a peace-loving country and wants to spread the same message to all countries of the world. There was a need to explain and convince the friendly nations of the world. India was trying to maintain a good foreign policy. And it is a vast country with different languages in different parts of the country. These regional languages differ from each other so much that it is not possible to communicate with people of other regions without a common language. Further, India is growing on all fronts. All this was and is possible only through a common medium of exchange of ideas and views. There was an urgent need of such a common language .English became the best common medium then and is the medium now. It is a 'neutral' language for wider communication and the language of technology, modernity and development. Pandit Nehru said, "English is our major window on the modern world." English has special national status in India. It has a special place in the parliament, judiciary, broadcasting, journalism, and in the education system. It is unavoidable and is always expected, especially in the cities. After Hindi it is the most commonly spoken language in India and probably the most read and written language in India.

2.1.2 METHODS OF ENGLISH TEACHING IN INDIA

Methods of teaching English are both theoretical and practical. Methods are teaching systems with prescribed techniques and practices. These techniques and practices are applicable in classroom situations. The methods applied in Indian classrooms are as following.

1. Grammar translation Method.

2. Direct method

3. Structural method

4. Situational method

5. Audio-lingual method

6. Dr. West's new method

7. Bilingual method

2.1.2.1. GRAMMAR TRANSLATION METHOD

Grammar Translation Method is also known as "Traditional Method". Mainly it was practiced in the secondary schools. It suited to the old circumstances and environment of the schools in India. Teachers were familiar with the framework of grammar and translation in India because of bilingualism or their study of classical languages like Sanskrit. The method emphasizes logical analysis of language, memorization of rules and exercise. The exercise of translation will train the learner. Reading and Writing is taught in the classroom.

The merit of the methodology is that it helps to explain quickly the phrases and idioms of words and sentences. Accuracy level of meaning achievement is very high. Vocabulary is build up easily because of understanding in mother tongue. It saves the time and energy of a teacher. It does not require a skillful teacher. The method helps in

testing comprehension easily. Procedures involved are quite effective for reading and translation skills.

In this method though the child learns in the mother tongue, as a method it is unnatural. LSRW (listening, speaking, reading and writing) is the right sequence of the natural method of learning a language and this method begins with reading and writing. Speaking is neglected in this method and reading and memorizing are concentrated. The method is far from the real life situations. It teaches bookish language. Literal translation is never possible of some of the words because they have meanings in particular customs and situations. Rules do not teach its implementation in practical situation. This method teaches rules as a basic principle of language learning hence Grammar Translation Method remains an unnatural method of teaching a language. But it's a fact that it is the widely popular and mostly used method.

2.1.2.2. DIRECT METHOD:-

Direct Method of teaching English was a reaction against Grammar Translation Method. The method is also known as "Natural Method" or "Reformed Method". It focuses on speaking and listening. It is desired that a second language should be acquired like a mother tongue. It is expected in the Direct Method that a foreign language should be taught through conversation, discussion and reading in the target language itself. The mother tongue effect must be avoided. It even does not allow learner to have formal knowledge of grammar. The

method, Vocabulary is taught by pointing to the objects or pictures or by performing actions. This is a planned method because its objectives are well defined. Every lesson has its objectives. The method develops habit of thinking in English. Demonstration teaches vocabulary and sentence building. The role of a teacher is to demonstrate than to interpret or explain. The method emphasizes listening and speaking. Syllabus is designed as per need. Most of the syllabus is self explanatory and makes student think in the target language.

The method has many advantages like it creates sensation among the students and teachers for learning. Learning is a tedious activity otherwise. The result of the method is visible as the students learn to speak contextual conversations. The speed of grasping the language is good. Reading habit gets developed. Use of teaching aids like audio-visual aids and pictures make learning fascinating and dynamic. The direct method helps students to obtain mastery on the language. The students can speak and write fluently. The method has its drawbacks too.

The method lays stress only on speaking and listening. Only useful everyday language is taught by this method. It assumes that a second language can be learnt in exactly the same way as a first, when in fact the conditions under which a second language is learnt are different. It is very difficult to associate all the expressions directly in the target language. Teaching abstract ideas by demonstration is simply

impossible. Direct method is applicable for limited students. It does not suit for the large classrooms in Indian schools and Colleges. The omitting of teaching grammar is another danger. The quality of teachers is the subsequent issue. It is really difficult to found competent teachers for managing this method. The instruments required for implementing the method effectively are not only expensive but are beyond the reach of the average schools and colleges in India. The investment in the instruments may be feasible but training the teachers is difficult. Because of this even after being popular the method lost its craze.

2.1.2.3. STRUCTURAL METHOD

Structural method of teaching English is a product of research on the different methods of teaching English. The method emphasizes on mastery of structures than vocabulary. The structural approach arranges words in such a way as to form a suitable pattern. A structure is a pattern, a particular arrangement of words to indicate grammatical meanings. It may be a word, a phase or a sentence. The mastery of structures will bring the mastery of language. The method gives stress on four fundamental skills- Listening, speaking, reading and writing. Every language is a patterned behavior and it can be presented to the student through certain sentence patterns in English is the basic principle of this method. Students learn grammar automatically is the foremost merit of this method. Using words in proper order is learnt through structures.

The major drawback of the method is that it fails to create sensational teaching environment. Teaching of structures makes the environment monotonous. Student may learn the basic skills of language but he fails to explain it. To learn by heart or to copy a structure does not suit for the higher classes. The knowledge of structures is the fundamental quality of a teacher, which may not be found in every teacher. It is very difficult to find out such teachers for implementing this method.

2.1.2.4. SITUATIONAL METHOD

Situational method is also known as "Oral Method" of teaching English. Situational method of teaching English was developed with a practical objective of teaching language. Real life situations are utilized to teach language. The methodology essentially considers that language learning is a kind of habit formation and the meanings of words are learned only in a linguistic and cultural context. Analogy is better foundation for language learning than analysis. Language skills are learned more effectively if they are presented orally, then in a written form. It is Halliday who once said that "when we acquire our primary language, we do so by learning how to behave in situations, not by learning rules about what to say"

"According to the Situational Approach, and to insure that the language that is being taught is realistic, all the words and sentences must grow out of some real situation or imagined real situations. Thus,

the meaning of words is tied up with the situations in which they are used. The learners know the meaning of the word "blackboard", not because they have looked it up in a dictionary, but because they have learned the word in situations; by hearing commands such as: "Look at the blackboard!"; "Clean the blackboard!", "Write on the blackboard!" This example stresses the association between the word "blackboard" and the action of "looking at it", "cleaning it", or "writing on it. Even if the classroom environment is limited, the teacher's inventiveness should be put into practice in the pretence of a situation picked up from outside the classroom."

The main advantages of the method are it attracts the interest of many teachers. Its strong emphasis on oral practice, grammar and sentence patterns conform to the intuitions of many practically oriented classroom teachers. It is a method which requires minimum teaching resources.

The drawbacks of the method are that the learner has no control over the content of learning. He has just to repeat what teacher says. It do not account for the fundamental characteristic of language, namely the creativity and uniqueness of individual sentences. Children do not acquire the mother tongue through repetition and habit formation. There must be an innate predisposition that leads them to a certain kind of linguistic competence.

2.1.2.5. AUDIO-LINGUAL METHOD

This method is also known as 'Army Method" or "New Key Method". It is based on a behaviorist theory, which professes that certain attributes of living things, and in this case humans could be trained through a system of reinforcement—correct use of a attribute would receive positive response while incorrect use of that attribute would receive negative response. Teacher wants the students to be able to use the target language communicatively. Students understand the cultural patterns and way of thinking of the speakers of the language. New material is presented in a dialogue form. Total freedom to a teacher for mimicry-memorization of set phrases and over learning is given. More usage of tape recorders, language labs and audio-visuals aids are advised by the method. Language skills can be taught more effectively with proper stress and intonation. Mistakes are minimized and it evolved the process of generalization and discrimination. Students spend their classroom time on active oral practice of the language.

Developing communicative competence is the main objective of this method. Direct involvement of the learners in the learning process is the most important feature. All the four skills are equally emphasized but major concentration is given to oral skills.

2.1.2.6. READING METHOD/Dr. WEST'S NEW METHOD

This is an Indian origin method. Dr. West developed this method not for academic purpose but for social need. He was of the opinion that "Indian students need most of all to be able to read English, than to write it, and lastly to speak it and understood it when spoken." He also believes that "learning to read a language is by far the shortest road to learning to speak and write it." The West's method puts emphasis on three important elements. First, reading, Secondly, Readers with selected vocabulary and thirdly, judicious use of the mother tongue. According to him 'it is easier to acquire a reading knowledge of a language than to acquire a speaking."

The auditory image of the language assists the student when they turn to read. Teachers give oral reading practices to students for better results. It also helps the students to improve their pronunciation and vocabulary. The method is applicable in any area and is operative with every available teacher. Students learn to interpret written material. Their comprehension of various problems gradually improves. "Dr. West was one of those who first paid attention to the selection and grading of vocabulary and took the first step in its reform". Dr. West glorified the value of reading by putting it before speaking and writing.

This method is not according to the psychology of the students, because asking to read in the initial stage of learning is not good. When it is asked to someone to read, it is assumed that he or she knows the

pronunciation and vocabulary. The method is not supported by the linguists because they think that learning to speak is easier than to read. Finally, we can come to the conclusion that it is one of the useful methods that have served the purpose.

2.1.2.7. BILINGUAL METHOD / THE SANDWICH-TECHNIQUE

Dr. C. J. Dodson originated this method during the 1970s. Presentation, practice and production are in the basic structure of this method. The method is a mixture of "Direct method" and "Grammar translation method". In this method use of mother tongue is permitted in a restricted sense. The Bilingual method stresses on the imitation of the sentences and their interpretation. The Bilingual method includes different aspects of the direct method and the grammar translation method. The use of mother tongue is permitted but strictly limited to the teacher. The pupil uses the mother tongue only if he is expected to be an interpreter or a translator. It involves imitation and interpretation of basic sentences of foreign language. In the Bilingual method, reading and writing, are introduced early in the course of language teaching. Besides, there is assimilation of speaking and writing skills.

This method emphasizes reproduction from the beginning of the learning. As in Audio visual method the lesson is listened for a long time and there is a little scope for repetition, in the sandwich method listening and repeating are combined together. Dodson, however, proposed a well-tested procedure where the printed sentence is

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presented simultaneously to the oral utterance from the beginning. Teachers may read out the dialogue to the class just once with books closed, but as soon as they get the class to say the lines after them, books should be open and the class is allowed to glance at the text in between imitation responses as they listen to others, and look up when they speak themselves.

Dodson showed that provided the class is instructed to make the spoken sentence the primary stimulus, the imitation of sentences could be speeded up, without degradation of intonation and undue interference from the printed text. Having the printed word to glance at learners find it easier to fragment the shapeless sound stream into convenient units and so preserve the momentary sound image. The preservation benefits of the mutual support of script and sound overshadow possible meddling effects.

Audio-visual textbooks present dialogues with a picture strip on the left. The pictures are intended to closely match the meaning of the dialogue sentences. It was claimed that at long last the necessary media had been made available to do justice to direct method principles and teach without relying on the mother tongue. Pictures and slides, along with the teacher's drawings should clarify the meaning of new words and structures. By contrast, Dodson provides the most direct form of access to meaning possible by using oral mother-tongue equivalents at sentence level to convey the meaning of unknown words or structures. The

sentence is repeated twice by the teacher. The teacher also translates the sentence in mother tongue and presents it before students in between repetition. This dialogue is sandwiched like English- mother tongue- English sentence. This sandwiching helps to sementicise directly.

"All in all, through these synergistic effects the teacher is able to create a total language event that immediately brings home to the pupils what and how an utterance is meant. This is very different from traditional bilingual word lists and from audio-lingual parallel texts. The mother tongue thus proves to be the ideal means of getting the meaning across as completely and as quickly as possible. Bringing differences to light, contrasting and comparing, is seen as the most effective antidote to interference errors".

Dodson was able to show by controlled experiments that a combination of printed word, mother tongue equivalents, and picture strip can bring a class more quickly to a point where they can act out a basic situation as freely and naturally as possible. This technique is a technique of meaning-conveyance Authentic, literary texts become available even to beginners – is the major plus point of the method.

The aims of this method are:

1. To make pupil fluent and accurate in the spoken word.

2. To make the pupil fluent and accurate in the written word.

3. To prepare the pupil in such a manner so that that he can achieve true bilingualism.

2.1.2.8. THE SILENT WAY

"The silent way is a language-teaching method created by Caleb Gattegno. It makes extensive use of silence as a teaching technique. It is not generally regarded as a conventional method in language teaching. It was first introduced in Gattegno's book "Teaching Foreign Languages in Schools: The Silent Way" in 1963. Gattegno was skeptical of the mainstream language education of the time, and conceived of the method as a special case of his general theories of education."

The method emphasises the sovereignty of the student. The teacher's role is to observe the students' efforts. The students are encouraged to have a vigorous role in learning the language. Pronunciation is seen as essential element of language learning. At beginning students start their study with pronunciation, and much time is spent practicing it. The Silent Way uses a structural syllabus, and structures are constantly reviewed and recycled. The choice of vocabulary is important. Functional and versatile words are seen as the best. Translation and role repetition are avoided and the language is usually practiced in meaningful contexts. Evaluation is carried out by observation, and the teacher may never set a formal test.

The teacher uses silence for multiple purposes in the Silent Way. It is used to focus students' attention, to elicit student responses, and to

encourage them to correct their own errors. Even though teachers are often silent, they are still active. They will commonly use techniques such as mouthing words and using hand gestures to help the students with their pronunciation. Teachers will also encourage students to help their peers.

While teaching with the Silent Way, teachers use special teaching materials. One of the hallmarks of the method is the use of Cuisenaire rods, which can be used for anything from introducing simple commands to representing abstract objects such as clocks and floor plans. The method also makes use of color association to help teach pronunciation; there is a sound-color chart which is used to teach the language sounds, colored word charts which are used to teach sentences, and colored Fidel charts which are used to teach spelling.

The method has many drawbacks. It relies mainly on students is the major shortcoming of the method. The specialized teaching material is not available at all stations. Teacher is passive and has very limited role to play is good but he can't be a mere observer in a language class.

Thus, these are some of the methods implemented for English language teaching by experts. Now a day the most popular method is CALL (Computer Assisted Language Learning). It is widely practiced throughout the globe. There are many more methods put into practice for language teaching but for understanding of CLTM (Communicative Language teaching Method) the discussion is necessary.

2.1.3 ENGLISH TEACHING SYLLABUS

The syllabus for English Teaching in India is developed by respected boards of the states for secondary and higher secondary levels. And for undergraduate and post graduate levels, it is work out by Boards of Studies of universities on the directive guidelines by the University Grants Commission. Most of the papers in the syllabus include forms of literature, major and minor. Short stories, essays, one act plays, poems with all its forms, dramas, and novels. All this is taught in the classes as English syllabus. A very few part of communication is introduced. Comprehension, report writing, letter writing, essay writing, resume, email, information transfer are some of the topics traditionally introduced in communicative syllabus. This has actually no relation with the communicative language teaching method. Its results are horrifying. Students learn by heart the email and reproduce them on the answer sheet. They just don't know reading and are successful in transforming the information from the chapter "Information Transfer" without knowing it.

The syllabus for communicative class in Andhra Pradesh was developed with the help of British council. Traditionally, the syllabi had been organized around grammatical structures and vocabulary units. Communicative class demands communicative language teaching method and communicative language teaching method asks for "Functional- Notional Syllabus." "The functional-notional syllabus

attempted to show what learners need to do with language and what meanings they need to communicate. It organized the syllabus around functions and notions.

Functions are communicative speech acts such as "asking," "requesting," "denying," "arguing," "describing," or "requesting." Notional categories include concepts such as "time" or "location." Notions and functions are different from topics and situations as they express more precise categories." The critic has given an example of a family situation of a dinner for which guests and relatives are invited. In that context the function and the notion may involve "inviting" and "time past" which are different. The functional-notional syllabus laid the ground work that ultimately led textbook writers to organize their substances in terms of communicative circumstances, and some also in very tangible communicative tasks.

Actually, in the base of the communicative syllabus the observation of Jerome lies. He sensed that the students don't learn properly because the teachers do not teach proper stuff. It is wrongly organized stuff that restricts students from learning any language. K. Jerome observed that "the language courses of his day were inefficient, or to propose ways of improving them. The learner who has studied the language for seven years, but who cannot ask for a glass of water, a cab, or a light for a cigarette, is regularly brought on to the stage to justify demands for a radical change in our approach to language teaching."

Linguists have asked for the reformation in teachers, course material, attitude and common sense. He said,... "Better qualified teachers, better course books, a more serious attitude to language learning, and the application of common sense to education" are urgent need.

These were his practical modest suggestions. He was not a linguist. It was and it is always complained that "school-leaver knew grammar and words, but could not use them appropriately; could not express everyday notions, or perform basic communicative functions; lacked productive and receptive skills and strategies; was unable to negotiate meaning successfully: had learnt language on the level of usage rather than use; created text that was cohesive but not coherent; was not successful in relating code to context". This is what a lack of communicative competence. This laid to the demand of communicative syllabus with scientific foundation.

Communicative syllabus is designed to demonstrate to the students the following language functions: greeting, enquiring about health, leave taking, thanking, expressing regret, eliciting and giving information, offering, requesting goods and services, proffering, self-identification, asking for more precise information, confirming what has been said, exhortation, identifying and naming, describing, narrating, giving informal instructions, agreeing to carry out instructions, and enquiring about plans. "'Semantic-grammatical categories' are not neglected: students learn to talk about place and direction, to refer to

states and processes, to describe past, present, and future events, to express concepts related to quantification, and so on. And of course the book provides a year's work on lexis - words and expressions are taught, and the notions associated with them are on the whole clearly demonstrated."

