REVIEW OF LITERATURE

A Review of past research helps in identifying the conceptual and methodological issues relevant to the study. This will enable the researcher to collect relevant data and subject them to sound reasoning and meaningful interpretation. This chapter attempts a brief review of the relevant research literature related to the present study. Keeping in view, the objectives of the study reviews are presented.

Chambers Twentieth Century Dictionary (1982) Credible is that may be believed; seemingly worthy of belief or of confidence. Context is the parts of a discourse or treatise which precede and follow a special passage and may fit its true meaning; associated surroundings, setting. Content is that which is contained; the substance; (in pl) the things contained (in pl) the list of chapters sections etc., in a book. Clarity means Clearness. Consistency means fixed, not fluid, agreeing together, compatible; free from self contradiction; true to principles. Channel means a means of communication, a passage along which liquid or a watercourse may flow. Capability means quality or state of being capable. Ability for the action indicated because provision and preparation have been made.

Longman Dictionary of Contemporary English New Edition. (1993) Credibility means the quality of deserving belief and trust. Context is the parts of a piece of writing, a speech etc., which surround a word or passage and which influence or help to explain its meaning; the surrounding condition in which something takes place. Content means the subject matter esp, the ideas of a book, speech etc., Clarity is clearness esp the quality of being easy to understand. Consistency is the state of always keeping to the same principles or course of action; the degree of firmness stiffness or thickness. Channel means any course or system by which information travels. Capability is the fact or quality of being capable or a way in which someone or something is capable.

Alexandra, Correal. And Sara, Monsalve. (2006) in the research paper, Children’s oral communication in English class Activities: An Exploratory study, revealed that childrens oral production was possible. Hoping this the teachers put the maximum efforts and equip them with all the skills they need. Their sincere efforts created among students opportunities for learning. The researcher made use of techniques like field notes, video recordings and also used interview schedules to elicit relevant information from teachers of English and pupils.
Alsout, E. Ali. (2013) in the article, ‘An investigation of English language: Needs of the first year pre-medical students at the University of Sebha, Libya’, revealed that most of the scientific & Technical works (spoken or written) are done in English. Therefore English language is considered as an international and very important language and it is also considered as the second official language used in many developing countries like Libya. Like other professions, English plays a very important role in medical profession as medical students need to use English for various purposes. They require English to read text books as well as journals written in English, to understand the lectures given in English, to communicate with their teachers to write their exams and projects in English.

Balkrisnan, V. (2010) in the article, ‘Introduction to managerial communication’, opines that communication is the critical activity of managerial process. It is an integral part of the social life of human beings and basic requirements of business activities. In the international business new organisational forms are emerged, new skills are developed and new behavioural patterns are noticed. The globalisation of business activities, emergence of service organisations as leaders in business processes and emergence of e-organisations redefined work culture and managerial communication.

Balkrisnan, V. (2010) in the article, ‘written communication’ enumerates that, written communication is an important segment of communication. Understanding the purpose of communication, different forms of written communication and the features of written communication along with the use of internet for speedy communication through e-mail and websites is essential for using written communication for achieving the desired goal. In order to ensure good relationship, goodwill messages are sent on the New Year eve, birthday, and wedding day or election to a high office.

Biju, (2013) in the article, ‘Relationship between English language anxiety and English language competence: A correlation study’, revealed that English language has become a global language with the advent of globalisation. Naturally English language learning has got increased importance as English is the language for global communication. English is a second language for Indians and often the mother tongue hampers the English acquisition of most of the Indians. Based on these guidelines Kerala government introduced English language teaching from class 1 onwards. Teaching of English language also affects the quality of the student.

Brownson, E. Mfon. (2012) in the paper, ‘Socio-linguistic Consciousness and Spoken English in Nigerian Tertiary Institutions’, revealed that the present status of English as a global language has led to the proliferation of many varieties of English all over the world. English as a global language has developed
many varieties which differ from the ‘standard’ to the “non standard.” Every student is expected to speak simple and correct English as it is the language of instruction and communication. In tertiary institutions, it is common to hear the students exhibit their proficiency in the language in relation to multi-dimensional space of level of education, ethnic background, discipline and style. Language instructors must be conscious of the social factors that may affect the learning and speaking of English in a second language situation.

