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6 **Abstract**

7 This paper focuses on communication as the central feature in teaching and learning within  
8 English language classrooms. It examines the English classroom as a unique communication  
9 contract with highly regulated patterns of communicative behaviour that are actively  
10 negotiated between teachers and learners. It explores how and why these patterns of  
11 communication are established and maintained so that teachers of English can come to  
12 understand the ways in which the nature of classroom communication ultimately determines  
13 how and what second language students learn. The conceptual framework presented in this  
14 chapter views the dynamics of classroom communication as being shaped by the  
15 moment-to-moment actions and interactions that occur during face-to-face communication  
16 between teachers and students. The framework is designed to enable teachers to recognize how  
17 the patterns of communication are established and maintained in English classrooms, the  
18 effects these patterns have on how the language students participate in classroom activities,  
19 and how their participation shapes both the ways in which they use the English language for  
20 learning and their opportunities for second language acquisition. This paper provides an  
21 account of the dynamics of classroom communication and also illustrates ways of promoting  
22 effective patterns of classroom communicative competence.

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24 *Index terms—*

25 **1 Introduction**

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27 classrooms. It examines the English classroom as a unique communication contract with highly regulated  
28 patterns of communicative behaviour that are actively negotiated between teachers and learners. It explores  
29 how and why these patterns of communication are established and maintained so that teachers of English can  
30 come to understand the ways in which the nature of classroom communication ultimately determines how and  
31 what second language students learn. The conceptual framework presented in this chapter views the dynamics of  
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33 face-to-face communication between teachers and students. The framework is designed to enable teachers to  
34 recognize how the patterns of communication are established and maintained in English classrooms, the effects  
35 these patterns have on how the language students participate in classroom activities, and how their participation  
36 shapes both the ways in which they use the English language for learning and their opportunities for second  
37 language acquisition. This paper provides an account of the dynamics of classroom communication and also  
38 illustrates ways of promoting effective patterns of classroom communicative competence. The framework for  
39 understanding communication in the language classroom presented in this chapter represents a lens through which  
40 teachers of English can begin to recognize this interrelationship and how it shapes the dynamics of communication  
41 in English language classrooms.

## 42 2 a) Language Acquisition (L1) and Language Learning (L2)

43 The terms, 'Language Acquisition' and 'Language Learning' shall be used here to refer to two distinct psycho-  
44 linguistic situations. Both these differ remarkably in the degree of variation in the level of skills attained by  
45 the child on the one hand and the adult learner on the other. All normal beings have more or less a working  
46 control of their mother tongue, but in the case of second or foreign language, there is difference in skills varying  
47 between the limits of no knowledge at all to a native speaker like fluency. A second or foreign language cannot  
48 be learnt without a teacher, lessons and purposeful study -it can be learnt only by design and under conditions  
49 of special instruction. Language acquisition, on the contrary, is instinctive rather than learnt behavior. It refers  
50 to, "the process where a language is acquired as a result of natural and random exposure to it" ??Wilkins 46). It  
51 is the gradual development of ability in a language by using it naturally in communicative situations. Learning,  
52 on the other hand, refers to the process "where the exposure is structured through language teaching" (Verma  
53 15). It is a conscious process of accumulating knowledge of the vocabulary and grammar of a language. "The  
54 term acquisition" says Peter Strevens, "should be used only to refer to untutored first language acquisition by  
55 the young child or to equivalent process such as picking up a language at a later age without the involvement of  
56 a teacher, and that learning and teaching should be used for institutionalised process" (New Orientation in the  
57 Teaching of English 98). These terms, therefore, are used to distinguish between the natural, informal way in  
58 which children acquire their mother tongue, and the conscious, formal way in which a person learns a second/  
59 foreign language. The term acquisition is used for L1 and the term learning is associated with L2. It is often  
60 claimed that L2 teaching methods recapitulate L1 acquisition; and that learning L2 reactivates the process by  
61 which L1 was learnt.