Finally, the course uses the meaning category of situation as an organizing principle. Even if each lesson is designed to teach a specific structural point, it sets out at the same time to teach the language that is appropriate to a common situation. It was a huge challenge before British council and Department of Higher Education, Andhra Pradesh to develop a new model of communicative syllabus for bringing changes. They had to pay attention to the demands of the market. But finally they developed the syllabus. They hired some syllabus from other universities and added their own to meet their needs.

2.2 COMMUNICATIVE LANGUAGE TEACHING METHOD

Communicative language teaching method has communicative approach in its base. Communicative approach emerged during early 1970s. The seeds of this approach can be found in the work of Chomsky in the sixties. Chomsky put forth the concept of "competence" and "performance", which later on were developed by 'Hymes'. Hymes coined the idea of communicative competence, which lies in the center of communicative language teaching methodology. CLTM can be understood as a set of principles about the goals of language teaching. It

observes how learners learn a language? the kinds of classroom teaching activities that best facilitate learning and the role of teacher and learner in the classroom. CLTM is a most popular and result oriented method of English language teaching today. It is regarded as the most effective approach to EFL. The method was introduced in Europe but has spread throughout the world. Even after being popular throughout the world the concept is very difficult to explain and understand. The CLTM does not mean teaching communication. It does not mean neglecting grammar. It also does not mean activities based teaching. To understand it clearly, it is good to understand the history of CLTM.

2.2.1 HISTORY OF CLTM

Among traditional approaches grammar translation method was dominating. Audio-lingual method, situational language teaching method are some of the other methods that come under this category. The second phase classic communicative language teaching has emerged because of failure of audiolingualism and situational language teaching method. The importance of teaching grammar component in the language teaching was challenged and more emphasis was given on other aspects of language ability. It was observed that language ability involves much more than the grammar competence, Rather than producing grammatically correct sentences attention was given to what to say and how to say, to whom to say, where to say. And this includes appropriateness of saying than correctness. Instead of correctness of

sentences focus was on knowledge and skills, appropriateness. The basic principle behind this theory is that linguistic competence is but a sub-division of a greater whole –communicative competence. Language is one mode of communication among others and full communication involves mastery of all codes-gestures, position, non verbal vocalization, use of visual aids and so on.

Hymes observes a fact in this connection that, "a normal child acquires knowledge of sentences, not only as a grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not and as to what to talk about with whom, when, where and in what manner." It is also found in the society that language changes from one situation to other situation. A man saying prayer in Sanskrit at temple may not use the same language for conversation. To simplify more let's say the language used in classroom by a professor is not used at home with a wife. All this resulted into the development of the notion of communicative competence.

The communicative competence includes – linguistic competence, grammatical competence, social competence and strategic competence. Communicative competence becomes the main goal of language teaching than the grammatical competence. Fluency was emphasized than the accuracy. Even accurate pronunciation was neglected with grammar.

2.2.2 PRINCIPLES BEHIND COMMUNICATIVE COMPETENCE

Current communicative teaching approach, CLTM is discussed and analyzed on the principles of communicative competence. It is the history of development of the term communicative competence which can be equated with the development of communicative language teaching method.

Audiolingualism was based on a behaviorist theory of learning and on Bloom Field's theory of linguistics. It was challenged by Noam Chomsky. Chomsky opined that it is impossible for anybody to learn a language by simple repetition and reinforcement. Children also produce their own sentences instead of repeating what adult say. They create their own phrases. They also make systematic errors. They do not learn grammar of the language. All this made Chomsky skeptic about linguistics and psychology. He felt that neither linguistics nor psychology would improve the classroom learning situation.

Chomsky developed his own model on the principles of Saussure. As Saussure differentiated between 'langue' and 'parole', Chomsky differentiates between 'competence' and 'performance'. According to him the inner and ultimate innate knowledge of grammar, presented by everyone is competence.

Hymes Says," …. The acquisition of such competency is of course fed by social experience, needs, and motives, and issues in action that is itself a renewed source of motives, needs, experience. We break

irrevocably with the model that restricts the design of language to one face toward referential meaning, one toward sound, and that defines the organization of language as solely consisting of rules for linking the two. Such a model implies naming to be the sole use of speech, as if languages were never organized to lament, rejoice, beseech, admonish, aphorize, and inveigh, for the many varied forms of persuasion, direction, expression and symbolic play. A model of language must design it with a face toward communicative conduct and social life ...." Utility of language was focused by Hymes. He wanted people to understand language as an instrument. It is an instrument for carrying out different tasks. This discussion leads to the theory of speech as an action- the speech act theory.

Speech act theory has its basic principle that speech is meant for performing action. Use of language is for bringing action into force. It is found that when a father orders his son to go to his mother and bring a cup of tea, the boy goes and brings a cup of tea. The action of the boy is a result of the speech of the father. It is very difficult to investigate and explain logically the relation between the speech and act.

A great thinker John Searle delineates language as functional with its five foremost functions.

1) Representative: - language represents situations, incidents, affairs, weather and so on.

2) Directive: - Human beings get direction from language for leading their life smoothly. It is a kind of a compulsion on them. The commands and requests have directive function

3) Commissive: - it is a kind of a commitment from a speaker to act in a certain way in the future. Offers and Promises fulfill the commissive function of language.

4) Expressive: - language expresses innate ideas, psychology of people and many more things. Congratulating others, apologizing, expressing love the examples of expressive functions of language.

5) Declarative: - language is used to declare or announce. Sentences written or said by judges have declarative function.

This is very interesting that speech can be uttered anywhere but act can't be performed all the time. E.g. it is possible that anyone can order that, 'you are to be hanged by the neck until you are dead.' But the declaration may have no effect because it is not pronounced by a judge and also it is pronounced in the nation where the death penalty was abolished by the government.

Thus the history of communicative competence embodies three main factors, namely- Grammar, Social situation and Strategies.

2.2.3 KEY CONCEPTS OF CLTM

I think it appropriate to refer to the research done for identifying key concepts in "communicative Discourse" by Rossner and Lee. Rossner

and Lee had examined data from 1958 to 1986 from ELT journals to find out key concepts. The data was divided into three phases- Phase one from 1958 to 1973, Phase two from 1973 to 1981 and Phase three from 1981 to 1986. The phases were named as Old Lee, Lee and Rossner. They made a list of key words by analyzing the ELT journal. They searched those journals for word frequency profile. It is true that the data presented by them is quantitative and such quantitative data is of less value in research till the original articles are not referred. Without making reference to the articles from which the key words have been extracted, just to rely on the quantitative data is not sufficient. But the data is still valuable for understanding the discourse regarding communicative language teaching. The analysis of corpora describes that Rossner era articles represent the contribution of writers influenced overwhelmingly by communicative ideas. During this period the communicative ideas were dominant.

The key words found by Rossner and Lee are as following. He has also decided the keyness value of the words with P' at 0.000000000001 level.

Table listing the top twenty keywords recovered from the pilot test: 1980s (Test corpus) versus 1950s, 1960s and 1970s (reference corpus)

Ranking	KeyWord	Keyness (log-likelihood)	Individual keywords within lemma *	No. of	% of texts
1	COMMUNICATIVE	1602.44	COMMUNICATIVE	31	11
2	LEARNER	1433.04	LEARNER	11	3
3			LEARNERS	32	11
4	STUDENTS	1217.86	STUDENTS	58	20
5	ACTIVITY	1171.25	ACTIVITY	14	5
6			ACTIVITIES	27	9
7	TASK	907.97	TASK	15	5
8			TASKS	13	4
9	STRATEGY	890.10	STRATEGIES	17	6
10	TEXT	627.11	TEXT	29	10
11			TEXTS	16	5
12	INTERACTION	607.27	INTERACTION	13	4
13	SYLLABUS	588.85	SYLLABUS	17	6
14	COMPUTER	567.39	COMPUTER	10	3
15	THEIR	561.07	THEIR	20	7
16	INFORMATION	506.64	INFORMATION	17	6
17	ESP	463.16	ESP	9	3
18	VIDEO	444.67	VIDEO	11	3
19	CLASSROOM	390.33	CLASSROOM	17	6
20	ESL	389.75	ESL	12	4

Communicative, activity, task, learner and syllabus are the foremost key words discussed by most of the linguists. Here in the above list, it is evident that communicative and learner or students are the chief key words in the discussion of communicative language teaching.

Form the above chart we can draw the following conclusions.

1. Communicative, activities are in the center of the CLTM.

2. The method is more student or learner centered.

3. It focuses on the major changes in the syllabus.

4. Tasks or strategies are important aspects of CLTM

5. Interaction is essential

6. Technology is helpful for the method. Computer is the foremost tool of the CLTM.

7. Videos are required

8. Classrooms need changes. Etc.

The above mentioned research of Lee and Rossner present the lexical value of key words and their occurrence in the articles in the following chart. COMMUNICATIVE is the top most items in the keyword list. It is ranked as the most outstandingly frequent item in the Rossner. COMMUNICATIVE outranks by far every other item in the list.

Collocations of word "COMMUNICATIVE" in "New Lee" (Lexica Items Only).

Order	Order before non-lexical words removed	Word	Log likelihood Relation	Total in Corpus
1	1	COMMUNICATIVE	2831.438	243
2	2	COMPETENCE	605.06	62
3	4	ACTS	122.2618	13
4	5	FUNCTIONS	102.5798	14
5	6	VALUE	87.83189	14
6	7	LANGUAGE	76.04003	38
7	9	FUNCTION	66.76273	11
8	11	SITUATIONS	58.31796	12
9	13	TEACHING	46.85792	20
10	14	NEEDS	37.02306	9
11	15	LINGUISTIC	36.37487	10
12	16	DEVELOP	36.10015	7
13	17	ACTIVITY	35.03187	8
14	18	SKILLS	34.56966	9
15	19	ACTIVITIES	34.44662	8
16	20	USE	33.15868	15
17	21	DEVELOPING	28.56639	5
18	23	SITUATION	25.52738	8
19	26	APPROACH	23.58376	7
20	27	REAL	23.41986	6
21	28	PURPOSES	22.61287	5
22	34	TEACH	14.4933	5
23	35	MEANS	13.75889	5
24	36	PARTICULAR	12.97621	5
25	38	ITEMS	12.38026	5
26	40	IMPORTANT	11.58851	5
27	42	FOREIGN	10.84064	6
28	45	LEARNERS	9.080215	5
29	46	DIFFERENT	8.648719	5
30	47	SAME	7.967008	5

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Collocations of word "COMMUNICATIVE" in "Rossner" ("Lexical" Items Only).

Order	Order before non-lexical words removed	Word	Log likelihood Relation	Total in corpus
1	1	COMMUNICATIVE	11463.18	737
2	3	APPROACH	904.6204	103
3	5	COMPETENCE	581.2405	60
4	6	ACTIVITIES	429.5912	53
5	9	SYLLABUS	349.0902	43
6	13	TEACHING	264.8118	60
7	14	APPROACHES	238.3675	25
8	15	LANGUAGE	238.1159	74
9	16	ACTIVITY	219.2494	31
10	19	METHODOLOGY	163.1231	19
11	21	NON	123.2695	22
12	23	FORMAL	114.3776	17
13	24	FUNCTIONS	112.014	15
14	25	PERFORMANCE	107.8417	16
15	26	CORE	107.6841	12
16	28	PURPOSE	105.0933	17
17	29	MODULAR	103.9645	9
18	31	MATERIALS	88.56381	17
19	33	TEACHERS	84.84667	24
20	36	VALUE	79.63	13
21	38	SKILLS	72.40909	15
22	40	INTENT	69.9447	6
23	41	ESP	69.90624	9
24	42	DEVELOPMENT	66.90236	12
25	45	DESIRE	61.61533	8
26	46	COMMUNICATIONAL	56.72986	5
27	48	FUNCTIONAL	54.65394	8
28	49	INFORMAL	53.34737	7
29	51	SYLLABUSES	52.66367	7
30	53	EVALUATING	52.03648	6

The above charts present detailed study of the communicative language teaching method. Thousands of magazines and books are referred to draw the conclusions on the important words related with CLTM. If it is recognized that the Keyword data assembled here do indeed correspond to something of the 'aboutness' of the Rossner corpus, then the most noticeable conclusion that can be drawn from these consequences is that 'communication' or more specifically 'Communicative-ness' are the concepts that, above all others, obsess contributors during the Rossner period. On the basis of these findings, it might even be said that the concepts embodied by these terms could be seen as characterizing the discourse of the period. Howatt, as we know, the leading writer in the field of British ELT history, has characterized the history of the early movement as one 'dominated by a single powerful idea' that idea being 'communication'.

Communication is the vital point in the teaching and learning process of language. Communication is to be taught. If language teaching fails to develop communicative ability among the students, the teaching is inadequate. Communication necessitates communicative competence. The term communicative competence is discussed in the next part.

2.2.4 COMMUNICATIVE COMPETENCE

The ability to activate the knowledge about language in a communicative event is known as communicative competence. All the

critics and theoreticians, especially those in the field of applied linguistics, after years of theoretical and empirical research on communicative competence have reached an agreement that a competent language user should possess not only knowledge about language but also the ability and skill to activate that knowledge in a communicative event. COMMUNICATIVE is not merely the top item in the keyword list, ranked as the most outstandingly frequent item in the Rossner. COMMUNICATIVE outranks by far every other item in the list.

Theoretically Communicative competence is a complex term with a rich internal and external structure. Effectiveness and appropriateness are subordinate terms to describe the internal structure of the term. Describing the term in terms of knowledge, motivation, emotion, and behavior is the part of external structure. A person when we say he or she knows a language, therefore, he or she must know "when to speak, when not ... what to talk about with whom, when, where, in what manner

2.2.5 ACTIVITIES FOR CLTM

CLTM is a practical method of teaching language. It needs strategies. The main strategies for teaching and learning are development of activities than mere use of black board and chalk. Linguists have developed many games to teach different aspects of language. It has made the teaching learning process pleasant and fascinating. It encouraged meaningful language use. Because of the

proper arrangement of the themes a store of topic related items were built up. The content was developed according to the psychology of the learner. The activities also added fun in the process. These activities may be called as enjoyable, achievable and motivate learners because they enable them to be successful according to their ability. The artist who developed these activities believes that "A spiral moel which recycles language, together with an awareness of higher-order thinking skills, has enabled us to cater for learner's cognitive development." These activities made learners think and communicate at ones.

The activities focused chiefly four skills of language, listening, speaking, reading and writing. Building blocks of language, vocabulary, pronunciation and grammar are the main concerns of these activities.

2.2.6 ENVIRONMENT IN CLTM CLASSROOM

Actually, Patrick Larkin believes that "the great thing is that learning environments shouldn't look like just one thing. We need to look at what a learning environment should look like for each group of students, or one particular student." According to him in the communicative classes, "the conversation needs to continue, especially for those of us who never had these opportunities in our own learning experiences. We need to almost unlearn what we've done previously to open our minds up to the capabilities here. That's why the students are a great resource. These are the conversations we're having, and they are the most exciting conversations you can have". He advocates that

conversation is indispensable and teachers should amend their minds for conversations.

The communicative class demands an energetic environment. A teacher is not an authoritarian. He is a facilitator. Students actively participate in the process of learning. Teachers initiate the activities. Communication is at the focus. Environment is created for communicative language teaching. It is not generally available.

To create environment many a time help of technology is taken. Computers, tape-recorders, television, videos, CDs etc. are used so that students get motivated. Motivation to the students for acquiring the basic skills of language is very important. Students motivation and respect maintaining is most crucial.

Recently, a concept of ALC (Active Learning Classroom) is coined and applied in the field of communicative language learning and science. It is a student centered, techno-rich learning environment. It offers a unique teaching and learning environment. Students' satisfaction is the chef gain of the ALC. An ALC in University of Minnesota has following features. Large round tables with places for nine students are placed in the classrooms. Each table supports three laptops, with switching technology that connects them to a fixed flat-panel display projection system, and three microphones. There is a centered teaching station which allows the instructor to select and display table-specific information. Multiple white boards or glass-surface marker boards are

distributed around the perimeter of the classrooms. Thus, a unique techno-centered environment is created of CLTM.

A critic finds following shortcomings of the ALC environment.

A. a space with no front or focal point

B. Noise and other distractions that may impact individuals with certain learning disabilities

C. Mastery of the technology.

2.2.7 BARRIERS AND LACUNAS IN CLTM

CLTM has also some barriers and challenges. Here is a list of objections taken against the communicative language teaching method are given.

1. A critic Hadley brings to the notice that defining CLTM itself is difficult and impossible.
2. CLTM is an approach with unprincipled eclecticism changeable from teacher to teacher.
3. It is not as per the education setting because education must take place in a peculiar socio-cultural environment and excellent teaching practices are always rooted in socially constructed environment.
4. CLTM Teaching and learning materials are not developed with considering the local and culture specific needs of learners.

5. Communicative curriculum fails to "reflect a realistic analysis of the actual situation within which the language teaching takes place."

6. The method is unsuccessful "to understand the cause of the problem and run the risk of overacting and losing something valuable in the process."

7. Teachers are dependent on intrinsic traditional teaching practices.

8. Teachers do have not the necessary knowledge of the target language.

9. The method is not supported by sufficient teacher training, communicative language resources and proper learning atmosphere.

10. Teachers are practicing traditional grammar translation method in the communicative classes. They don't comprehend the realistic connotations of the method.

11. Li, a Korean research scholar proved that CLTM faces the following challenges due to teachers

A. Deficiency in spoken English

B. Deficiency in strategic and sociolinguistic competence

C. Lack of training in CLTM

D. Few opportunities for retraining in CLTM

E. Misconceptions about CLTM

F. Little time for and expertise in material development

12. As per the same scholar the method has following problems because of students.

A. Stumpy English proficiency

B. Little motivation for communicative competence

C. Resistance to participate in the class.

13. There is inconsistency between CLTM as a theory and its practical incarnation in the classroom.

14. CLTM as a method does not consider the students' past educational habits. Because it was demonstrated by the academicians and linguists that if communicative and non-communicative activities are combined in English classrooms, it bares better results.