Cloudston, M. Lessard. (1997) in the paper, ‘Language Learnings Strategies: An overview for L2 teachers’, reported that, the paper has provided a brief overview of LLS by examining their background and summarizing the relevant literature. It has also outlined some ways that LLS training has been used and offered a three step approach for teachers to consider in implementing it within their own L2/FL classes. Using language learning strategies encourages pupil in acquiring language and help English language teachers to think more and more about their performance as teachers.

Codruta, B. Elena. (2012) in the research report, ‘Teacher as learning Facilitator in ELT’ revealed that, the Classroom is called a magic place where a host of educational activities like intellectual, emotional, socio-cultural, and curricular etc, take place. These things will influence the classroom environment. Pupil are involved in a continuous educational scheme and they are evaluated on what they have studied. Technology has created a fertile ground that will successfully foster teacher-student communication.

De Rolf, J. D. (1995) in the research article, ‘English communication Through Practical Experiences’, shared some teaching methods to incorporate both inside and outside the English classroom and revealed how they can be beneficial to the practical task of communicating in English. The English teacher should be clear that more than teaching methods or curriculum, a language must be experienced before it can become a part of a person’s being. A person must live the language. It is a great challenge, as the language teachers try to give students various kinds of opportunities to live the language but it is also very rewarding to be able to see a student make English become a part of his/her being.

Devimeenakshi, (2013) in the research article, ‘A study on teaching business communication /English in Indian classrooms’, enumerated the type of syllabus introduced for business administration (English) classes. The learners were joyful due to adopted teaching methodology, communicative language teaching. Students earned enough experience in having command over the language. English language is highlighted and equalized with computer language. Any literate in the world knows that English can
communicate to the other person in any part of the world. He is proud to say that pupil who are specialized in English language are now officials in multi-national companies.

**Erfani, S. Mahdi.** (2012) In the article, “The Rationale for Introducing “Global Issues” in English Textbook Development’ examined that the main motto of English language learning is English is a global and international language. English language is playing a major role in the awareness of global cultures and issues. In the globalizing world, English language is doing wonders to the modern society. It is also helpful to understand other cultures, and the challenges and problems which we face in day to day life. The students with the Confucian heritage culture backgrounds are not familiar with the skills, independent minded industrialistic knowledge, since they are not emphasised in their secondary education. This can create challenges for the New Zealand lecturers who need to manage the culturally learning skills of the students while meeting the industry requirements.

**Gai, Fangpeng.** (2013) in the article, ‘Application of Multimodals Discourse Analysis in Intercultural Communication Teaching’, reported that Chinese scholars have begun to pay attention to Intercultural communication teaching and put it into teaching practice but mostly focus on how to make use of this new approach in reading class. This paper discusses the importance and great significance of multimodality in intercultural communication. After the analysis of the current teaching situation, the author suggests methods to strengthen the function of multimodality in intercultural communication teaching in order to improve college students intercultural communication competency.

**Gilakjani, A. Pourhosein.** (2012) in the paper, ‘The significance of pronunciation in English Language Teaching’, studied that it is very easy to find out the English knowledge of a person by the way he/she speaks. We judge people by the way they speak. So it is easy to find out the learners with poor pronunciation which is judged as incompetent, uneducated or lacking in knowledge. Many learners find pronunciation one of the most difficult aspects of English to acquire and need explicit help from the teacher. Pupils with bad pronunciation hesitate, avoid speaking English and experience employment troubles in their future life. Therefore some sort of pronunciation instruction in the class is very much necessary.

**Gillian, Mansfield and Franca, Poppi.** (2012) in the research article, ‘The English as a Foreign Language / Lingua Franca Debate: Sensitising Teachers of English as a Foreign Language Towards Teaching English as a Lingua Franca’ reported that the present contribution is an empirical study carried out in an Italian University environment which aims to show how teachers should take on board awareness raising
activities in the recognition of other varieties of English which albeit not exploited as benchmarks for language testing and certification. This can be achieved in practical terms by interrogating an expressly made corpus of Chinese English news texts and carrying out simple concordance activities.