## 62 3 b) Knowledge vs Skill

63 A close examination of the language of the child as well as of the adult reveals that language can be viewed, on  
64 the one hand, as a set of skills, (a functional view) which any learner of the language is expected to master and  
65 which can be acquired through practice. On the other hand, it is also possible to view language as a system of  
66 knowledge. These two views are not contradictory but complementary. If, on the one hand, language is a system  
67 of knowledge, on the other, it is a set of skills. The basic language skills are:

68 Listening (identification of sounds; decoding sounds as meaning), Speaking (selection of appropriate sounds  
69 and their organization), Reading (identification of symbols; decoding symbols as meaning), Writing (selection of  
70 appropriate graphological symbols and their organisation). The teaching of a language must revolve around these  
71 four skills. In every language teaching and language planning situation certain objectives are set up in terms of  
72 which it is decided which of the skills are to be given higher priority.

73 Knowing a language or being proficient in a language means the mastery of the language skills. The four  
74 skills are activities of language in which one is involved or by which an agent exploits his linguistic competence.  
75 Linguistic competence, or the internalised linguistic systems, which is a theory in the possession of the speaker,  
76 gets functionally channeled in the four skills and perform a language activity in a particular skill. It is mainly  
77 due to this that the teaching of second language has been considered to consist more in the imparting of skills  
78 than in the provision of information about the forms of the language. Full mastery of a language means having  
79 receptive ability to understand what one hears and what one reads, and the productive ability to make oneself  
80 understood orally and in writing. To quote Abercrombie, "knowing a language means being able to read it, write  
81 it, speak it, understand it when spoken. These are four distinct and separable activities. though they are so  
82 closely interwoven for the normal individual that he finds it difficult to think or talk about any one of them  
83 without invoking the rest. Two of these manifestations of language are concerned with a spoken form, and two  
84 with a written form, furthermore, two are active, and two are passive" (85). There cannot be any controversy in  
85 that language should be taught as a set of skills rather than as a system of abstract knowledge. Just as the L1  
86 leaner at home learned his language as sets of habits -skills -the L2 learner in the classroom should be exposed  
87 to the learning of L2 not as a system of knowledge but skill.

## 88 4 c) Mother Tongue, Second Language and Foreign

89 Language -Terms Explained.

90 In language pedagogy the use of terms as 'mother tongue', 'second language', 'foreign language' is very common  
91 and confusing. The language that comes naturally to the speaker without any instruction is referred as L1.  
92 This first language is not taught; a child picks up this primary language from the speakers in the immediate  
93 environment. Listening and Speaking in the first language are natural processes but not Reading and Writing;  
94 only when the child goes to school or is taught by someone, he learns how to read and write. There exists an  
95 obvious conceptual distinction between the terms 'second language' and 'foreign language'. Of these, the latter  
96 was in greater use in the past, whereas the former term has gained currency in the last few decades. Making a  
97 distinction between a 'second language' and a 'foreign language' A.K Gupta says:

98 It is common to use foreign language to refer to the status of language which is not used for any normal  
99 day-to-day social interaction in the country where it is being learnt and, by contrast, to use the second language  
100 where, without being the native language of any social group in the country, it is none-theless used for such  
101 purpose as the conduct of commerce, industry, law, administration, politics and education (75).

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102 A second language is one that is used internally in the society and therefore affects many people. Foreign  
103 languages, on the other hand, need to be learnt and taught only on a limited scale. It has no legal status within  
104 the national boundaries. Further, the people who do make use of a foreign language are rarely required or  
105 expected to use it as well as they can use the first language. In a foreign language one seldom requires all the  
106 four skills. Therefore, in teaching a foreign language, some scale of priorities has to be determined for teaching  
107 the communication skills, and this may be varied according to the requirements of the learner. The strategy for  
108 learning second language is different from that adopted for learning foreign language. In the first place, second  
109 languages have to be taught on a more extensive scale since they are likely to be used by many people. The  
110 learner of a second language should ideally be able to use it as effectively for communication as he uses his first  
111 language. It has been said that the aim of second language teaching is to produce bilinguals who are almost  
112 ambilinguals -people who command two languages equally well. Of course, it is seldom possible to attain this  
113 goal, but clearly, the learning and teaching of second language needs to be thorough, much more so than of  
114 foreign language. As all the four skills are likely to be required in the second language, a multiskill approach has  
115 to be adopted in teaching it.