15. Research on CLTM should be linked with classroom practices.

16. CLTM should have understanding of individual students and their learning needs, desires, styles and strategies as well as the teaching material, local conditions, the classroom culture, college culture, etc. this is known as "contextual analysis" of the teaching and learning process, which according to Bax does not exist in the CLTM.

17. Social and cultural contexts are of vital significance in second language learning that are ignored by CLTM.

18. According to a scholar and critic Swan "communicative approach over generalizes valid but limited insights; it makes

exaggerated claims for the power of novelty of its principles, it misrepresents the currents of thoughts it has replaced, it is often characterized by serious intellectual confusions. It is choked with jargon, etc."

These are some of the barriers or challenges before the communicative language teaching method.

CHAPTER 3: METHODOLOGY

This chapter gives account of the research methodology used in this study. It contains detail procedure of the study, including research design, research tools, selection and description of the partakers, setting, instruments used for data collection, data analysis and credibility of the study.

3.1 RESEARCH DESIGN

The present study is qualitative and very little part is quantitative, the methodology followed is mixed methodology. Data collection procedure is from both the methodologies and hence both types of data analysis procedures are also implemented. Both qualitative and quantitative data is given precedence. Use of both qualitative and quantitative data analysis procedure helps researchers to draw on all possibilities. It also provides a broader perspective to the study. Quantitative data gives authenticity to the qualitative data described and qualitative data describes the quantitative data in all aspects. A researcher believes that, "Using both forms of data allows researchers to simultaneously generalize results from a sample to a population and to gain a deeper understanding of the phenomenon of interest."

The present study, "Introduction of communicative English course as a compulsory subject at under-graduate level in Andhra Pradesh colleges; a study" suits to the mixed methodology. It helps to explain the survey questionnaire filled by the teachers and students. The interviews

taken are explained with the qualitative methodology and presented in quantitative way too. A core feature of mixed-method research methodology is the introduction of triangulation to authenticate data. This serves to assure reliability in exposing research results. Triangulation is defined as "the collection and comparison of data from two or more separate observations or illustrations of the behaviors being studied". This was a most important tool used in this study to gather data. Data were collected through written survey questionnaires and interviews with the partakers. The use of these two data collection tools facilitated to confirm both the answers in the questionnaires and interviews.

3.2 PARTAKERS

Partakers in the study for data collection procedure were 30 English teachers from 30 institutes and 90 students from the same institutes. They have filled up the questionnaire and ten of the teachers and 15 students were interviewed. The participants for sampling were chosen from both urban and rural parts of the Andhra Pradesh. Most of the teachers chosen have participated in the British Council training. I met most of them in Osmania University, Hyderabad during the refresher course.

The partakers are of different age groups. As the study is limited to the under graduate level naturally the participants are limited to the same level. Most of the participants are contacted online or in person.

The students are mainly contacted personally by the researcher. The male female ratio is not maintained for the teacher participants but it is managed for the student partakers. There are 23 male teachers and only seven female teachers but among students the ratio is 42-48. The following charts will elaborate in detail the partakers.

AGE GROUP OF SURVEY TEACHER PARTAKERS
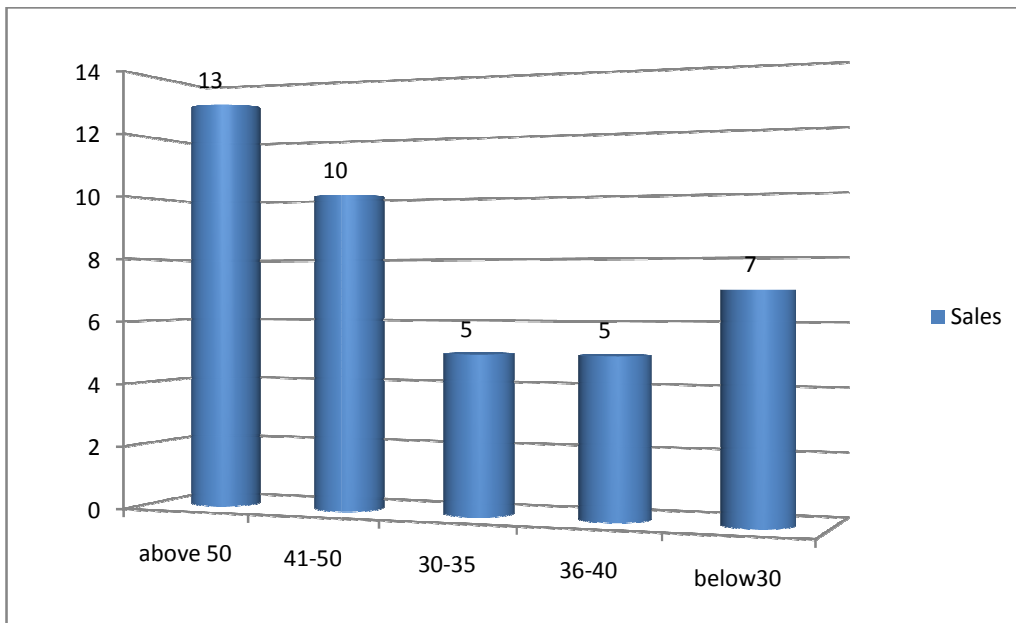
The teacher partakers chosen for sample survey are of different age groups. 18 percent among them are below 30 yrs. Age. They are comparatively young and had very stumpy experience. Thirty two percent teachers are above fifty years of the age and have vast experience. The teachers between the age group of forty and fifty are twenty five percent. The total number of teachers who may be called as senior teachers is more than fifty five percent. Twenty five percent

teachers have moderate teaching experience. They are between the age group of thirty one and forty.

The overall selection maintains the balance of experienced and inexperienced teachers. It gives researcher a chance to study the whole generation of teachers. The old aged and young teachers chosen for sample survey represent different generations which together make a whole generation of teachers.

STUDENT PARTAKER'S EDUCATION QUALIFICATION
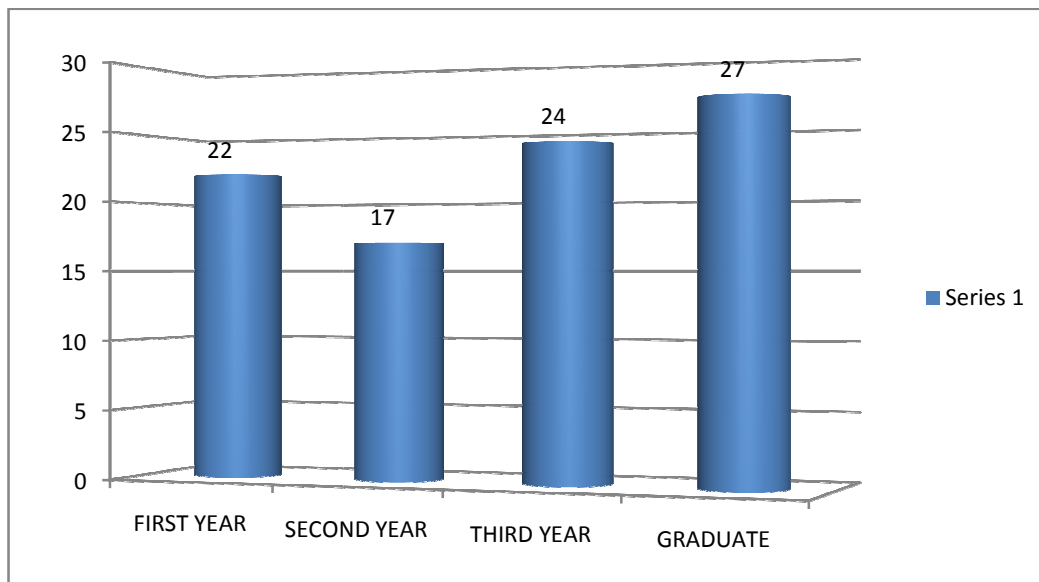
Equal importance is given to the selection of students for the sample survey. All students are under graduate students because the study is limited to the under graduate level. Under graduate courses in India are three year courses, except engineering and medical courses. The survey and the study is limited to the BA, B.com, and B.Sc. courses. Students chosen are form all the three years of the degree course. There

percentage is amost same. It is around twenty five percent. Remaining twenty five percent students are those who have just completed their graduation. They may be in a better position to explain their experience of the communicative method and communicative English class and its results with their contentions.

**MALE FEMALE RATIO OF TEACHER PARTAKERS IN SURVEY**
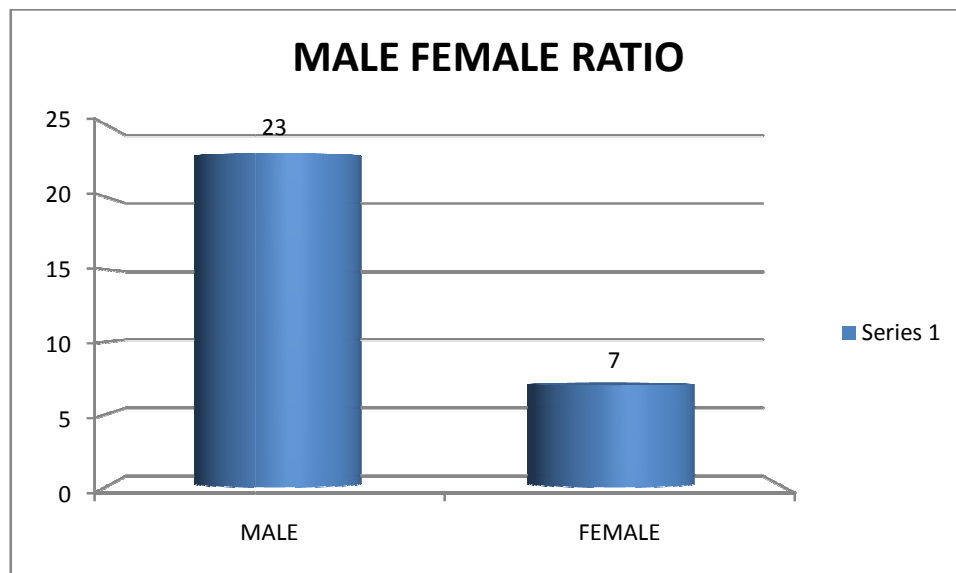
Majority of partakers involved in the survey are male. Only 23 percent woman partakers have participated in this survey. It is because the employment ratio of women and men. The employment ratio of men and women in India is 78.9% to 18.1%. The selection was made on the basis of total male and female teacher in the institute. Balance is maintained in selection at institute level, but it got imbalanced as a whole. Even though it seems imbalanced it does not affect the result or the findings of the study.

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URBAN RURAL PERCENTAGE OF TEACHER PARTAKERS
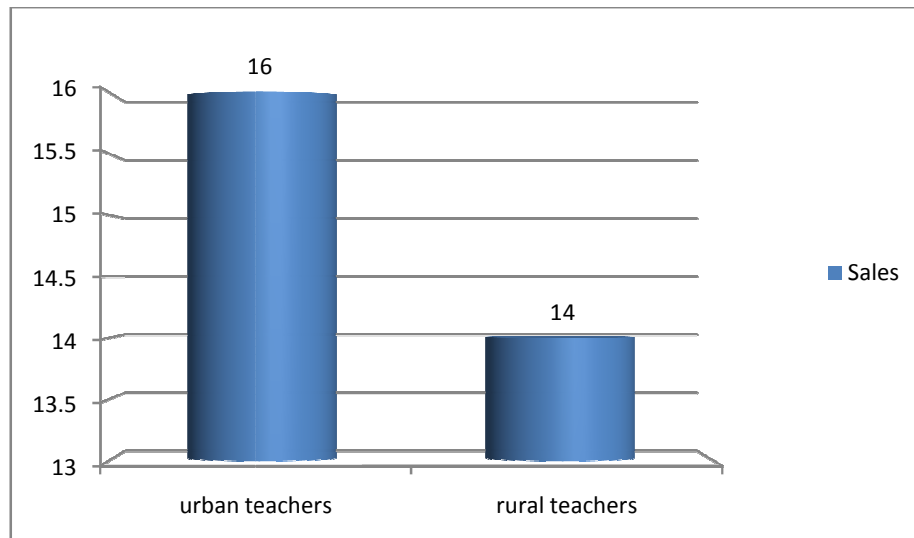
Urban rural ratio of the teacher partaker is around 50 % each. To be very specific it is 47 % urban and 53 % rural teachers were selected for the sample survey purpose. The percentage is maintained so that the clear picture of the state education policy regarding communicative English classes and CLTM should come out from the research.

URBAN RURAL STUDENT PERCENTAGE
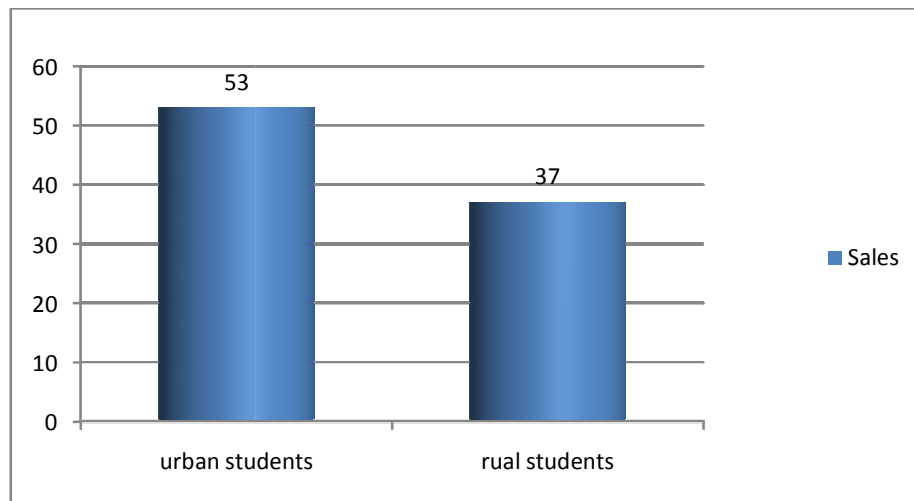
Though the same number of schools has been selected for collecting data from urban and rural area the percentage of students selected is different. The reason behind the difference lies in the nature of students. Being shy and reserve rural students hesitated to participate and to articulate. Still sincere efforts have been put to sustain the balance. It was in the end that 59 % urban and 41% rural students were selected.

While analyzing the data care was taken that equal value should be considered of the urban and rural students' opinion.

TEACHING EXPERIENCE OF PARTAKERS
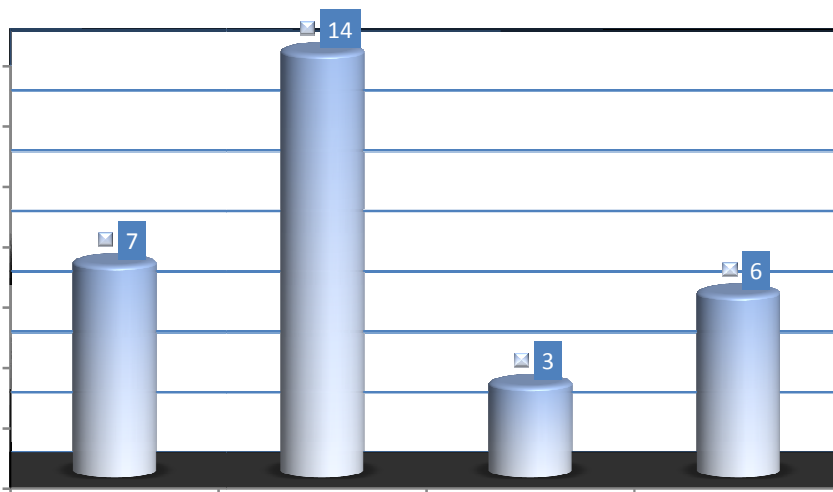
The only area where the researcher failed to preserve the ratio is of teaching experience. As the survey questionnaire was ready, special attention was given to choose the schools so that the decided ratio of teachers experience would be preserved. It was expected that 25 %

representation would be given to all the groups but the schools selected have no availability of teachers as per the need. Teachers' recruitment is associated with the age of school. Naturally teachers were selected as they were available.

The teachers selected are grouped into four categories. Teachers with 0 to 5 years experience, 6 to 10 years experience, 11 to 15 years experience and above 15 years experience. There is no separate group of teachers with 20 + years experience because they are all equal in the eyes of higher education department. All of them are given same pay scale by University Grants Commission and state government.

3.3 RESEARCH TOOLS

In this study, mainly two research tools have been employed.

 1) Survey questionnaire

2) Interviews.

These tools helped teachers and students to express themselves in a better way and their experience about CLTM in their own terms. They were free to express their cultural, social, administrative, economical, political constrains. These research tools are known as tools of mixed method. Research methodology scholars think that "this is the most appropriate research methodology to be used for this type of study". It was helpful to record the experience of the teachers and students regarding CLTM and its use in the classroom. It also helped to know post implementation result of CLTM in communicative English classes.

3.3.1 WRITTEN QUESTIONNAIRES

Questionnaire is a tool for accumulating large amount of data swiftly and reasonably. The researcher wanted to accumulate data from various places and persons which was suitable only through questionnaire. Also, the strength of questionnaire normally comprises precision, simplification and convenience. Although the questionnaires more often than not founder in examining complex social relationships or complex patterns of interaction, its reliability and consistency are its real strengths. Its suitability of implementation in any situation is the most unique characteristic.

In this study, data related to the observations of the teachers gathered by means of the questionnaire was further strengthened via face-to-face interviews. The written survey questionnaire used in this study was designed for teachers and students in communicative English classrooms from colleges in Andhra Pradesh. Questionnaires were given to the thirty teachers and ninety students to explore the difficulties and challenges that they encounter in the communicative English classrooms. The questionnaire occupied both open-ended and closed-ended questions.

The survey was divided into three main parts. The first part of the questionnaire is dedicated to the personal information of the partakers. Every kind of personal information including teaching experience for teachers and studying class for students is included in this section. The

second part dealt with college information. Especially it tried to seek information about the location, infrastructure, strength, workload per week, role of British council in development of content for the colleges according to their local needs etc. Most of the part of the information gathered in this part is analyzed at the beginning of this chapter.