Haraldsson, Kim. (2011) in the article, ‘The poetic classroom: Teaching Poetry in English Language courses in Swedish upper Secondary Schools’, the researcher enumerated teachers’ attitudes and their opinion on teaching poetry as a part of English language studies. It also presents the research done earlier about the development of poetry teaching in class rooms and the importance of reading poetry. The poetry is one area of English language studies that the majority of teachers opined that they consider it as less important.

Hebblethwaite, Denisa. (2010) in the article, ‘Effective teaching strategies in the culturally diverse classroom’, studied that there is a large percentage of students who study English as an alternative language in New Zealand. When these students want to develop their skills either technically or industrially in their work place, they found it difficult to meet their industrial or technical requirements for the lack of oral English. There is a need for independent minded students with good problem solving and communication skills in the workplace. Therefore the writer suggests that classroom teaching should be based on student-centred approach with appropriate business communication skills.

Huang, Huan. (2009) in the research paper, ‘How to Teach Aural English More Effectively’ reported that, listening is a good habit to receive things in a better way in communication, listening plays an important role in people’s life. In a foreign language classroom, listening comprehension has never drawn the same attention of educators as it now does. It is of vital importance to teach aural English more effectively. The students’ passive roles in the class should also be modified by harmonizing their extrinsic motivations and intrinsic motivations. The relationship between examinations and development of abilities should be co-ordinated by using different strategies in indifferent cases.

Huang, Ying. And K, Ying. (2012) in the paper, ‘Empirical Study on Intercultural Communication Teaching for English Majors in Chinese Universities’ revealed that, the importance regarding the relationship between intercultural communication competence and foreign language teaching has been recognised in China. Many universities in China have run intercultural communication as an individual course both at undergraduate and post graduate levels. Based on data analysis, this paper puts forward some implications on intercultural communication teaching. Teachers should help students to develop
appropriate cultural attitudes and improve their intercultural communication competence so as to meet
the demand of the globalized world.

Istifci, Ilknur, et al. (2011) in the article ‘An effective role of e-learning technology for English language
teaching by using meta communication actors’, revealed that meta communication is a
communication about communication. It is something that goes beyond communication. Students and
teachers of English should become familiar with this concept. English language teachers teach the
students to establish successful communication with other people. Each society should grow with
professional development, mastering new information technologies. e-learning has introduced new
approaches of instrumental delivery where the roles of the teacher and the student have significantly
changed.

Jin, Guochen. (2009) in the paper, Application of communicative approach in college English teaching
reported that, the prime purpose of teaching English in classrooms is to communicate with English. To
achieve this purpose one should have more effective way of communicative approach. This is the
innovation of the foreign language teaching. It improves students’ competence effectively and carries
out the quality education in foreign language teaching. Teachers provide students opportunities in the
classroom to engage in real life communicaton in the target language. The paper is very helpful to know
about the difference between communicative approach and other ways of language teaching. It helps
to understand communicative approach continually.

Jing, Chen. (2005), ‘Using Games to promote Communicative English Skills in Language Teaching’
reported that, the use of games can be a powerful language tool. They stimulate communicative skills.
They foster authentic language use that integrates listening, speaking, reading and writing skills. The
competition gave students a natural opportunity to use together and communicate using language with
each other. By integrating playing and learning, students practiced the learned linguistic knowledge in a
vivid and meaningful context.

approach is one of the best approaches of English language teaching. It is said to be a means of
communicating thoughts, feelings, and emotions. The main purpose of this approach is to facilitate the
improving and enriching of the skills and competencies in English. It enables the learners to acquire
communicative competency for the purpose of developing communicative skill. The teacher has to make
use of the spoken form.
Karunakaran, et al. (2013) in the article ‘English language anxiety; An investigation on its causes and the influence it pours on Communication in the target language’ reported that, the demand to have a good command over English has been increased. Anxiety of the students prevent them from the expected goal. Most of the students experience this resulting in anxiety and nervousness. The study investigated a number of basic causes and reasons of English learning anxiety from the students perspective and effects of it. At this juncture language teachers should assist the learners and uproot their learning fears.