## 116 5 II.

117 Learning the Elements of a Second language In learning a new language, the chief problem is not at first that of  
118 learning the vocabulary. It is, first, learning the sound system to understand the stream of speech, to hear the  
119 contrasting sound elements and to produce them correctly. It is, secondly, learning the grammar of the language.  
120 These are the matters that the native speaker as a child has early acquired in the way of habit, they must become  
121 automatic habits of the learners of a new language. Of course, these things cannot be learned by themselves.  
122 There must be enough vocabulary to build grammatical structures and represent the sound system in actual  
123 use. A person has 'learned' a foreign language when he has, within a limited vocabulary, mastered the system  
124 -when he can understand the stream of speech and can make himself understood; and has made the grammatical  
125 structures matters of automatic habit. This degree of mastery of a language can be reached by the learner in a  
126 scientific way within about three months. In this brief time the learner will not become an excellent speaker for  
127 all occasions.

128 But he will have a good accurate foundation upon which to build. And the growth of his control of the  
129 vocabulary will then come fast and with increasing ease. One's mastery of any language (even of one's own  
130 native language) is always in two major levels: producing and receiving. These two levels are practically never  
131 equal. The 'words' that one can recognize and understand are more than the 'words' one actually uses in speech.  
132 In the use of a foreign language the difference between the ability to recognize or understand and the ability to  
133 produce or speak is even greater. But the two influence one another and sometimes they cannot be separated  
134 also.

135 Foreign languages are learnt and taught in various ways. Some of these ways are more successful than others.  
136 It is hardly possible to discuss them in simple terms. But the operation which may be called 'teaching a foreign  
137 language' can be divided into two parts. The first is the teaching in that language; the second is the teaching of  
138 a language by teaching about that language.

139 Teaching a language by teaching in the language enables the pupils to experience the language in new situations  
140 and combinations. And it also introduces new grammatical patterns and new words. As the aim of the second  
141 language teaching is to teach the student some or all of the basic language skills, an effective way of acquiring  
142 these skills is by using them in real situations and by relating certain activities, persons or subjects with the  
143 language.

144 There is another way of teaching a second language -it is teaching the language. To talk about English nouns  
145 and how many kinds there are; to describe the position of English pronouns; to discuss English pronunciations;  
146 all these are observations about the languages concerned. They have an essential place in the total scheme  
147 of teaching the language. But frequently these and similar statements about languages are offered as if they  
148 represent the best ways of teaching the language skills.

149 Teaching about a language is not a very difficult task to carry out. The use of a grammar book turns a 'skill'  
150 subject. Here the teacher can teach facts instead of skills. But an hour spent in teaching of grammar of sounds  
151 or of words is not an hour of teaching the language. Teaching a language means joining two essentials: first  
152 the learner must 'experience' the language in meaningful ways, and secondly, the learner must himself have the  
153 opportunity of performing, of trying out his own skills, of making mistakes and being corrected. These are the  
154 essentials of language learning. And teaching about a language does not contribute directly to either of them.

155 This does not mean that a learner need not know anything about the language he is learning. But in too  
156 many instances, teaching about the language is allowed to take the place of teaching the language. This seems  
157 to be a sign of a double confusion which often affects the teaching of second languages. In the first place, there  
158 is confusion about whether the particular pupil should be learning about the language at all, and if so to what  
159 extent and for what purposes, knowledge about a language may be useful in itself. Some teachers give knowledge  
160 about the language they are teaching because such knowledge is necessary for passing examinations. Others teach  
161 about a language because the book prescribed in the curriculum teaches about the language. All these might be  
162 considered non-linguistic reasons for teaching about a language. They go beyond the language-teaching task.

### 163 6 III.

### 164 7 Teaching Language Skills

165 Language teaching is not a simple process of pouring 'language' into empty vessels. All effective language teaching  
166 is a process of helping students move on from the level of context-governed performance. It is not enough to have  
167 the pupils perform well in doing simple, context-bound exercises. They must be helped to use the language in  
168 non-classroom situations, communicating with a variety of speakers in a variety of contexts. Language teaching  
169 is, thus, a cooperative enterprise in which teachers help their students internalise the system of language they are  
170 learning. In the acquisition of the basic skills of the language, the learner begins with the comprehension skills  
171 rather than their communication counterparts.