The third section of the questionnaire is about methodology in practice in the classrooms of the target area. Questions pertaining to their knowledge of methodologies and CLTM are set. Problems and experience of the teachers in implementing the CLTM in communicative English classes was the main focus. Their training experiences were asked. The feasibility of application and effectiveness after implementation of the methodology was a point of concentration while seeking information. It was also asked that how can they define CLTM as their tool of developing students.

For the students the third section was in relation to their communicative English classroom experiences and experiences of the CLTM. It also focused on the content part and teachers' role. As a facilitator, how teachers are helpful for students. Does the content create conducive environment? How they enjoy the CLTM as methodology was reviewed. Their difficulties and opinions are also taken.

3.3.2 INTERVIEWS

Ten partakers from group of teachers and fifteen from student partakers were interviewed. Caution has been taken that from each

college at least a teacher or /and a student is to be included among the interviewees. The interviews were neither formal, informal but were semi-structured interviews. Interview is a special way of collecting information. It allows interviewers to go beyond the slandered answers and can even challenge the question. The questions being open-ended they felt free to deviate from the stereotype answers. The interviews helped to understand the various shades of CLTM from the speeches of the interviewees.

Twenty to thirty five minutes were given for every interview. Teachers and students were briefly explained the questions and time was given to them to contemplate on the question. This helped to make the interview more conversational. Some additional questions were also asked pertaining to their responses to questions which they answered without any hesitation. The aspirants were enthusiastic in sharing their personal views and experiences which they felt that are not included in the questionnaire. Very few participants felt uncomfortable about some questions. Those questions were not stressed. Partakers were at their ease to answer the questions.

All the questions were open ended and focusing on methodology and its implementation related issues. All the teacher speakers were quite fluent in English and hence there were no communication barriers. Students were made clear at the beginning that they may use Hindi to answer their questions. Undergraduate level students in Andhra Pradesh

colleges and in Indian colleges are not so fluent in English to express themselves. They are mostly bilingual. But they were completely understood.

3.4 DATA COLLECTION PROCEDURES

The data collection procedure began with preparing a list of higher education institutes in the state of Andhra Pradesh. A list of teachers was also prepared by searching on website and by directly contacting the institutes through telephone. There was a list of more than fifty teachers with the research scholar who had participated with the researcher scholar in a refresher course conducted by Academic Staff College, Osmania University, Hyderabad.

All the departments of English were sent a concept letter. Selected teachers were requested through mobile call and email to participate in the sample survey. Those who gave their consent were sent a questionnaire through mail or email as per their willingness. A personal visit was arranged to explain them the nature of the study and to encourage them to participate in the study. The participants were informed that their participation in this study was strictly voluntary and any information obtained in connection with this study and that could be identified with them would remain confidential and would be disclosed only with their permission. It was also made clear that there were no known physical, psychological, social, or legal risks in this study

beyond those of ordinary life. Furthermore, it was highlighted that there was no cost to the participants for participation in this project.

The survey questionnaires were received from them in the course of six months time. Those who did not replied were contacted and requested again. Then a request letter was sent to fifteen colleges seeking permission for visit. While visiting these colleges semi structured interviews were taken. Some of them were recorded. Only ten colleges allowed for the visit. Again an effort was taken for getting permission from the colleges. Some of the questionnaires were collected by visiting the colleges. This whole procedure was done with taking care of all ethical measures.

3.5 DATA ANALYSIS

The information gathered was read carefully and in detail. The prepared notes on the questionnaire were also studied cautiously. Partakers' perceptions were understood and analysed. Through this a meaning was investigated, an attempt was made to structure the data collected and was put in order. Very minute details were observed while interpreting data. Questionnaire data analysis included the analysis of both closed-ended and open-ended questions. The closed-ended questions were analyzed with the help of the statistical tools. A help was taken of SPSS (Statistical Package for the Social Sciences). Charts were prepared. The descriptive data was analysed to bring the comprehensible picture. Patterns were identified. Content analysis technique was

employed in analyzing the qualitative data. Frequency calculations were used for quantitative data analysis.

Content analysis enables researchers to shift through large volumes of data with relative ease in a systematic fashion. It also allows inferences to be made which then can be corroborated using other methods of data collection. Patterns were developed, themes were identified, comparison was made and the final results were prepared using interview responses.
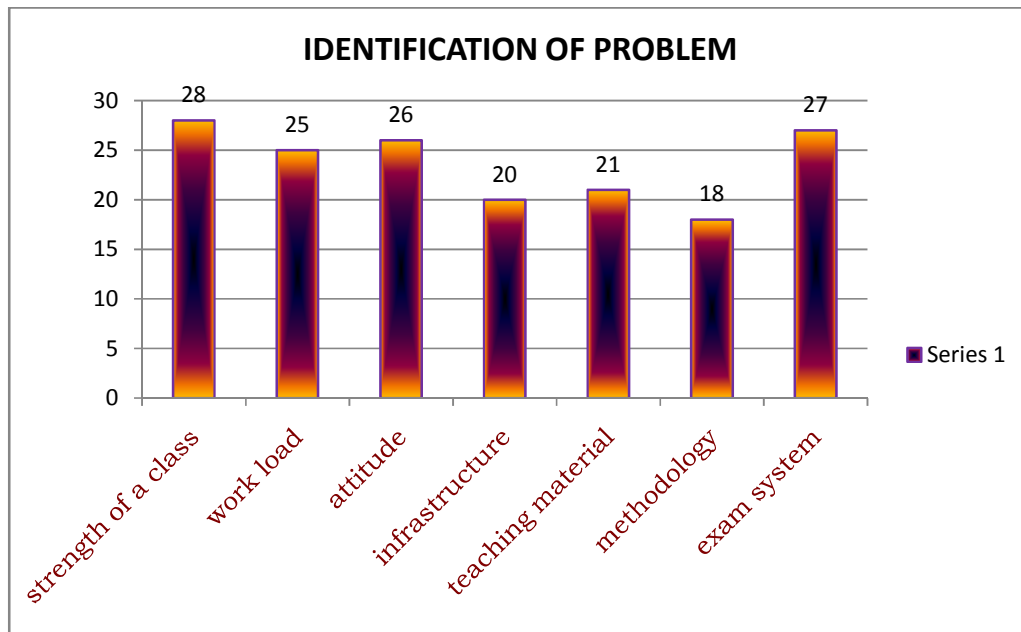
CHAPTER 4: FINDINGS OF THE STUDY

4.1 ROLL OF BRITISH COUNCIL AND ANDHRA PRADESH GOVT. IN ELT

APSCHE (Andhra Pradesh State council for Higher Education) and British Council have worked out a plan for development and implementation of communicative language teaching method in Andhra Pradesh. It was utilitarian approach of the state authorities. They wanted to capture the market of English by giving training to the young generation pursuing graduation. They have kept an eye on call centers. The huge demand of call centers for trained young people to communicate in English with understandable accent was a motivational force behind the policy development.

It is an observation of a renowned linguist that "The changing role of English, the liberalization of the economy, the opening up of the market and the increasing employment opportunities for English-knowing educated Indians have made the English language acceptable to a vast majority of Indians in contemporary India. Familiarity with English has become India's selling point in the international market; the 'English advantage' that India has, thanks to Macaulay and the colonial legacy, is being appreciated by many in India, even by populist politicians who were earlier inciting their followers and the masses to chant Angrezi Hatao, particularly in the northern parts of India. All shades of opinion now favor the learning of English. At last, the whole of India is at peace with English because it has become a global language."

4.2 IDENTIFICATION OF THE PROBLEM

The problems identified from the questionnaire and interviews are mainly problems of teachers' attitude, classroom organization, and large enrollment, lack of material and time, mismatch between curriculum and assessment and poor communicative abilities of the students. Major problems are shown in the chart below. The chart is a summary of problems. These problems are verified from students and teachers questionnaire. Most of the problems mentioned below are invoked by teachers. These are problems of communicative classrooms. Communicative language teaching method is facing these problems. The number mentioned on the bar refers to the number of teachers having that opinion. There are many more other problems but foremost are listed below.

IDENTIFICATION OF PROBLEM

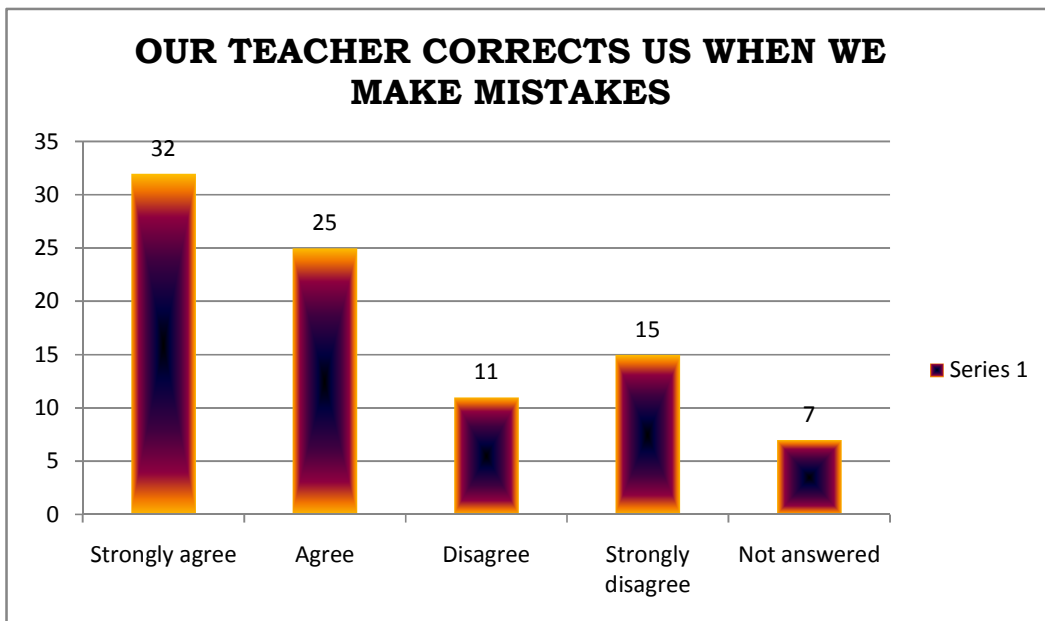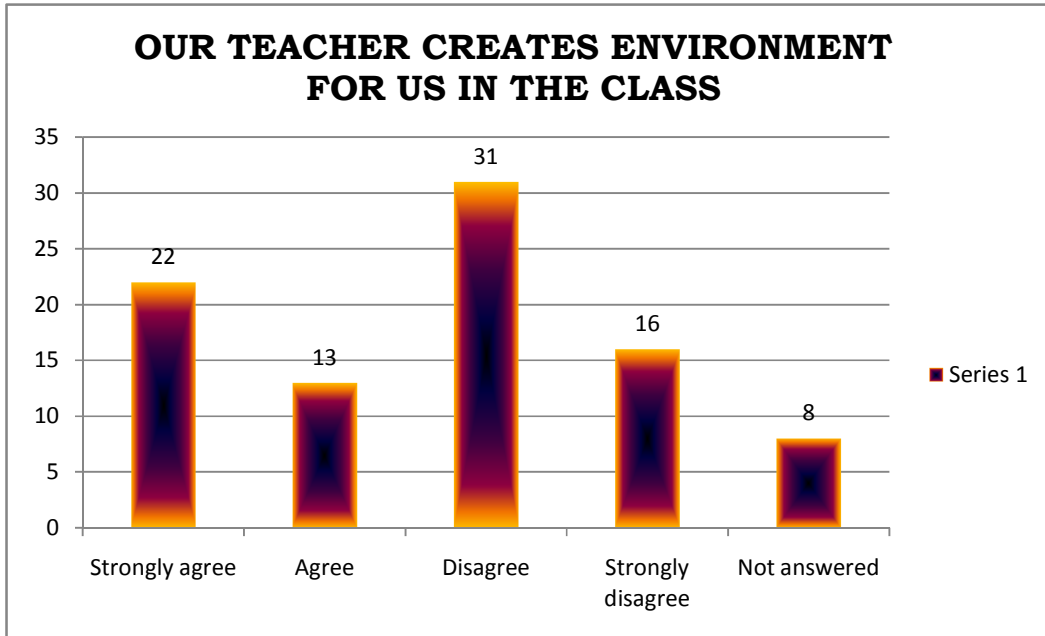| Category	Value
strength of a class	28
work load	25
attitude	26
infrastructure	20
teaching material	21
methodology	18
exam system	27

Series 1

The thirty teachers selected for data sampling for this study were from rural and urban areas of Andhra Pradesh. The above chart clarifies that teachers in Andhra Pradesh are facing similar problems in rural and urban area. Teachers from urban and rural area have reported the same difficulties. Problems of large classrooms, workload, and exam system are mentioned by almost ninety five percent teachers. Problem of attitude towards teaching and learning English with communicative method is associated with teachers' and students' attitudes. Teachers found that students' poor communicative ability is the problem. Students are shy and reserved and don't participate in activities voluntarily. Around eighty three percent teachers have the opinion that students are poor in communication.
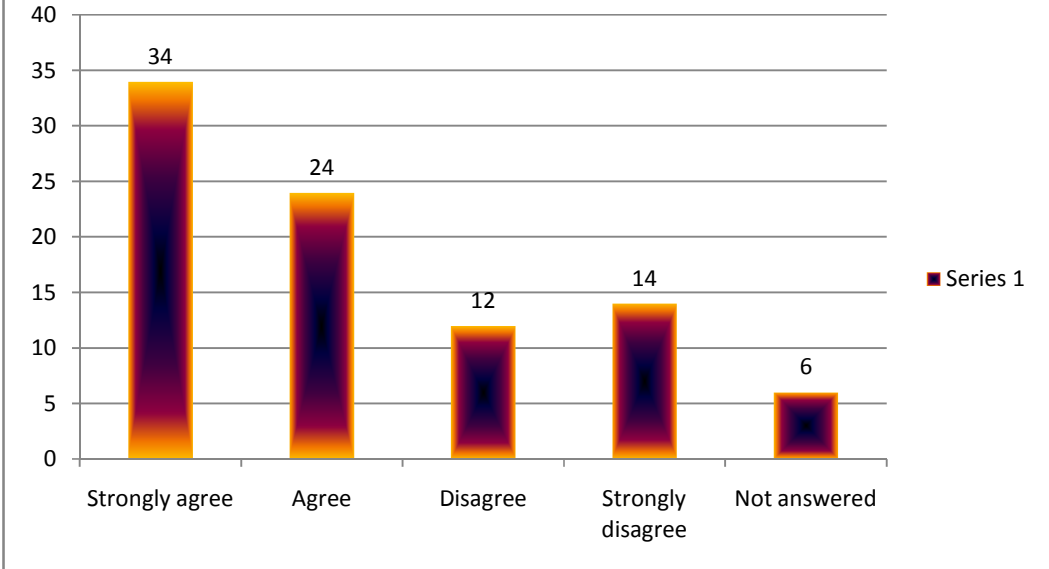
The second part of the problem of attitude is related with teachers' ability of teaching. How many teachers understand the communicative language teaching method is very interesting to know? What teachers understand about CLTM and its principles is shocking. When students were asked about teachers ability and competency fifty eight percent students answered negatively.

The following charts will be helpful to understand the minds of the students. The charts are arranged from the questionnaire filled up by students. The purpose of the students' questionnaire was to verify the teachers approach and to come up with new fresh conclusions. These charts are made from simple questions asked to students about

CLTM and teachers role in communicative class. The first chart asks a question that what type of environment is created in the classes by the teachers.