Kathleen, S. (1996) in the article, ‘Testing Communicative Competence’ reported that, Communicative language tests are those which make an effort to test language in a way that reflect the way that language is used in real communication. Teaching language has traditionally taken the form of testing knowledge about language, usually the testing of vocabulary and grammar. It is not possible to make language tests communicative all the time. It is possible to give learners communicative elements. Learners should be encouraged to study for more communicative tasks.

Krish, Pramela. (2001) in the paper, ‘A role play Activity with Distance learners in an English Language classroom’ reported that presently in English language learning, more and more emphasis is on the development of learners communicative ability. The teacher should create an atmosphere to teach the target language in a vibrant, active and interesting manner. It is very essential for teachers to think and plan to facilitate the use of spoken English for academic purposes effectively. Role play can be played when making oral presentations and in a variety of other classroom situations.

Kumar, Rakesh. et al. (2011) in the article Role of communication in management teaching and research in the international context, reported that, students of management must understand the complexities and need of communication in a pluralistic society. The knowledge of how to convey and interpret meaning is always essential for effective communication. Presently our business environment is changing very rapidly. There is a need to prepare students to be effective communicators. The critical reflective framework challenges students to evaluate how to learn and teach management communication.

Lauder, Allan. (2008) in the research article, ‘The Status And Function of English in Indonesia, A Review of Key Factors’, analysed that English has been taught in Indonesia in such a way to make the pupils understand and to know something about, how historical, political, socio-cultural and linguistic factors have shaped its status and functions over the last century. The use of English in Indonesia has developed
in the context of post-colonial educational competency building and more recently the need to support development, in particular its role in state education.

Liu, Ya. (2008) in the research paper, ‘A Study of Language Teaching from a Sociolinguistic Perspective of Communicative Competence’, examined that if any linguists want to succeed in cross culture communication, the interlocuters should be equipped with social cultural and sociolinguistic abilities. At the same time, the problems with cross culture communication are also identified. Lack of real communicative environment and most often foreign language learning is in the classroom. Practical solutions to those problems are also proposed, Role-play is particularly effective in drawing learners attention to socio-linguistic aspects and making parallel comparison between the mother tongue and the foreign language.

Madhulika, (2012) in the paper, ‘Sociolinguistic Approach in English Language Teaching: A critical Assessment’ reported that, today, English is recognized as an associate official language of the union of India. It is the only language which is a window to the world of knowledge for Indians. If a student wants to do his higher Education in science, medicine, engineering, technology without English, it is not possible. Now a days no country can afford to live without English. It is essential for e-education, e-learning, e-commerce and e-governance. English has become an international asset which can be called world English. English is spoken and understood all over the globe, so it has got international importance.

Madya, Suwarsih et al. (2004) in the research paper, ‘Developing a model of teaching English to primary school students’, reported that, the secret of success in classroom management is nothing but the establishment of teacher-student rapport. It works for the success in classroom management. The active participation of the students both physically and mentally is very much necessary. The development of a model of teaching English to the primary students, which consists of opening, content focus, language focus, communication focus and closing. If the teachers increase the talk that makes the students to participate in the tasks involving various games which successfully elicit students’ English.

Marcellino, (2008) in the article, ‘English Language Teaching in Indonesia: A continuous challenge in Education and Cultural Diversity’, reported that, there are as many as seven hundred plus varnacular languages spoken in Indonesia and learning English language in Indonesia is not so easy as compared to other countries. Success of English teaching in Indonesia can’t be free from the students’ cultural background, values, customs and beliefs as well as the political stand point of the government regarding
this foreign language. Other aspects related to the teachers performance and class preparations equally contribute to the ineffective class room interactions.

**Mazer, Joseph. et. al (2012)** in the paper, ‘Application essays as an effective tool for asssesseing instruction in the basic communication course: A follow –up study’, the researcher reported that generally in higher education, the assessment of students’ learning is not much important. This study examines the utility of writing assignment (application, essays) in a basic communication course as an effective assessment tool. The authors conducted a content analysis of student portfolios to determine the extent to which application, essays provide evidence of student learning in the basic course. Generally more students made appropriate connections between the communication event and concept.