172 The L1 learner for the initial two years is more of a listener than speaker. It is a gradual and time consuming  
173 process of being exposed fully to the language. It takes time before the first set of grammatical well structured  
174 utterances come out from the learner. The built-in-language learning mechanism of the child helps him to abstract  
175 the basic rules of language and formulate a mini grammar which he goes on refining and expanding in course of his  
176 interaction with the native language. This acquisition is not an intellectual activity but the development of some  
177 innate skill that every human being is endowed with. The initial In the second place, there is more fundamental  
178 confusion about how language skills are actually acquired. Some teachers think that anyone learning to perform  
179 in a second language must know about that language. They say that some degree of grammar teaching is essential  
180 if the job of teaching is to be done properly. Of course, there is a role in the total educational process for learning  
181 about a language but it is not true that practical performance depends upon it. Knowledge about a language is  
182 valuable for advanced learners who already have a wide and firm command of the language concerned. But in  
183 the beginning stages, and especially in large classes, it rarely helps; and it often stands in the way of learning  
184 practical language skills. phase thus magnificently contributes to the construction of competence. "A child who  
185 has learned a language has developed an internal representation of a system of rules that determines how the  
186 sentences are to be formed, used and understood. He has done this on the basis of what we may call primary  
187 linguistic data" ??Chomsky 110).

188 As an L2 learner, the learner is required to be fully exposed, in whatever ways possible, to the language. It  
189 is, in fact, a great mistake to initiate a learner at first to the letters of the alphabet and to reading much before  
190 he is initiated rather satisfactorily to speech. Ages may witness the same mistake over and again because for the  
191 less resourceful teacher writing is a safe resort. The maintenance of the psychological sequence of the four skills  
192 in second language teaching -as a child masters the L1 in a sequence of listening, speaking, and later reading and  
193 writing -is a basic requirement.

194 The correct usage of a language depends upon the mastery of the interlinked group of skills, of which listening is  
195 the basic one. The sequence of the skills of the language is usually referred to a psychological sequence because of  
196 the manner in which the first language learner acquires the language. But in present day second language teaching,  
197 the psychological sequence of the four skills is seldom followed. With the result of that, practically speaking, no  
198 language learning takes place. As a result of confusing the skills, first of all, the process of internalisation doesn't  
199 take place the way it should. A continuous audio -lingual acquaintance with the language in concrete situations  
200 alone enables the learner to master the art of recognition of the language systems. When the learner is expected  
201 to read and write without the audio-lingual recognition ability, he is left with a base for language activity. It  
202 doesn't cope with learning laws and requirements of the mind. Such a construction without the necessary base  
203 is bound to be fictitious. The longer the audio -lingual training -the training of the ears provided -the better the  
204 language acquisition going to be. There is no sequential option for a second language teaching programme other  
205 than the psychological sequence of listening, speaking, reading and writing which is necessary for the proper  
206 internalization of language.

207 In language learning / teaching, differentiating between the four main skills would be a useful analysis, and  
208 would mark a step forward in understanding the complex process of language learning. It brings to the fore the  
209 difference between responding to language and using language. The difference is that in responding the learner  
210 puts meanings to symbols, spoken or written, but in using language the speaker or writer has to produce both  
211 meanings and symbols to express them. It is better that the easier tasks of listening and reading predominate  
212 at first over the more complex tasks of speaking and writing. An important point in language learning, what  
213 has to be 'expressed' should be 'given' first, so that both meanings and symbols need not be produced by the  
214 learner. Consequently, stories, information, the content of a passage in a text-book may be the best materials for  
215 the early stage of speaking and writing and may be given and then discussed and explained before the learner  
216 attempts to 'express' it in the new symbols.

217 The skill of producing ideas in the new language is a specialized one because the ideas have to be produced  
218 immediately clothed in the new language, they must not be 'translated'. So the pupils have to be trained to think  
219 in the new language. Here, the learner has to carry out two processes, two different mental activities, to think  
220 the thoughts and to clothe the thoughts in symbols that will cause the listener to think approximately the same  
221 thoughts. But the learner may not have those thoughts clearly enough in his mind for expression at all much  
222 less in a new language. He, therefore, stumbles in speaking, or hesitates. It has to be remembered that ideas  
223 and other forms of thought are very often less completely and less clearly formulated than is normally believed.  
224 The deduction to be drawn from this is that before demanding 'free' expression in speech from language-learning

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225 pupils, they should be prepared for this free expression by questioning them, by getting them to discuss their  
226 ideas, to explain them and 'work over' them in such a way that when they come to make their statements of  
227 speech these will have been 'developed', classified and completed by the oral preparation.