OUR TEACHER CREATES ENVIRONMENT FOR US IN THE CLASS

Strongly agree	Agree	Disagree	Strongly disagree	Not answered
22	13	31	16	8

Series 1

OUR TEACHER CORRECTS US WHEN WE MAKE MISTAKES

Strongly agree	Agree	Disagree	Strongly disagree	Not answered
32	25	11	15	7

Series 1

OUR TEACHER IS ALWAYS EXPALINING US GRAMMAR RULES

Strongly agree: 34
Agree: 24
Disagree: 12
Strongly disagree: 14
Not answered: 6

Series 1

OUR TEACHER ENGAGES US IN COMMUNICATION

Strongly agree: 15
Agree: 12
Disagree: 24
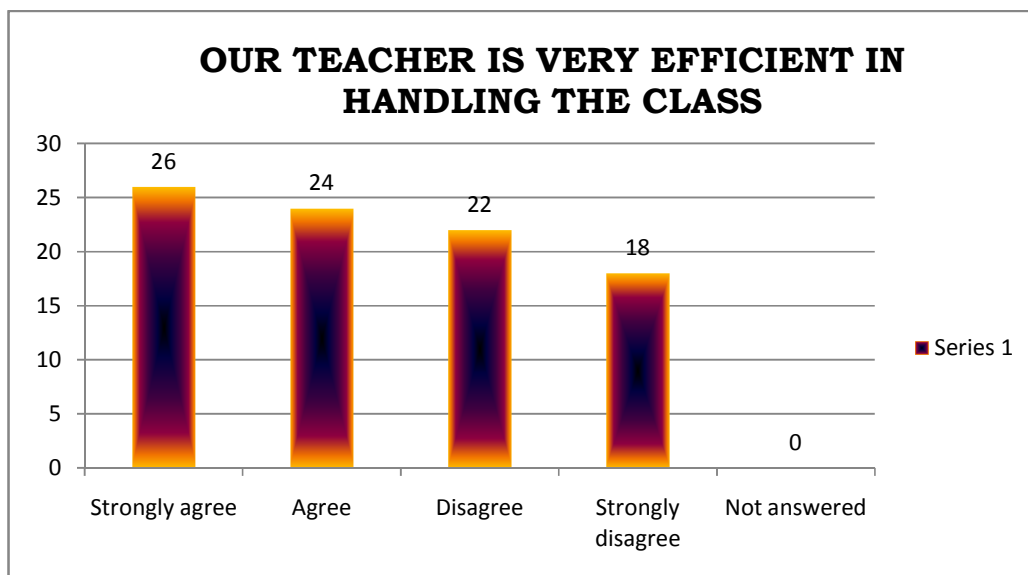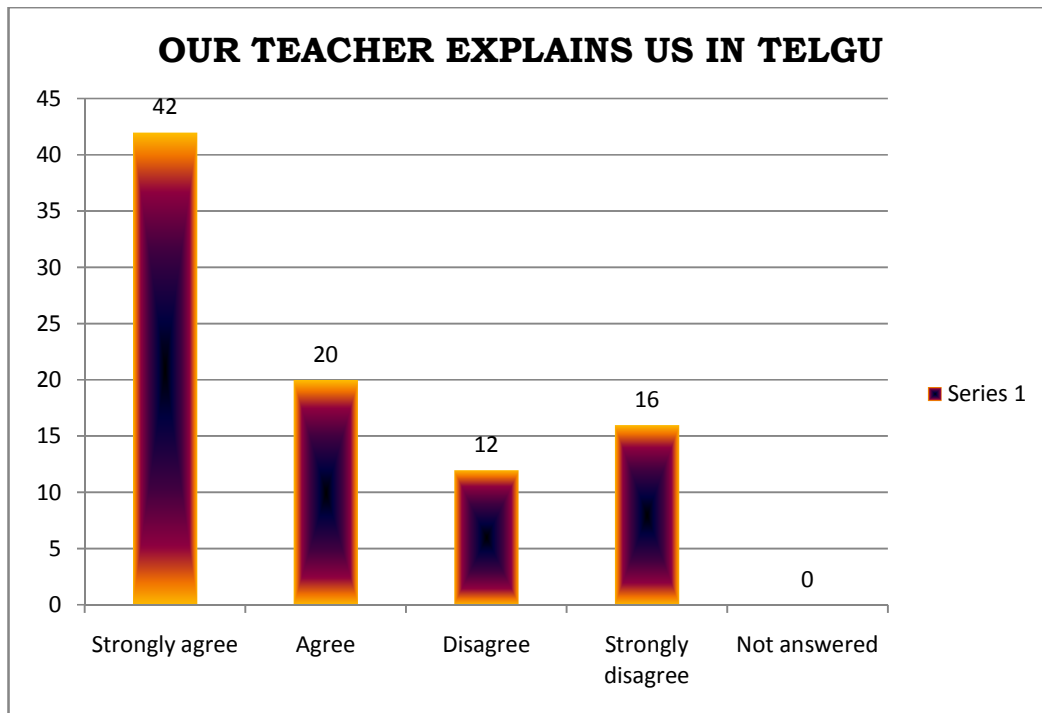Strongly disagree: 36
Not answered: 3

Series 1
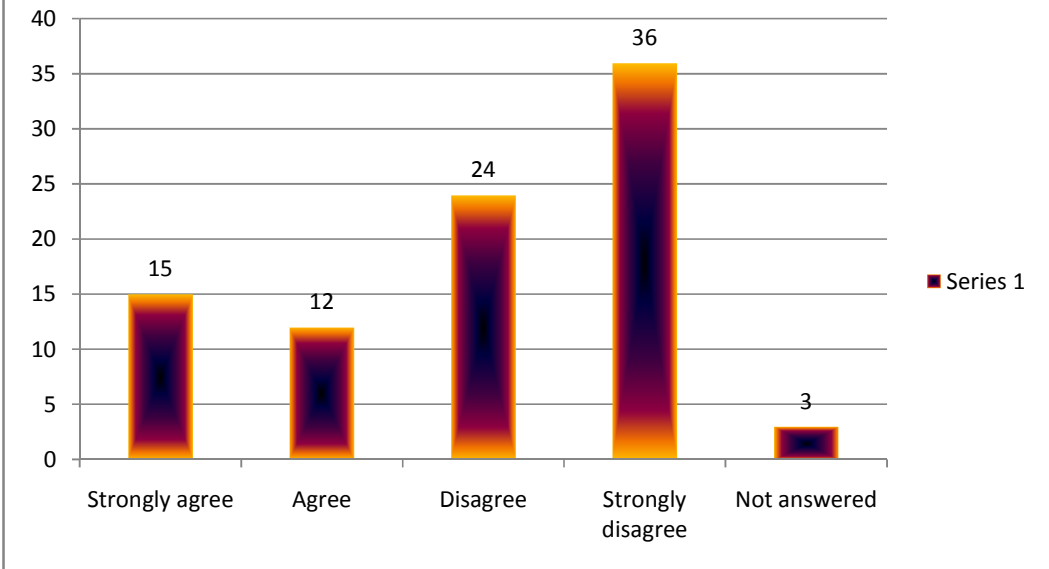
The above charts clearly advocate that some unsuitable phenomenon is working in the class while implementing CLTM. Teachers' correcting mistakes of the students, whenever needed is a part of Grammar Translation Method and not CLTM. The traditional method is dominating in the Indian education system. When teachers correct mistakes of students in the classes, it has obviously depressing impact, which results in sending other students collecting strength for speaking in their broken language on a back foot. It is a fact that even students prefer teacher's monologues. "They are not ready to take risk and are not self-confident. They are afraid of making mistakes and losing eminence. They needed to be 100% sure before answering the questions. Some students know the answers, but they are too shy to speak in front of the class. They like learning grammar, using textbooks and relying on teachers to explain everything in the textbook. Their job is to write down everything in note-books. Otherwise, they do not think they are learning a language." Even after considering the above mentioned facts, as a part of pedagogical decision about implementing the CLTM, teachers should not explain grammar rules in the classes.

Abscond the topic of grammar and concentrate on communicative activities. Most of the students are of the opinion that communication is taught in non-communicative way. There is a lecture on communicative activity. A teacher reads it and translates it for the students. Conducting

an activity in a class is not only difficult but many a times becomes impossible due to the following problems- Problem of class size, problem of timing of the class, problem of proper material, problem of classroom size, etc. students are shy and reluctant to participate in the activities is a universal problem. Teachers don't try to introduce activities in the classes. It is assumed that such classes are in accordance with communicative language teaching method. It can't be accepted.

The following chart shows that most of the teachers are efficient in handling their classes. Students favour the teachers. When a student was asked that, "what is your opinion about your language teacher? The student replied promptly a Sanskrit verse "Grurbrahma guru Vishnu..." it means that a teacher is an incarnation of God. This is sufficient to know that how much socio-cultural factors influence the minds of Indian students when it comes to opine about a teacher. It is taught from the nursery that teacher does no wrong.

OUR TEACHER IS VERY EFFICIENT IN HANDLING THE CLASS

Category	Value
Strongly agree	26
Agree	24
Disagree	22
Strongly disagree	18
Not answered	0

Series 1

OUR TEACHER EXPLAINS US IN TELGU

As per the above chart more than two third students agree that their teacher explains them in their mother tongue, Telgu. Very few students, especially from urban area denied that their teacher uses translation method for teaching. These charts clearly define that there is a difficulty in the implementation of CLTM from teachers' point of view. When seventy percent students agree that they are explained in Telgu we can't expect the results of CLT method. Though students agree that their teachers are efficient in handling the class they also confess that their teachers seldom engage them in activities. Teacher corrects mistakes of the students is against the science of the CLTM.

The research mainly aims to find out the problems of the teachers, hence concentration is given to the teachers problems.

4.2.1 SIZE OF THE CLASS

Strength of the class
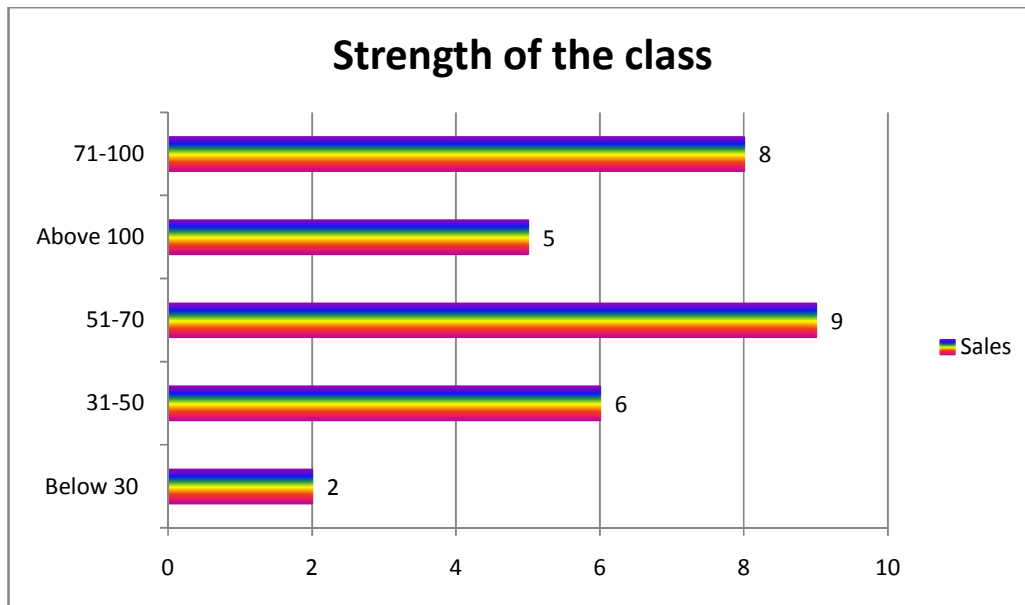
According to the national survey of higher education in India, the average strength of the class in Andhra Pradesh Colleges for is 69.33 students per class. The national average class size is sixty students per class extendible up to 120 students. In comparison with national average colleges in Andhra Pradesh have somewhat large classes. There situation is still better than situation in other states of India. The higher education scenario of India is crowded with large number of students in classes. These students are taught every subject for four lectures of forty eight minutes each per week. But, it is pointed out by Holliday that "oral participation is very difficult to ensure in classes over certain size". It is a true that a communicative activity is the soul of communicative language teaching method. These activities can't be conducted effectively in a class of 69 students. It is very difficult for students in a class to

move around and participate in communicative activities. "In addition, the class size constrains the effects of CLTM activities and degrades the quality of teaching since communicative activities are quite time-consuming. Even though such methods as group discussion, pair work and language labs might help resolve some of the problems appearing in a large class, the teaching quality of language education is still under threat."

The difficulty of giving attention to every individual student is a big problem. When size of a class is so large teachers are always under pressure. They are willing to complete the syllabus in the allotted, limited time. They only pay attention on selective students in the class who are bright and grasp what is going in the class quickly. Actually those students who can't grasp fast need more attention. But they are totally neglected. Such students should be cared and concerned. It is observed that "in using CLTM, only good students can cope and cooperate and many teachers have to teach at the expense of the majority of low level students."

4.2.1.1 DEFINING A LARGE CLASS

What is the parameter that will allow us to consider a class size as large or small in CLTM? It may have subjective answers. Hayes says....."There is no quantitative definition of what constitutes a large class, as people's perception of this varies from context to context...." In India also some schools and institutes like IIT and NDA think a class of

30 students as a large class. In some of the departments of state and central universities class of 60 and above students is considered as large one. This class may be regarded as extra large in most of the foreign universities. Thus, at different places and at different times, there are different notions of a large class.

Finally, we can say that idea of a large class depends on the teacher and situation; it does not depend on exact number of students in it. A researcher says "the large class is one with more students than the teacher prefers to manage and available resources can support." It means that large class means an overwhelming problem for the teacher. The major troubles expressed by teachers are – the class goes out of control, classroom activities are hard to arrange, it is impossible to communicate, etc. taking into consideration the views and complains of teachers, a scholar Hayes classifies the problem of teaching to large class size into five types-

Problem because of the physical constraints

Problem to control

Problem of paying attention

Problem of motivation

Problem of evaluation

These problems are mainly technical, physical and psychological. With careful analysis Hayes dares to come to a decision that there is a

possibility of quantitative decision on the issue of the ideal class size. He opines that ideal size of a class of a language is at most 30. He argues that then only students can have good chances of communication. It is also said by Kennedy and Kennedy that "it is difficult to control the happenings in the class when the number of group passes a certain number". Harmer too thinks that "classes with extra students bring difficulties to both teacher and students and also to the process of teaching and learning". A teacher is restricted to be dynamic and creative in the large classes. Students don't get the warmth needed for learning with knowledge from teacher. It becomes difficult to have eye contact with students sitting on the back benches. Inexperience teachers have discouraging experience in the class. A critic Locastro has labeled this problem as pedagogical.

Some critics think that the problem of class size is a technical problem which demands more strategies. Large classes do not pay attention on students' individual interests is a matter of worry. Students get very limited chance of speaking and participating in the activities in the large classes is an impediment for their oral development of English. Indian situation and particularly Andhra Pradesh situation is worse than this because there is no chance for students to speak in the class and participate in the activity. In a class of forty eight minutes how much time can a teacher take to introduce the topic and give students to speak when there are around seventy students? Seventy students in a class and sixty students in a language laboratory at a time with very

limited resources is a tricky situation for a teacher to control. Along with the problem of discipline these classes fail to satisfy all the needs of students who have different interests and potentials and qualities. It has totally failed to conduct activities because of time and space and size. Teachers in no condition are able to evaluate students personally and in time. They can't give feedback on the state of every student.

Critics also observe that large classes have some advantages like-more students mean more ideas and more opinions and possibilities, large classes provide richer human resources and greater opportunities for creativity, large classes provide more opportunities of interaction with fellow students, they are also helpful for teaching cooperation.

This discussion is endless and as every coin has two sides large classes too have opportunities and drawbacks. But we can't neglect the fact that large classes are more problematic in Indian context where most of the students are passive. Teachers have to be very creative for handling such classes. They have to take extra efforts. Efficacy of teaching and adopting teaching strategies is a part of teaching methodology. Strategic teaching may turn the challenge into opportunity. Developing an instructional strategy is must for this. "If we use multimedia properly, it can solve our problem", is the opinion of a Chinese research scholar.

How much the suggestions given are applicable in Andhra Pradesh depends on the mind set of teachers along with environment around

them. This research conveys facts that due to the class size implementation of CLTM in Andhra Pradesh is a huge challenge.

4.2.2 TEACHERS' WORKLOAD

Teachers' workload per week
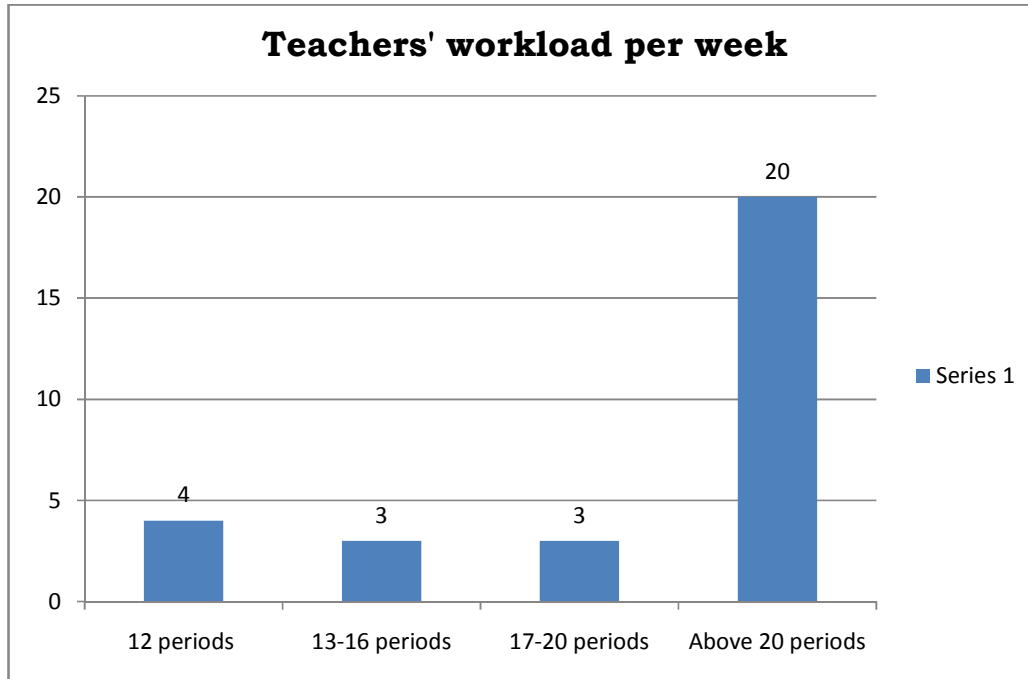
The problem of teachers' workload is multi dimensional. It was surveyed that almost all teachers were complaining about the time allocated for the CLTM class. They expect more time for the CLTM class to conduct activities. Presently forty eight minutes time is given for a period and four periods per week for every subject and English is not exception for it. English teacher has to complete his syllabus in forty periods of a semester. The course gets eighty periods. An average time for development of each skill out of four basic skills is twenty periods of forty eight minutes. 960 minutes or sixteen hours time is given for development of a skill.

Second aspect of the problem is related with actual workload of a teacher. A teacher needs to teach five courses per semester. All courses have same weightage. He needs to ponder upon all of them. Every day he has to conduct at least four periods of forty eight minutes on different courses. The teachers who teach in colleges where English is not taught as special subject may have less periods but average teachers have to attend four periods per day. Psychiatrists agree that total teaching capacity of person cannot go beyond four to five hours per day. Ideal teaching capacity is around three hours and forty minutes according to the survey of "OECD. Argentina, Indonesia: UNESCO Institute for Statistics (World Education Indicators Programme). China: The Ministry of Education, Notes on the Experimental Curriculum of Compulsory Education, 19 November 2001." It is apparent that teachers are teaching in the Andhra colleges with their maximum potential. In this scenario even if academicians approve practical periods for English subject taught with CLTM, government will not permit to fill the post immediately. The situation is already worse in Andhra Pradesh because most of the teachers have to conduct more than twenty lectures per week as is shown in the above chart.