**Mondal, N. Kumar. (2012)**in the research article, ‘Higher Secondary level student’s evaluation of communicative language teaching in Bangladesh’, reported higher secondary level students evaluation of CLT method by which they would be able to communicate with their teachers for learning English language very spontaneously in Bangladesh. The main purpose was to investigate the evaluation of communicative language teaching (CLT) by higher secondary level students of Bangladesh. 83 participants were selected randomly. Structured interview and questionnaire were used to collect the data. Students were fully capable of communicating with a non-native speaker and performed group work activities.

**Nayrnia,Akram. (2011)** in the article, ‘Writing Errors - What they can tell a teacher?’ Catogorises writing errors of pupils into two ; interlingual and intralingual errors. The study revealed that a language learner faces difficulties with the target language system therefore syllabus designers and material developers should prepare systematic syllabuses and arrange the sequence of materials in the most appropriate way, learners should get remedial materials.

**Nelson, P.(2010)** in the book Managerial Communication, described that communication is a natural instinct of all living creatures. It is a basic need of all human beings. It plays all the more significant role in the present day organisations which are complex, dynamic and socially oriented. Effective communication keeps the organisation vibrant, vital and smooth sailing.

**Offner,Mark.(1997)** in the research paper,Teaching English conversation in Japan:Teaching How to Learn, studied that, learning is a complex process and various skills and strategies must be taught and developed to be successful. Sometimes students may seem apathetic,uninterested,stubborn,and passive
to learn. These attitudes are the results of being frustrated and after some years schooling they acquire a very little spoken skill in English. In order to make students better equipped to enjoy and succeed in their language learning, teachers should make the pupils get more awareness regarding learning process as well as the fluency in the language. Short exercises and activities may also make a specific point work better.

Qian, Xiaoging. (2012) in the article, A Study on the teaching methods of improving students’ oral English, reported that, in the Modern Scientific World, English is more and more essential to any human being for the development of the International relationship among countries. English language is a significant communication tool for all the people. China paid more and more interest to the teaching of oral English in colleges, to meet out the current challenges in education after its entry into WTO. It is the duty of the country to teach and strengthen their oral English. If the students find out the advantages of it, no doubt that itself will make them to learn it.

Rai, Urmilla. and Rai, S.M. (2006) in the book, Business Communication reported that, no business or any other human activity can be conducted without communication. Everyone needs good skills in communication in order to be successful in life. Communication is a dynamic process and has to keep pace with people’s life style, business and occupations. There are inevitable changes in communication style as technology influences everything that we do; business, industry, education, thinking, entertainment and our daily lives.

Roopkumar, Sheela. (2012) in the book, English for communication stated that communication performs a number of functions and plays a significant role in the running and growth of an organisation. There is a network of communication within every organisation. The importance of communication has greatly increased as a result of the growing complexity in organisational and individual behaviour under the impact of rapid industrialisation and modern technology. In the fast changing world of today it is clear that today’s communication system will not meet the demands of tomorrow.

Sebastian, R. Mol and Meera, K.P. (2013) in the research paper, ‘Effectiveness of reader response pedagogy on communication apprehension in an E.L.T. classroom’, revealed that the motto of English language teaching is to give more effectiveness in the ability to communicate in English. Learners usually have a fear of learning English called Communication Apprehension (CA) and it will result in their low achievement. For this purpose the researcher used two group of students: experimental and
control group. The results revealed that there is a significant difference in the mean scores of the experimental and control group.

**Serone, Luisiana.** (2013) in the research paper, *Language of Instruction Vs Instructed Language: A systematic Review of Research of what language to use in the Teaching of English as a second/foreign language*, found out that several well experienced foreign language teachers and researchers have investigated the validity and the effectiveness of the limited use of the students’ mother tongue as a medium of instruction in a second foreign language educational context. The fact is that, most of the articles reviewed came to the conclusion that a limited and judicious use of the students’ mother tongue in the classroom does not reduce the exposure to the target language.

**Subramanya, J.V.** (2010) in his article ‘communication explosion’ describes that, when the second world war ended, the entire world knew it within a few minutes because of the communication explosion. The speed with which things are communicated is stupefying. Mass communication devices have made everything possible to reach distant corners of the country and try to educate people. The revolution in the communication system has revolutionised our system of life.