## 228 **8 IV. Communication -T he TERM xplained**

229 Encyclopedia Britanicca defines communication as "the process of making common or sharing of something  
230 between two or among several persons or groups of people" (132). "Someone who is communicating is able to  
231 talk to people easily" (Collins 148). In Widdowson's opinion communicative abilities are "those skills which are  
232 defined with reference to the manner and mode in which the system is realized in use?. Communicative abilities  
233 embrace linguistic skills but not the reverse" (67). The purpose of teaching the language is to enable the students  
234 to interact freely with others, to understand what others wish to communicate, and to be able to convey to  
235 others what they wish to communicate. Unless one comprehend what is said by the other person, he cannot  
236 communicate through speech. This is one of the problems of an Indian speaker of English when he comes in the  
237 midst of native speakers. This could happen when he makes a visit to a foreign country or when he has to attend  
238 a conference, or when he has to go abroad for purposes of higher studies. His difficulty may be that he cannot  
239 make himself understood, or that he cannot understand what is being said to him. Teaching the comprehension  
240 of the spoken language is also, therefore, important.

241 The three key points of natural acquisition of communication skill are; exposure to the language, interaction  
242 with other people, and the need to communicate. One often finds that learners from the regional medium often  
243 feel insecure when it comes to interaction and here only a network of supportive personal relationships can help  
244 them to engage their whole selves in the learning experience. The learners' attitude towards English, and those  
245 who speak English, either facilitates or hinders the natural process. These factors determine the amount of  
246 input that reaches the internal learning mechanism. The main input in the 'conscious' process comes through  
247 organized instruction in the classroom, where the teacher plans and pre-selects the items which she asks the  
248 learners to internalize. Depending on the problems that have been identified in the students, the teacher can  
249 start at any point. Littlewood calls this the 'pre -communicative stage', where "the main focus is on the forms of  
250 the language and the potential meanings they can convey in future communication, rather than actual messages  
251 being exchanged with another person" (71).

252 At the next stage, which is called 'communicative language practice', the learners can convey new information  
253 to each other for a communicative purpose. Since they are still protected from the full demands of communication  
254 outside the class room, this can be considered as structured information. Then the learners can be taken to the  
255 'authentic communication' stage where they have the opportunity for spontaneous communication by conversing.

## 256 **9 a) Linguistic Competence and Communicative Competence (Competence vs Performance)**

257 Language is a means of communication and when it is used for the same, one should have a knowledge of the  
258 linguistic forms of the language he uses and also a knowledge of when, how, and to whom it is appropriate to  
259 use them. In other words, the users of a language, to make communication effective, require a knowledge of the  
260 social meaning of the linguistic forms and their functions. If the user of a language has only the knowledge of  
261 language rules and forms, then he is said to have 'linguistic competence', and if he also has the knowledge that  
262 enables him to communicate functionally and interactively then he is said to have 'communicative competence'.  
263 Communicative competence is that aspect of one's competence that enables him to convey and interpret messages  
264 and to negotiate meanings interpersonally within specific contexts. "Communicative competence is relative, not  
265 absolute, and depends on the cooperation of all the participants involved" (Savignon 65). It is an interpersonal  
266 construct that can only be examined by means of the overt performance of two or more individuals in the  
267 process of negotiating meaning. It is an ability not only to apply the grammatical rules of a language in  
268 order to form grammatically correct sentences but also to know when and where to use these sentences and to  
269 whom. Communicative competence includes (a) knowledge of the grammar and vocabulary of the language (b)  
270 knowledge of the 'rules of speaking' (c) knowing how to use and respond to different types of speech acts as  
271 requests, apologies, thanks etc. and (d) knowing how to use the language appropriately.

272 V. Remedial Measures Suggested for the Teachers of English

273 The purpose of this paper was to establish the need for an effort that would bring about a qualitative  
274 improvement in the teaching and learning processes of English language. As most of the learners of English  
275 encounter difficulties in these areas of conversational and spoken English, it is the responsibility of the teachers to  
276 contribute towards the patterns of communication in English classroom and make an impact on the students' use  
277 of language for learning and also second language acquisition. The paper has put forward a few recommendations  
278 which might produce constructive results in an ESL classroom situation. Instead of basing themselves on  
279 preconceived notions and set theories, the English teachers should be prepared to make feasible modifications to  
280 build up learner confidence which will enable them to communicate fluently and effectively in English. Apart  
281 from an innate desire to do things in a better way, what should guide them in the teaching of English is their  
282 constant responsiveness to student needs and pedagogic practice. Communicative teaching of English that relies  
283 on classroom interaction can be better brought about if the teachers are ever alive and sensitive to what is