The third perspective of the problem is related with practical workload. It is a demand of most of the English language teachers that teaching work load should be counted taking into consideration practical workload. It is really hard to decide the practical workload for communicative skills is true but some practical sessions are to be added

75

in the course. This has not happened in the case of Andhra Pradesh. CLTM is introduced with traditional method of teaching timing and workload. Thus, it is one of the major problems of implementation of CLTM.

4.2.3 TEACHING MATERIAL: HEAVILY-LOADED PROGRAM

A heavily loaded program is another major factor to be considered while studying the issue of implementing CLTM. It is natural tendency of the teachers worldwide that they put emphasis on completing the syllabus. It is also desirable by their authorities. When teachers have to cover the textbooks, it becomes farce to expect them to be vigilant about the implementation of the methodology. Teachers can't be attentive regarding development of skills among the student. As CLTM demands task-based teaching, how teachers can implement this when they are pressurized to complete the syllabus. Instead of organizing two activities in the class, they prefer single for a topic. Thus, students are ignored because of teaching material.

One of the teachers in an interview opined that while conducting activities in class we need at least three cycles of every activity. Then only students understand the activity and participate properly. He said if the syllabus asks to conduct three to five activities on every topic and we need to carry three cycles of them, it's simply impossible for any teacher. It's true because theory and practical always differs. Another teacher drew attention on variety of topics. Variety is good but to certain extent.

Sometimes the topics prescribed demoralize the motivation and interest of the students. Generally rural students find urban topics dreary and vise a versa. Teachers mechanically implement the methodology when students support is negative. Most of the language exercises prescribed are solved by teachers only. The reason is constraint of time for teaching vast syllabus. Students support is negligible and the burden of completing all the topics and exercises pressurized the teacher to accelerate the speed. Teachers also skip the essential language activities necessary for developing productive skills of the students like reading and speaking and writing for the sake of grammar activities. The grammar activities are scoring for students in the examination.

Rarely teachers give time to practice language in the classroom. Students are never asked to write on any topic before the teacher. Teachers ask them to write regularly but only the answers for the exam. Teachers are told to create student-centered classrooms, promote creativity, authenticity and so on. But, in current situation most teachers, when required to finish the all points in the syllabus in limited time, skip pair work, group work, or most of the communicative activities.
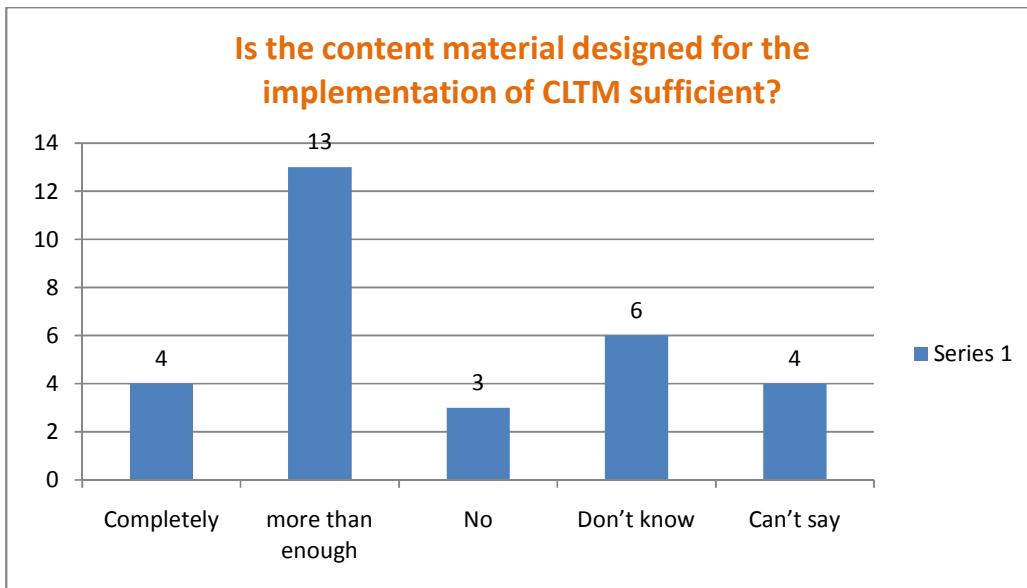
The program designed for developing the communicative competence of the students in Andhra Pradesh is very heavy according to the teachers. There is a prescribed book "A Course in Listening and

Speaking –I and II and III". The book II is divided into four parts namely

1. Listening skills   2.Speaking Skills   3. Communication Skills

4. Telephonic Skills.   These parts include six, eight, four and six sub topics respectively. Each sub topic consists of six activities. Now we can imagine that how difficult it is for a teacher to cover this syllabus. I don't find any teacher even touching the appendixes given in the books for extra activities on listening skills.

The issue also relates with the authenticity of the teaching material. The material developed for implementing CLTM should be authentic for practicing in the classes by students and teachers. This authentic support for activities in the form of study material is available to teachers and students.

This is observed during the visits to the institutions. The material available is sufficient. There are good number of magazines and audio visual material found in the English departments. This is not utilized completely. But, the outside private classes in the Hyderabad city and some of other cities of Andhra also have well furnished digital and online facilities for teaching skills. They have ample availability of the study material and are using the material to its extreme. They are giving visible results. This is not found in the case of Govt. aided colleges in Andhra Pradesh.

Is the content material designed for the implementation of CLTM sufficient?

Category	Value
Completely	4
more than enough	13
No	3
Don't know	6
Can't say	4

Series 1

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The above chart makes it clear that teachers have ample available material but whether it is authentic or not is a question. Teachers are confused regarding how to implement the prescribed material. The authenticity is a question because activities should draw learners' attention to the sociolinguistic, authentic, functional use of a language for meaningful purpose.

4.2.4 INFRASTRUCTURE: TECHNICAL CHALLENGES BEFORE STUDENTS AND TEACHERS

The supporting facilities or equipments like computer, language laboratory software, copier, scanner, video recordings, CD's and DVD's become a challenge for the students and teachers and institutions as well. Funds made available for higher education is not sufficient. Steps towards implementation of CLTM are costly and complicated. At every
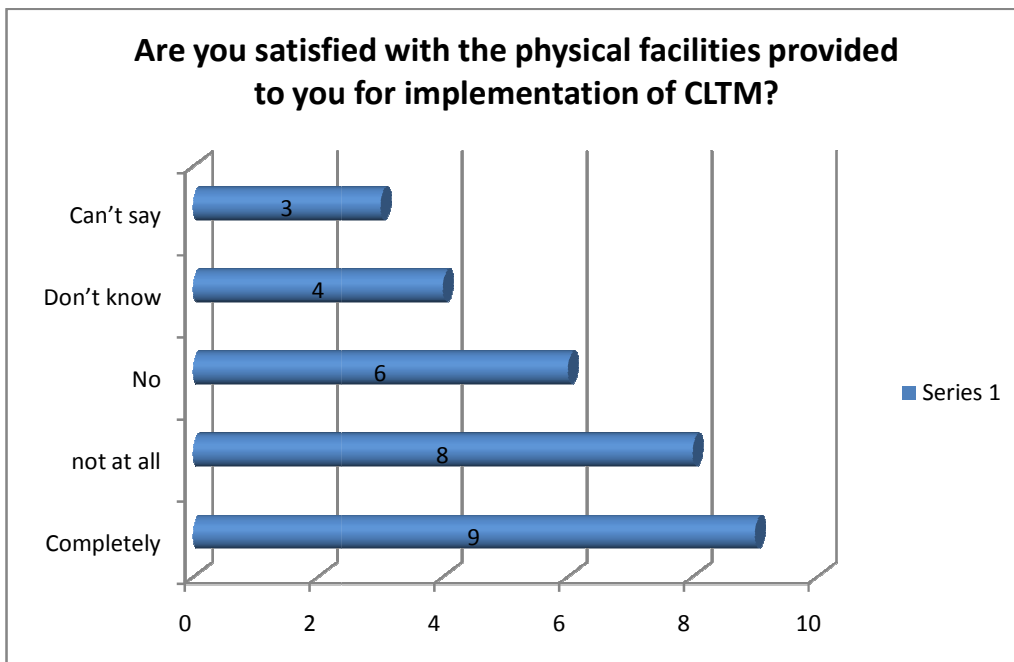
step like photocopying study material for students, giving training to teachers, buying electronic study material need money.

Apart from the financial requirement the problem is also associated with the complications because of mechanics. Handling machines does not come under purview of every common student. There is no appointment of technician in the colleges for handling language laboratories. Teachers and students are not competent in handling machines. The computerized labs have facilities of recording, playing, sending the recording etc. Though all this is made easy by the software developer but when problem arises due to multiple handlings it demands technician. The technician is hired by most of the colleges. The time taken for hiring the technician and repairing is very arduous.

It is also observed that most of the teachers are reluctant about a shift from traditional to technical. The technical expertise is the main problem for teachers. The below chart shows that around fifty percent teachers are not satisfied with the technical facilities given to them. The most shocking fact found in this survey is that nearby twenty five percent teachers are not able to talk about the technical, physical facilities. Even after getting explained that whether they are satisfied with the classrooms and language lab and other amenities in the class, they remained numb. They are unable to cope with the techno-centered education system.

Most of the teachers complained about the size of the class. The physical size of the class does not suit for implementation of CLTM. It was the observation of the researcher that most of the class rooms were of the size of around 40 square miters. The students in the class are more than sixty. There is not one square miter space for every student in these classes. In this situation conducting activities becomes impossible.

Following chart shows that teachers are not satisfied with the physical facilities or they don't know about it. Around twenty five percent have not answered the question. Researcher has explained this question to most of the teachers with a foot note but still they failed to answer. The reason is perhaps the phobia of communicative class and communicative language teaching method. It may be explained as a relevant topic separately.

Are you satisfied with the physical facilities provided to you for implementation of CLTM?

Category	Value
Can't say	3
Don't know	4
No	6
not at all	8
Completely	9

■ Series 1

4.2.5 DISPARITY IN EXAMINATION PROCEDURE AND TEACHING MATERIAL

This is a common problem found in all nations and at all times associated with CLTM. The grammar based examination system fails to evaluate the communicative competence of the students. Evaluating speech, reading and listening of hundreds of students is not possible within a day or two scheduled for the practical examination. Practical examinations have secondary importance in the schools and colleges in Andhra and India. Out of hundred marks maximum forty marks are allocated to the Practical examination. The change in examination from descriptive answering to multiple choice questions is more hazardous because it does not test the writing ability of the students. Students are not taught speaking because it is not assessed. Reading is never tested. Listening is subjective and very difficult to test. In this way examination is not at all related with the skills taught.

The text books and the final examination are contrary to each other. Text books focus on speaking, listening and writing which has not been incorporated in the examination. A teacher reported that…….

"The biggest problem is examination. What we are teaching is not testing. The text books demand something and examination asks for something else. .."

It is a fact that the system to evaluate four basic skills of language is not yet developed or known to the academicians. In this contradictory

scenario teaching becomes difficult for teachers. If what is taught has no examination value then what is taught and what is not taught is equal. Even students and parents disregard this type of teaching. They want marks in exam and employers too desire for higher marks. This leads to question bank preparation for marks. It was horrifying for the researcher to find question bank of communicative English subject in the market.

4.2.6 STUDENTS' POOR COMMUNICATIVE ABILITIES

One of the key challenges in practicing communicative methodology in teaching English language is students' poor communicative abilities. Students are shy and reserved and rarely participate in classroom activities due to fear of speaking. They never come up with their opinion even if are enthused to do so. Most of the students started learning English from fifth class. They are taught with traditional grammar translation method, popular in India. Even the teachers who taught them at school levels are not properly trained. This resulted into submissive reception of the classroom activities without asking questions. This passive nature of students continues up to college level. At college level students are aspired to speak and listen. They do try very honestly. But the foundation on which they stand, does not allow them to do so.

Second and third year students are somewhat competent but they are indisposed of using it outside the classroom in the real life situations. The CLTM demands voluntary participation of the students

and in Andhra context students need to motivate to participate in activities in the class. This is again a challenge for the methodology and its users. This challenge may be overcome in the coming days when the students learning English from the first slandered will get enrolled in the colleges. English medium schools newly flourishing in rural part of India will also help the CLTM.

The traditional teaching and learning process does not emphasize on developing communicative abilities. The major focus is on memorization in the traditional method. Students memorize the rules and even facts. It is the agony of the educational method. The impact of this is rather negative on the students. Govt. and academicians are creating ample opportunities to develop communicative competence of the students; the actual scenario is not satisfying. Using internet is the best medium of developing communication. Students can write, read, order, chat, comment and etc. on internet. This will give them a chance to improve their communication. But it's a fact that "students with poor communicative abilities" are evident and it is a problem for implementation of CLTM in Andhra Pradesh.

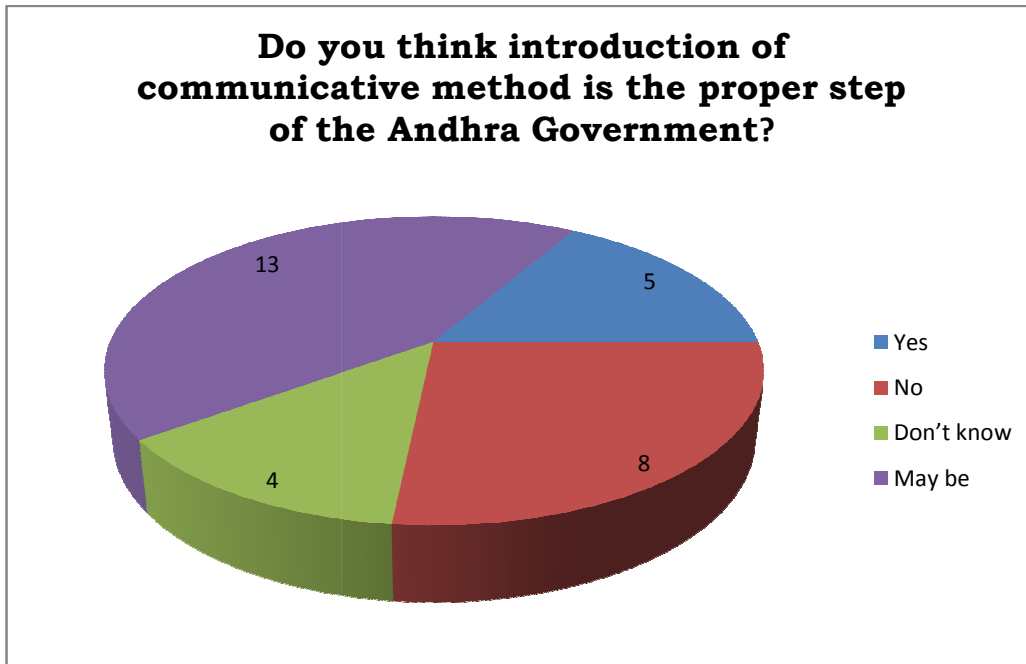**4.2.7 PROBLEM OF MOTIVATION FOR STUDENTS**

This problem relates with the methodology. Students are motivated for learning English because it's a market language. It's a language of opportunities. It's a door to success. It's a window to the world. Everyman is inspired when he realizes that he has opportunity to

get materialistic benefit out of something he will do. A student will also get motivated by job opportunities English will open up for them was anticipated by the policy designers. English learning will attract them due to its social status was desired. But it remained only an ideology. Most of the students were enthusiastic at the beginning but later they changed their minds. The researcher found that it is because of their carefree nature.

Language laboratory with CD's and software remained stationary while the college verandas were full. The change in the mind set of students is noticed. Teachers are trying their level best for motivating the students but students are found indisposed. Students are more interested in securing more marks in examination. They are not as fascinated as they should be in acquiring the basic language skills.

Most of the teachers reported that "…the most important problem before us is that how to motivate students. Students think that they won't answer questions because they don't want to learn English. Now how can you motivate these students." The same experience the researcher has when he interviewed the students. Most of them were of the opinion that this will not assist them in exam hence its unimportant for them.

4.3 METHODOLOGY: DIFFICULTIES AND CHALLENGES IN IMPLEMENTING CLTM

Do you think introduction of communicative method is the proper step of the Andhra Government?

- Yes — 5
- No — 8
- Don't know — 4
- May be — 13

The difficulties and challenges in implementing CLTM are manifold. Difficulties are mainly divided into three categories. Problems related with methodology, problems related with teachers and problems related with students. As per the survey most of the teachers accept that CLTM is necessary for English teaching in global framework. The step of introducing CLTM in Andhra Pradesh Universities and colleges is a legitimate decision. Around sixty percent teachers greet the decision of introducing CLTM. Thirteen percent are unable to make decision on the issue. Those who are against the policy are twenty seven percent. The reason behind their resistance is related with their doubt about the facilities available or physibility of implementation. They are not actually

against the methodology. The interpretation of these difficulties and challenges will make apparent the facts.

4.3.1 TEACHER-RELATED DIFFICULTIES AND CHALLENGES

Teachers and their approaches is an imperative factor of CLTM. It is the teachers who have to bring changes within and outside. Teachers have many difficulties. Studies have concluded that "Teachers didn't want to implement CLT principles because of their educational and cultural views." Apart from educational and cultural problems, other problems that teachers have are explored in this section.

Teachers when asked about their experience of CLTM, most of them are contented with the theory. More than sixty percent opined that it's good for the students and teachers as well. Only twenty three percent believed that it's not satisfactory. Actually the difference of opinion has its roots in the difference between the CLTM policy implementation in Andhra Pradesh and experience of CLTM. The experience is slightly bitter than the principles. The facilities provided are insufficient and hence some of the teachers feel that CLTM as a theory does not suit to the socio- cultural environment of the Andhra Pradesh.

The only aspect which is beyond the appreciation of the researcher is the attitude of thirteen percent teachers that they can't say anything about their experience with CLTM.