**Talebinezhand, M. Reza.** (2001) in the research paper, ‘Basic Assumptions in Teaching English as an International Language’, reports that the English language has been called as an International Language because of its worldwide growth and the importance of that language in teaching. It is no longer be considered as a property of its native speakers. Students should get familiar with different varieties, native and non-native. It will help students broaden their appreciation and knowledge of the language they use and get prepared for any variety.

**Tehrani, A. Rahimi. et al** (2013) in the research article, ‘The effect of methodology on learning vocabulary and communication skills in Iranian young learners: A comparison between Audio-lingual method and natural approach’, reported that the countries in which English is learned as a foreign or as a second language, children’s language education has been recognized as an important factor. The researcher in this study focussed upon the acquisition of English words and communicative skills in a certain period of time and on the best method for improving communication in English for EFL learners. It is found that young learners can learn vocabulary significantly in a natural approach.

**Toft, Birthe.** (2012) in the paper, ‘Language in Web Communication: A Crash Course - How to raise the linguistic awareness of non-linguist professionals in the workplace’ reported that, generally the differences and troubles crop-up again and again from the inferior status of language in the business
environment. The course on web communication definitely raised the students’ awareness of the role played by language and terminology. The writer suggests to offer this crash-course to students and professionals and also finalised them and corresponding course elements discussed and taught in the crash course.

Trinder, Ruth. (2010) in the article ‘Student and Teachers ideals of effective Business English Teaching’, argues that students’ own experiences and goals, including their past, present, and projected use of English, shape their expectations and consequently, their evaluations of the teaching reality. The study reveals that though learner and teacher beliefs tend to be aligned in most areas, students’ judgements of effective teaching and learning practices are highly dependent on personal motivations and specific language use purposes, and this difference manifests itself most clearly in teachers’ and learners’ divergent views on the value of grammatical accuracy and corrective feedback.

Welker, J.R. (1996) in the article, ‘Easy English Communication at the Secondary Level: Easy Ways Teachers Who Are Non-Native Speakers Can Use More English in Class’, enumerated that the writer had worked in class with almost twenty different junior high school Japanese teachers of English. The best the English teacher can give is to help students teach English more communicatively. A thousand meetings, the best books, creative teaching materials, regular visits from native speakers won’t make pupils efficient in linguistic ability. The teacher should teach the value of communicating in English along with spellings, vocabulary and grammar.

Xu, Qing. (2011) in the article, ‘Role play – An effective approach to developing overall communicative competence,’ reported that the most important task for an English teacher is to help pupils develop and improve communicative competence. This can be successfully undertaken by the teachers in their classes. Role play helps learners to interact and provide them practice in the target language context. Role play in the educational institutions and English learning centres can also increase students intercultural awareness and help them develop competence over English.

Ying, Liu Siu. (2013) in the study, ‘An action research report on improving teacher-student communication in an English classroom at secondary one level’ reported that in teaching English to secondary one students, teachers found that learners are passive and not enthusiastic about interacting verbally with the teacher or among each other. In most of the cases, teachers’ questions are typically responded by one or two students, inspite of teachers encouragement. In
such cases interaction could be improved by raising students’ awareness of the importance of interacting in English. Pair work may also boost students’ confidence in expressing themselves as they tended to be more willing to speak English to their partner rather than in front of the whole class.

Yunus, M. Md. et al. (2012) in the research paper, ‘Effects of Using Digital Comics to Improve ESL Writing’, reported that nowadays the information communication technology is used in modern education to help teachers to perform administrative tasks more efficiently and students learn more effectively. This study aims to investigate the perceptions of teachers with regard to the use of digital comics in teaching writing to low-achieving ESL learners. The teacher trainees perceived the use of digital comics in the classroom as time consuming and impractical.

Zhu, Kui. (2011) in the research article, ‘On Chinese-English Language Contact through Loanwords’ reported that, in the society, all communities are involved in correlations with other communities which leads to frequent contact between societies. There appears a great number of loan words in any language and this is especially true for English and Chinese. Thus further promoting language contact between these two languages and the communication between China and other English speaking countries.