## 10 WORKS CONSULTED

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285 happening inside and outside the classrooms. Such responsiveness to the needs and aspirations of the students  
286 will make them more flexible in their approach to change the methodology of teaching English with a view to  
287 developing communicative competence among their learners. New ideas and perceptions of what is desirable and  
288 how it might be made practical in an English classroom should be sought regularly. This input will serve as  
289 stimulus to effect changes in the competency level of their learners and also help to discard many myths, enabling  
290 the teachers to become more attuned to reality.

291 'Streaming' can be adopted as a way of teaching-learning in English classrooms. The communicative teaching  
292 of English can be brought about effectively by putting together students of same language ability. In this way,  
293 the slow learners will be freed of any inhibitions that might otherwise be brought about by the presence of bright  
294 learners in their midst who would hog all the limelight. At the same time, bright learners, through challenging  
295 tasks, can be motivated to excel themselves. The grouping of learners according to the ability levels will help  
296 them to learn at their own pace and also result in more effective classroom management. Also, target levels can  
297 be determined for different ability groups depending on their skills and abilities. This will require the teacher to  
298 go in search of materials, methodology and testing procedures suited to learners of varied ability levels.

299 The desire to attune themselves to reality should enable the teachers to discard the myth of discrete-skills-  
300 approach in favour of a more integrated and task based approach to language teaching. An ideal English  
301 language learning curriculum should consist of a series of tasks -problem solving activities to be performed by  
302 students whereby they will get an opportunity to use and enhance their skills in listening, speaking, reading  
303 comprehension and writing. Such a task based approach will enable the teachers to view classroom materials  
304 as procedural activities which call for various kinds of language deployment by the learners. The flexibility of  
305 approach with regard to materials will also be reflected in the preparation of teaching-learning materials. Apart  
306 from using the textbooks readily available in the market, teachers should also supplement them with their own  
307 exercises and go on to prepare their materials and bring out textbooks more suitable to classroom teaching.

308 Non-dependence on pedagogic practice will, thus, empower the teacher to change gears not only with regard to  
309 methodology and materials but also with regard to the testing of their learners. In order to bring about greater  
310 connectivity between pedagogic practice and testing, the whole process of evaluation can be internalised and the  
311 teachers themselves can be given freedom to test their students.

312 A 'team approach' to teaching can also be adopted; the staff members of the department should work together  
313 in a collaborative and participatory manner. A system can be evolved whereby the department members meet  
314 once a week for what can be considered as 'project discussion' and that can also form a slot in the time-table  
315 of the department. This will help the teachers to come together and influence the process of change on the  
316 strength of their classroom experience, observation of pedagogic outcomes and also through their mutual sharing.  
317 Teachers can, thus, be not just recipients of change but also contributors to it.

318 It is heartening to note that there has been a growing awareness, during the last few years, that the teaching  
319 of English in its traditional form which is based on the notion that 'you first learn a language, and having learnt  
320 it, then use it', is no longer relevant. The notion that is gaining prominence now is that 'you can only learn  
321 a language by actually using it'. Recent curricular revisions of many universities and schools have included a  
322 Spoken English component in the syllabus.

323 However, even though Spoken English forms a part of the syllabus now, learners are not able to acquire speaking  
324 skills as there is no test of Spoken English. Or if at all it is assessed, the test is through the written mode -which  
325 is as good as not testing at all. And what is not tested won't be taken seriously, either by the teacher or the  
326 learners. Once tests in Spoken English that meet the needs of learners are designed and offered, automatically  
327 the washback effect could be seen on teaching Spoken English. As N.S. Prabhu would call it, this would be "ELT  
328 Engineering" (35). The paper concludes with the hope that; some day schools will begin to teach English at a  
329 suitable early standard; the teachers in schools will have good knowledge of English as spoken by educated elites,  
330 they will know what they want to teach and how to teach; the school and university entrance examinations will  
331 not test the learners' knowledge of prescribed texts, but their ability to speak and write correctly and to listen  
332 and read with accurate understanding and all these will help in infusing and practising communication effectively  
333 in the English classrooms.

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335 <sup>1</sup>

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