Your experience with CLTM is
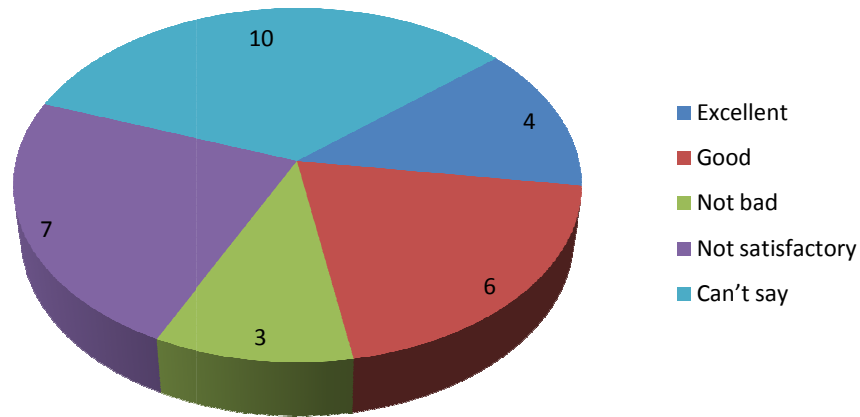
The major difficulty is located in understanding of teachers about teaching methodology that they are operating. Teachers should be aware of the different teaching methodologies. More than seventy percent teachers are aware of different methodologies of teaching English. But authentic report confirms that teachers have very limited knowledge about theories and especially CLTM.

Following extract will enlighten us about teachers' confusion.

"……………English language teachers are assigned with the task of producing learners with high English competence. They are always confused in making a decision that which methods of language teaching can help their students to be more proficient in English. Some teachers believe that old language teaching methods like Grammar Translation Method and Audio Lingual Method still works well and seems effective

for their educational purposes but some of them believe on modern language teaching approaches like Communicative Language Teaching Methodology (CLTM) and Task Based Language Teaching approaches which are focusing on communicative competence of the students………"

Are you aware of the different language teaching methods?

- Yes, fully
- Only necessary
- Somewhat Introductory
- Not at all
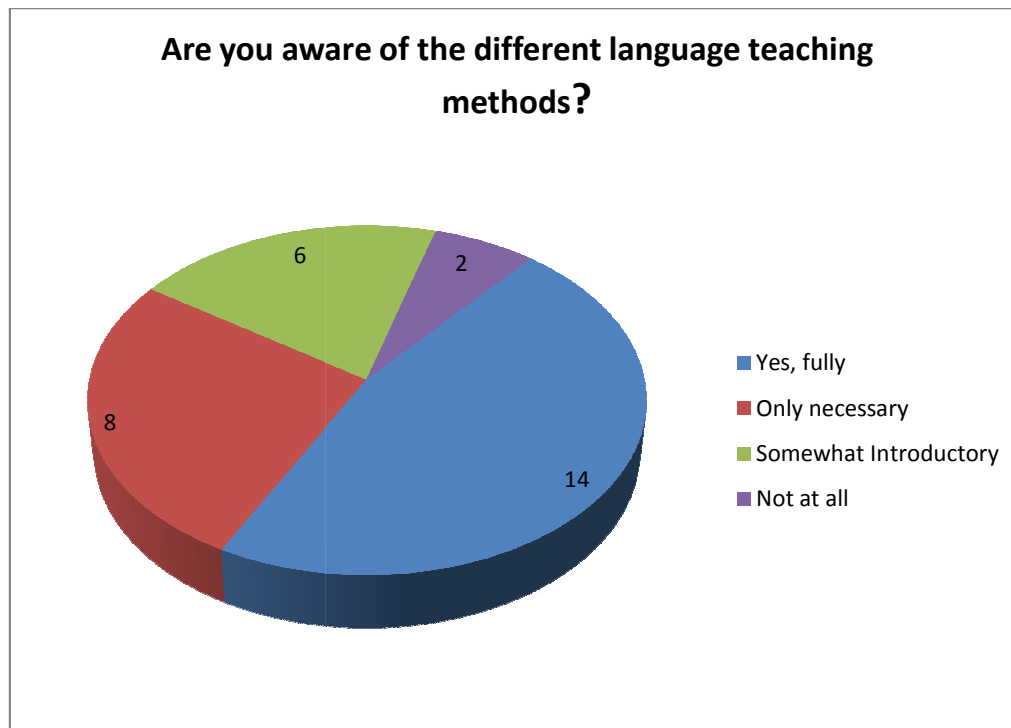
This chart confirms that teachers are aware about different methods of language teaching. Survey through interview illustrates that teachers are not totally ignorant about the language teaching methods. But it is also true that they don't the exact principles of those methods. They have not experimented with those methods.

The following chart was introduced intentionally to test the theoretical knowledge of the teachers.

Communicative language teaching method focuses on
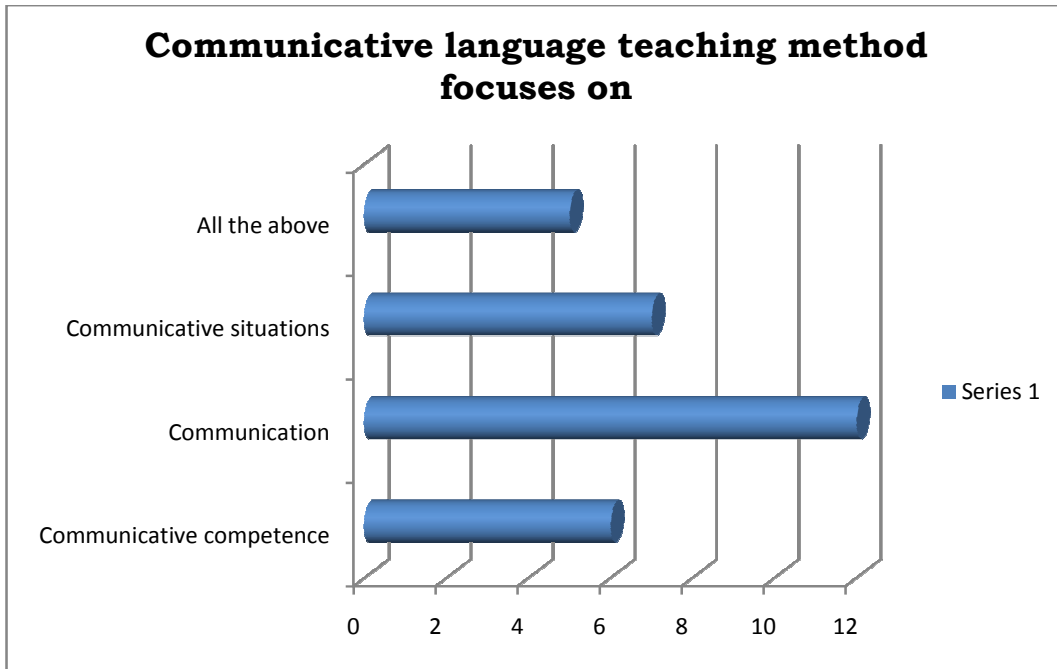
The most important feature of CLTM is communicative competence. A critic of CLTM says that "one of the most important features of CLT is that, this approach mainly focuses on the function of the language in real life situation context and it helps learners to learn the language in an authentic context." Another critic believes that "CLT has four distinguished dimensions comparing with old language teaching approaches namely grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Grammatical competence relates to the grammatical and lexical knowledge of the students which can be increased during the implicit instruction of grammar trough the CLT approach, Chomsky called it as linguistic competence."

In this background the answers of teachers in questionnaire and in interviews are incongruous. The question allied with importance of the role of teachers in connection to CLTM has satisfactory answers. Most of the teachers think that teachers play a major role in the implementation of CLTM.

How much do you think the role of teacher is important in CLTM?
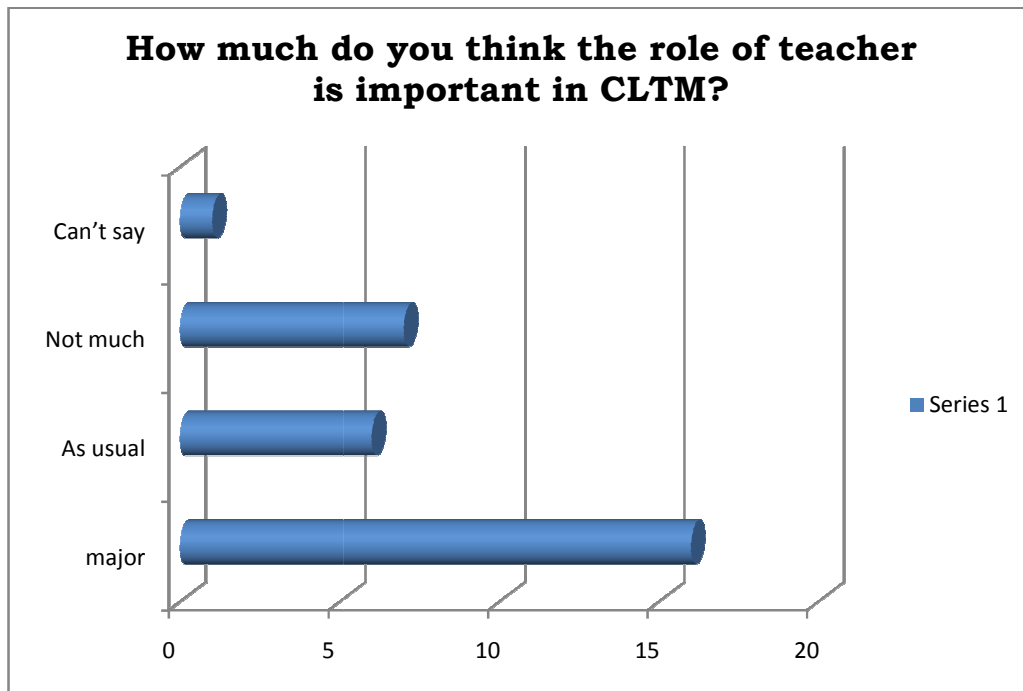
In fact in most of the teaching methods teachers play key role. Here the dilemma is that teachers are not proficient. They have been taught in local schools with Grammar translation Method. Their study in mother tongue influenced students' learning process. Teachers make English as a nightmare to students. Teachers mentality instigates students to orientate learn by heart method. It deprives the communicative ability of the students. Thus, deficiency in spoken English is one of the problems of the teachers.

Lack of training to teachers also creates problem. They fail to execute classroom activities properly because of lack of instructions. Teachers are not interested in training because the trainings organized are far from their home, generally in big cities. Second reason is they dislike to get trained at this stage from their fellow teachers. Young teachers are enthusiastic for the training because it is a pleasure for them.

4.3.2 STUDENT-RELATED DIFFICULTIES AND CHALLENGES

Students related challenges and difficulties are as following.

A. Passive involvement

B. Moderate ability of English learning

C. Shy nature

D. Unwillingness to participate in activities

E. Need for impetus

These challenges are found in most of the nations where English is taught as second language. Students' involvement is totally passive in CLTM classes. Most of the teachers found students passive involvement as a big challenge for teaching English with CLTM. Students are shy and resist to participate in communicative activities can be understood by considering it as a result of socio-cultural impact on them. But their moderate ability of English learning is difficulty for CLTM. CLTM demands basic knowledge of sentence structure or basic vocabulary which is not found established.

Students' mother tongue and English has different structures hence they can't utilize it while learning English and if utilized becomes vague. Vocabulary is an important aspect of language learning process. When a real life situation is introduced to the students, they need vocabulary to participate, which they lack, that is why; researcher mentions that students' poor ability of language learning is a challenge in CLTM.

Need for impetus is another challenge before CLTM. Motivation is must for every change that is desired. Momentum needs to be sustained. The impetus for students is not found in the overall system. The only inspiration is possibility of getting job. That too seems unpredictable because it depends on global market. When students heard about worldwide recession in IT industry students' enthusiasm was near to the ground about learning English communication for getting job. They need various superfluous stimulants which the higher education system in India failed to bestow.

4.3.3 COMPLEXITIES AND TRIBULATIONS BECAUSE OF EDUCATIONAL SYSTEM / INSTITUTIONS.

Complexities and tribulations because of policy decisions of educational institutions is a barrier in introducing CLTM. Most of the institutions are profit oriented institutions. English departments are comparatively neglected in these institutions. These departments do not collect desired fees for the institutions. Students are not capable of paying expected fees by the institutions. Parents also hesitate to pay

because they are not sure about their investment. Job security is relatively less for English department students than students of science and technology. This results in to lack of support for teaching material needed to the teachers. Staff is not employed. Other physical facilities are not provided or secondary preference is given. all these are barriers in progression of CLTM and communicative class.

In an interview a professor shared his experience and complained about educational system and authority. He said... "One day I engaged student in communicative activity. The activity demanded participation of twenty to thirty students at a time. Students after many efforts open up and participated in the activity. Obviously the class became noisy. It was music for me. But principal came at the time and shouted on the students and me for the noise. I tried to convince him but he did not listen. If authority will behave like this, how can we expect CLTM progress in the context." Authoritarian support is downbeat. It may be because they are unaware about the methodology.

Teachers and students are exam oriented that is another institutional hitch in the progress of CLTM. Teachers disregard CLTM and deliberate on traditional grammar translation method. Students follow the ordinary guides available in the market for securing marks. They don't think of communicative competence or skills. Teachers are unknown of the outcome of CLTM is the worst facet of this process.

Some of the teachers complained for instruments and financial help for development. Having audio-visual aids for CLT is fundamental demand of the method. Authentic study material for listening and operating is vital in CLTM. This is expensive for which there is no provision in the institutions. The material once made available is the only source for them. Most of the departments of English visited by the researcher have no internet connections. Even language laboratories established need AMC (Annual maintenance Charges). The charges are heavy. Because they are not paid most of the labs are closed.

The language laboratories have technical problems, which are not solved. It resulted into locking the language laboratories. They are only opened to show the National assessment accreditation council member when they come to visit the college for assessment and accreditation.

4.3.4 CLTM-RELATED DIFFICULTIES AND CHALLENGES

A professor in an interview held that CLTM can't solve all the problems related with teaching of English. But CLTM should resolve its own abnormalities. Eg. CLTM needs badly to develop an assessment system. It's the finest teaching method and assessment is done through other system is a dilemma of this CLTM. It urgently needs effective and suitable assessment system. The CLTM is a great success in primary schools because their assessment system is different. Oral system is followed in primary schools in Andhra Pradesh and also in the most of

India. In higher education the a new evaluation system based on communicative language teaching method is still awaited.

The second challenge created by CLTM is its meditation on teaching English as foreign language. The speakers of English in India are ever-increasing. With the speakers an Indian variety of English is also intensifying. Most of the speakers of English have approved GIE (General Indian English) in this context teaching and learning American or British accent in India is a problem before CLTM. The study material for developing fluency in any accent is essential. CLTM needs to develop this approach especially in Andhra Pradesh.

These are the observations of the researcher in relation with the study pursued.

CHAPTER 5: CONCLUSION

5.1 INTRODUCTION

The present study, "Introduction of Communicative English Course as a Compulsory Subject at Under-Graduate Level in Andhra Pradesh Colleges; a Study" has following objectives.

A. To find out importance of communicative English in recent times.

B. To understand the value of communicative approach in teaching of English.

C. To search for the demand of the time in the field of English language teaching.

D. To evaluate Andhra Pradesh educationists' experience with communicative language teaching method.

E. To present overall scenario of English teaching in India in context with the CLTM experiment at Andhra Pradesh to evolve a model for universities.

F. To state difficulties and challenges before the CLTM. Etc.

All this was done on the background that English is no longer a library language but a language of opportunities. A fairly high degree of proficiency in English and excellent communication skills enhance students' employability. English for professional purposes, like facing interviews, writing resumes, writing reports, writing letters, participating in meetings, seminars, conferences and discussions is the demand. English for social roles and interacting in social contexts is considered

essential. As Huntingson says, "English is the word's way of communicating internationally and culturally just as the christen calendar is the world's way of tracing time, just as the Arabic numbers are the world's way of counting, and just as the metric system is for the most part, the world's way of measuring." English is a language of technology, of communicational necessity.

Indians have also realized that English is not a symbol of colonialism. It has become a tool for international communication and key to employment in the global market. It has a status of a language of the Info-age. The world has become English-centric. India has emerged as a global hub for outsourcing industry. Business Process Industry is growing with a rapid speed. With this background the changes brought by Andhra Pradesh Higher Education Department in the field of teaching English is a worth subject for study and guidance to others.

5.2 DISCUSSION ON THE STUDY

The study did a detailed survey of selected colleges in Andhra Pradesh. It recorded interviews of the students and teachers. It analyzed the survey questionnaire and interviews and draws following conclusions.

The introduction of communicative language teaching method CLTM is for capturing the market of English by giving training to the young generation pursuing graduation. The demand of call centers for trained

young people to communicate in English with understandable accent is the main motivational energy behind introduction of CLTM.

Teachers in Andhra Pradesh are facing problems in rural and urban area while implementing the CLTM. Problems of large classrooms, workload, and exam system are mentioned by almost ninety to ninety five percent teachers. Problem of attitude towards teaching English is a serious issue because it is dialogical. The problem lies in teachers' attitude and also found in students' perceptions. Teachers initiate that students' poor communicative ability as a problem. Students are shy and reserved and don't participate in activities voluntarily, is complain of the teachers. Their opinion is valid and found that students are not only shy and reserved but hesitant.

At the same time, it is observed that teachers are not willing to implement the communicative language teaching methodology. They prefer to go with traditional Grammar translation method. They are reluctant to work out strategies for conducting activities in the class. CLTM demands activity based teaching and in several classes activities are taught like a poem or an essay. Teachers are reading those activities and translating them into mother tongue or in simple English. There is no place for "doing" in those classes.

Teachers are not to be held responsible for what is happening. Because they have their own problems like- Problem of class size, problem of timing of the class, problem of suitable material, problem of

classroom size, etc. The average strength of the English classes in Andhra Pradesh Colleges is 69.33 students. Students are taught each subject for four periods of forty eight minutes per week. This restricts from arranging activities in the class. Sixty nine students can't participate in an activity and a teacher can't control the class of sixty nine students. In addition, the class size constrains the effects of CLTM activities and degrades the quality of teaching since communicative activities are quite time-consuming. Weekly four periods of forty eight minutes are not sufficient. It is observed that "in using CLTM, only good students can cope and cooperate and many teachers have to teach at the expense of the majority of low level students." Most of the students are neglected or unnoticed because of time constrain.

Teachers' workload is another serious issue to be noticed. Everyday teachers have to engage four lectures of around an hour. Communicative teaching classes are extra for them. CLTM demands time for activities and bursting enthusiasm. After delivering four lectures expecting something extra from a professor along with special preparation is injustice on them. English college teachers are again busy with UGC (University grants Commission) and NAAC (National Assessment and Accreditation Council) activities like preparing proposals for financial assistance from UGC or preparing reports of all the departments for assessment and accreditation of colleges from NAAC. They are also assigned the task of writing letters in English for

principals of the colleges. After considering all these, extra workload of CLTM is injustice on them.

Another aspect of this workload problem is related with practical workload. It is a demand of most of the English language teachers that teaching work load should be counted taking into consideration practical workload. It is really hard to decide the practical workload for communicative language teaching method. Though, all this is true, some practical sessions need to be added in the course. CLTM is introduced with traditional method of teaching, timing and workload is a serious issue to be noticed.

One of the foremost complains concerning the CLTM by teachers is content of the teaching material. Most of them think it too much. This may be a feeling or practical difficulty for them but researcher thinks that it can't be pedagogical. Students need variety of material and especially in CLTM, where real life situations are utilized for teaching and learning, variety is desired. As many types of real life situations are encountered by students at least one percent of them are to be incorporated in the syllabi.

This approach seems very easy for vocalization but it demands highly skillful teacher. when the reasons are searched behind the complain of heavily loaded programs the crux is found in constraint of time for teaching, students' negative support and the burden of completing all the topics and exercises in syllabus.

One more issue is the need of the technician in the institutes. There is no appointment of technician in the colleges for handling language laboratories and computers. Teachers and students are not competent in handling machines. The computerized labs have facilities of recording, playing, sending the recording etc. though all this is made easy by the software developer but when problem arises due to multiple handlings it demands technician. The technician is hired by most of the colleges. The time taken for hiring the technician and repairing is very arduous. Along with this size of a classroom is also a challenge.

The difference between teaching method and examination is also a challenge. There is no system for evaluating language skills in the examination system. Listening, reading and writing are not at all evaluated because of multiple choice questions. Students' shy and reserved nature also creates challenge for CLTM. Passive students with rural background and having primary education in native languages can't allow themselves to open up in the classes. A teacher has to be very active for breaking the ice. This is rarely found in the colleges under observation. One of the reasons behind this was found while visiting private coaching classes. Students joining private coaching classes have their motives behind learning English communication. They don't come with blank minds. Students in degree colleges are found absolutely blank about their future. They are not planned.

The question related with the motivation of the students is crucial. Students have job as a motivation behind joining these classes. But those who have lost their self confidence because of global recession in the information and technology market, how can they participate whole heartedly in such types of programmes? Andhra Pradesh Higher Education Department wanted to capitalize the market of English with introduction of communicative English course for under graduate level English students. The market they intended collapsed as quickly as it emerged. The market demanded not only English speakers but technicians. Flourishing of engineering degrees and diplomas has captured the market and very few graduate students have employment because of this decision.

The results when analysed taking into consideration the employment because of the introduction of communicative English course in degree colleges, are not satisfactory. Very few students were accumulated by the business process industry. Most of the students have to work in private sector like hotel manager, insurance agent etc. Giving job was the target of the Government and academicians but giving job to such majority is also a challenge. This challenge was realized by the students and parents and it resulted into negative motivation.

Teacher and his role are extremely significant in the success of CLTM. Teachers with lack of training and lack of knowledge of the

methodology can't bring the success for the method. They can't allow the method to succeed. Enthusiasm and creativity are demanded in the teachers but regrettably they are resistant to bring changes in themselves and in their teaching methods. Grammar translation method was frequently adopted by the teachers in communicative classes. Most of the teachers failed to understand the fundamental principles of CLTM. They believe that communicative activities or communication is the basic principle of communicative language teaching method to be implemented in communicative classes. Communicative competence is ignored or unknown to these teachers.

Limitations of communicative language teaching method are noticed while pursuing this study. Communicative language teaching method is most successful method of teaching English but it demands technical help. Computers, recorders and electronic teaching aids are unavoidable for successful implementation. These technical instruments and their maintenance are costly and unaffordable for government colleges who impart education at almost free of the cost. Along with financial burden the techno-dependency is the focal limitation of the methodology.

CLTM requires authentic and wide-ranging teaching material. For this material institutes are dependent. Communicative class deliberates four indispensable language skills- listening, speaking, reading and

writing. It builds up these skills nevertheless has no system to evaluate the advancement of the students.

Examination system for evaluating communication is not well equipped. Evaluating hundreds of students in a day is a big challenge crafted by communicative methodology. Communicative class is assessed today with the help of traditional assessment system. If these inadequacies would have been surmounted by communicative language teaching method, the results of this study could have something exactly opposite to what they are today.

5.3 SUGGESTIONS FROM THE STUDY:-

The study recommends the following suggestions for fruitful practice of communicative language teaching method.

1. Communicative classes demand communicative language teaching method which is to be understood properly by academicians and administrator associated with the higher education departments.
2. Communicative classes and CLTM needs proper training for teachers with practical knowledge.
3. Teachers should be given liberty for conducting practical sessions in the class of reasonable size.
4. Teachers' workload is to be counted with practical sessions.
5. Practical sessions should be incorporated in the syllabus of English language teaching.

6. The strength of the class should be according to the recommendations of the experts for effective implementation of CLTM.

7. Colleges should take appropriate steps to appoint technical experts for handling language laboratories and other technical instruments.

8. Physical classrooms need modifications for CLTM.

9. Authentic teaching material though costly should be arranged for communicative classes.

10. Examination system requires radical transformation to meet the requirement of the communicative language teaching.

11. The primary education should promote an optimistic attitude among the students preparing them for higher education with spirited mind and courage. This will remove their fear. They may involve themselves in activities.

12. Time and strength problems for teachers are apparent but teachers should always follow the CLTM and never skid to traditional language teaching methods like Grammar Translation and others.

13. Communicative activities can only cultivate communicative competence among students hence they should be in center of the class room teaching instead of grammar.

14. Teachers should be convinced about the prescribed syllabus. Syllabus should not be a burden on them. Topics prescribed should match with the time given for teaching.

15. CLTM should pay attention to the Indian variety of English with English as a foreign language.

16. The step of introducing communicative methodology at undergraduate level is to be greeted for its success.

5.4 LIMITATIONS OF THE STUDY:-

The chief limitation of the study is that it has no tools for evaluating the students and teachers in relation to communicative language teaching method. The changes brought by the method were not evaluated. Actually researcher has no intention of evaluating the authenticity of the method. As a method CLTM is most successful worldwide and is also popular among the students and teachers in Andhra Pradesh except few exemptions. The importance of communicative method and classes is outlined by the study to certain extent.

Andhra Pradesh is the first state which brought these types of changes to English language teaching and learning. The results of the modifications in English teaching were studied but with limited sampling. Andhra Pradesh is one of the biggest states in India. There are hundreds of colleges from which only thirty colleges were taken into consideration for this study. Serve questionnaire and interviews were

conducted in only thirty colleges due to restrictions. This limitation could have been overcome by increasing the sample size of the population. Interviews and questionnaires could have been sent to more number of teachers and students but because of limitations a researcher restricted himself to only thirty colleges. Actually researcher while submitting proposal to UGC had planned to visit only twenty to twenty five colleges. But it is a fact that the sample size is not large enough to draw generalize conclusions. It can only be mentioned that the subject and outline emerged from this study can be considered as hypothesis to be tested in future studies conducted with larger groups.

The study of communicative language teaching method in classes is closely associated with CALL (Computer assisted language learning). This study neglected the part deliberately because of constraints. Only passing remarks have been made while thinking about technology in CLTM. This is a major issue and needs special consideration is the modest view of the researcher. This is another major limitation of the study.

The study does not incorporated any university may be a drawback from a particular standpoint. The researcher deliberately avoided universities from integrating them in this study because university students are aware of the CLTM. They are fine with the study of English language. They are capable of communicating in comprehensible English since they got selected form an entrance test.

The researcher's viewpoint does not allow him to look at this issue as a restriction.

A further limitation is attributed to the subjectivity of the teachers and students. The responses noted in this study are subjective. Teachers and students had their own perspectives and experiences which are subjective. Actual classroom situations may dissimilar to their reporting. Thus, this subjectivity may direct to erroneous conclusions.

Finally, the data analysed and interpreted by the researcher may vary from actual thinking of the teachers and students. Thus there are many more limitations to this study. Attending to some of these limitations in the study would make it possible to conduct a more reliable larger-scale study in the future.

5.5 SUGGESTIONS FOR FUTURE RESEARCH

The study established that communicative language teaching method implemented in Andhra Pradesh degree colleges is not addressed properly by literature available. Teachers, students and institutions concerns, problems and challenges related to English language teaching are not attended by existing researches. This study highlights the scenario of English language teaching in Andhra Pradesh in relation to CLTM. It offers advantages and disadvantages of teaching English with communicative method in communicative classes. The present study observes different methods of language teaching. It made investigation in communicative method and communicative competence. But many

relevant questions pertaining to English language teaching in India are unanswered. Some of them are listed below for counseling to research scholars.

A. Has communicative language teaching method introduced in the classes of Andhra Pradesh colleges helped students to get job? This study can focus on industry and academic relationship.

B. A study on the administrative perceptions about communicative classes should be carried out. This will help to modify the attitudes of them.

C. What is the relation between CALL and CLTM class? This will give precise pedagogical picture of modern English language teaching today.

D. How can teachers in Andhra Pradesh and in India balance grammar instruction and communicative competence in their language classrooms? The answer to this question will provide help to fellow teachers in their language classes.

E. What are the different alternatives for written examinations to evaluate communicative classroom? How to evaluate communicative skills of students? Answers to these questions will be helpful to all nations where English is taught as second language.

F. How do demographic factors (i.e., age, gender, years of experience), as well as the school settings (i.e., public vs. private, urban vs. rural) affect teachers' perceptions and practices of CLT in their

English classrooms? Answers to these questions are useful since this research did not extend the analysis to determine how much demographic factors and school settings affect teachers' perceptions in using CLTM.

QUESTIONNAIRE FOR TEACHERS

Hon. Sir /madam,

The research intends to find out effectiveness of introduction of communicative Language Teaching method (CLTM) in English classrooms at Andhra Pradesh colleges and universities on recommendation of Andhra Pradesh State Higher Education Department (APSHE) with the help of British Council. The Questionnaire is for teaching faculties.

I thank you for your help.

1.Your Age is

Below 30 years ☐

30-35 years ☐

36-40 years ☐

41-50 years ☐

Above 50 years. ☐

2. Your teaching experience as an English teacher is

0-5 years ☐   6-10 years ☐

11-15 years ☐   16 and above years. ☐

3. You teach to

First year graduation ☐

Second year graduation ☐

Third year graduation ☐

All graduation classes ☐

Post graduate students. ☐

4. Your college is

Private ☐   Government ☐

5. The name of your college is

----

6. You are

Male ☐   Female ☐

7. You learn in

English medium school ☐   Mother tongue ☐

8. Your Qualification is

Post –Graduation ☐   Post –Graduation with NET /SLET ☐

Doctorate ☐   D. Lit ☐

9. Strength of the class you teach is

Below 30 ☐ 30-50 ☐ 51-70 ☐

71 -100 ☐ Above 100 ☐

10. Your per week teaching work load is

       12 periods ☐

       13-16 periods ☐

       17-20 periods ☐

       Above 20 periods ☐

11. Your college location is

Rural ☐ Urban ☐

12. Do you have language lab in your college?

No ☐ Yes ☐

If yes is it computerized? ☐ or Audio ☐

13. Is British council supporting your department with extra study material to develop listening and reading skills of the student?

       Regularly ☐

       On demand ☐

       Rarely ☐

       Never ☐

14. Do the course content developed by APSHE department and British council suit to you and your student's local needs?

        Absolutely ☐

        Some what ☐

        Not to satisfaction ☐

        Not at all ☐

15. Are you aware of the different language teaching methods?

        Yes, fully ☐

        Only necessary ☐

        Somewhat Introductory ☐

        Not at all ☐

16. Which Method is more suitable according to you for teaching English in global perspective? (Give Preference no. from 1 to 10.) (1 for the best and 10 for not suitable)

        Grammar Translation ☐

        Audio-lingual ☐

        Sandwich ☐

        Dr. West's ☐

        Lecture ☐

        Silent ☐

        Situational ☐

        Structural ☐

        Communicative ☐

        CALL ☐

17.   Do you think introduction of communicative method is the proper step of the Andhra Government?

       Yes   ☐

       No   ☐

       Don't know   ☐

       May be   ☐

18.   Communicative method is for developing four skills of language

       Agree   ☐

       Disagree   ☐

       Don't know   ☐

       May be   ☐

19.   Communicative language teaching method focuses on

       Communicative competence   ☐

       Communication   ☐

       Communicative situations   ☐

       All the above   ☐

20.   Your experience with CLTM IS

       Excellent   ☐

       Good   ☐

       Not bad   ☐

       Not satisfactory   ☐

       Can't say   ☐

21. How much do you think the role of teacher is important in CLTM?

Major ☐

As usual ☐

Not much ☐

Can't say ☐

22. Is teacher plays a role of facilitator in implementing CLTM?

Completely ☐

Some what ☐

No ☐

Don't know ☐

Can't say ☐

23. Is the content material designed for the implementation of CLTM sufficient?

Completely ☐

Some what ☐

No ☐

Don't know ☐

Can't say ☐

24. Are you satisfied with the physical facilities provided to you for implementation of CLTM?

Completely ☐

Some what ☐

No ☐

Don't know ☐

Can't say ☐

25.   What is your definition of CLTM?

26.   What kinds of problems do you face while implementing CLTM?

27.   Write your experience in few words of CLTM.

28.   What changes have you noticed in the students after implementation of CLTM?

29. Is it difficult to implement this method?

30. Your surname

Thank you for your help with this survey. I would like to assure you that this survey will be used for research purpose only and no name will be disclosed. After the work is finished the papers will be disposed immediately.

Thanks a lot.

Yours honestly,

Patil Yogesh
Arts College, Bamkheda
Patilyr@gmail.com

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QUESTIONNAIRE FOR STUDENTS

Name:-

College:-

Class :-

Course:-

Gender:-   male ☐   female ☐

Location:- Rural ☐   Urban ☐

Sr. no.		Strongly Agree	Agree	Disagree	Strongly disagree
1	English teaching in our college is Grammar focused.				
2	We are asked by teachers to drill sentences and repeat sentences after them.				
3	Our teacher is always explaining and practicing grammar rules.				
4	Our teacher explains us in Telgu.				
5	We are not asked to speak in the classroom.				

Sr. no.		Strongly Agree	Agree	Disagree	Strongly disagree
6	We are busy in activities in the classroom.				
7	We are forced to speak in the classroom.				
8	Our teacher engages us in communication and seldom explains grammar rules.				
9	Our teacher allows us to commit mistakes.				
10	Our teacher always corrects us when we make mistakes in speaking English.				
11	Our teacher creates environment for speaking in the class.				
12	I don't like speaking after the teacher and listening to cassettes.				
13	I like learning grammar than communicating with each other.				
14	I like communication based teaching English				
15	I know that communicating English will open global doors for me.				

Sr. no.		Strongly Agree	Agree	Disagree	Strongly disagree
16	I like to get busy in activities than to listen a lecture in the class.				
17	I prefer to speak broken English with my friends in the class.				
18	I prefer that teacher corrects my mistakes in the class.				
19	We can't learn English without learning grammar.				
20	I want my teacher to be bilingual in the class.				
21	I don't think that speaking in the classroom will improve my English.				
22	I think classroom activities are essential for learning English.				
23	I like my teacher should adopt communicative method in the class.				
24	We like to spend time in language laboratory.				
25	I think the time of the class for communicative based learning is not sufficient.				

Sr. no.		Strongly Agree	Agree	Disagree	Strongly disagree
26	our teacher is very efficient in handling the class.				
27	I am improving in pronunciation and fluency because of communicative language teaching method.				
28	Learning to speak in English is very necessary for me for getting job and knowledge.				
29	I should have learn English from elementary level				
30	I feel comfortable in the English class				

Dear student friends, I thank you for your help and support to me.

Thanks a lot.

Yours truly,

Patil Yogesh

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SAMPLE INTERVIEW QUESTIONS FOR TEACHERS

1. What is your opinion on CLTM?

2. Do you think it has changed the classroom atmosphere?

3. Is it difficult to change the teaching method? As you have to shift from lecture method to CLTM.

4. What are the results of CLTM introduction?

5. Do you think it is difficult to bring the change?

6. What kind of problems are you facing while handling CLTM class?

7. Will you please define communicative Language Teaching Method in your words?

8. Which are the main features of CLTM an English teacher should concentrate?

9. What changes have you noticed among the students after implementation of CLTM?

10. Your remarks on this total effort of the government.

SAMPLE INTERVIEW QUESTIONS FOR STUDENTS

1. Do you find learning English interesting?

2. Do you participate in the activities and interactions that take place in your English class?

3. Does your teacher arrange activities for you in the class so that you should speak?

4. Does your teacher allow you to speak in mother tongue? Or insists you to speak in English without having any fear?

5. How much your teacher explains you in Telgu?

6. Do you use language lab?

7. Do you think you will learn English better by doing activities?

8. Does your teacher correct you when you try to speak in the class and make mistake?

9. Do you like communicative language teaching method?

10.   What is your opinion about CLTM class?

11.   Tell me how you enjoyed CLTM class?

12.   Do you think your teacher is competent?

13.   What is your opinion about your language teacher?