



Effectiveness of communicative approach and conventional Method for teaching English Language

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Abstract

Teaching and Learning of English language has been a matter of attention in Gujarat. Various methods, approaches and techniques have been tried out to make the process of teaching and learning English language interesting, effective and successful. In Gujarati medium schools of Gujarat State, English is taught more or less as content based. The four basic language skills i.e. listening, speaking, reading and writing are generally neglected in the classrooms. The present research paper was directed towards finding out effectiveness communicative approach and conventional method for teaching English language. The present study was basically experimental and it was conducted on the Gujarati medium students of Std.IX of Radhanpur taluka of Patan district. Using purposive method, 80 students from population were selected in the sample. Using randomised two groups only Post-test design of true experimental design, the researcher conducted the experiments. Post Teacher made English language test was used to collect data. Various statistical calculations were like Mean, SD, and 't'-value were used for data analysis and interpretation. The finding of the present study was that communicative approach was more effective than conventional method for teaching English language.

Keywords: Communicative Approach, Conventional Method, English Language Teaching

Introduction

Teaching and Learning of English language has been a matter of attention in Gujarat. Various methods, approaches and techniques have been tried out to make the process of teaching and learning English language interesting, effective and successful. But teaching and learning of English in Gujarati medium schools is in a chaotic state today. It is because teachers do not teach English language as they have been told or trained to teach. Since many years teachers have been teaching English language through lectures using grammar translation method. This traditional method is useful only to teach content and not useful to acquire English language skills. In Gujarati medium schools of Gujarat State, English is taught more or less as content based. The four basic language skills i.e. listening, speaking, reading and writing are generally neglected in the classrooms. In reality neither the teacher nor the student is anxious to teach or to learn English language. The student is nervous only about his success in examination and the teacher's sole problem is to see that the passing percentage of his subject should not go down. Students should not focus on content but try to express themselves in spoken or written form. An English teacher should not only focus on teaching content but also try to develop language skills by teaching through communicative approach and getting students involved in the process of teaching and learning English language.

Objectives

1. To develop teaching material based on the principles of communicative approach and conventional method for teaching English language for the students of std. IX.
2. To construct the teacher made test to measure achievement in English language for the students of std. IX.

3. To study effectiveness of communicative approach and conventional method for teaching English language for the students of std. IX.

Hypothesis

Ho₁. There will be no significant difference between mean scores of English language achievement test of students of experimental group and controlled group.

Variables of the study

No.	Kinds of Variable	Variable	Level of Variable
1	Independent	Treatment	Communicative Approach
			Conventional Method
2	Dependent	Achievement in English	Post Achievement in English

Limitations of the study

- The post achievement test in English language was constructed by the researcher himself.
- Only 80 students of std.IX from population were selected in the sample.
- Only three units of the textbook of English (Second Language) of std.IX were selected.
- The present study was conducted only through teaching communicative approach and conventional method.
- This study was limited for the year 2015-16

Area, Type and Method of the study

The present study was related to the areas of Language Teaching, High School Education and Teaching Techniques. In the context of the findings of the study, the present study was an applied research. In the context of collection of data, the present study will be a quantitative research. The research method of the present study was experimental. Randomised two groups only Post-test design of true experimental design was used in the present study.

Groups	Pre Test	Independent Variable (Treatment)	Post Test
Experimental Group-ER	--	X1(Communicative Approach)	TE
Controlled Group-CR	--	X2 (Conventional Method)	TC

Population and Sample

The Gujarati medium students of Std.IX of Radhanpur city of Patan district of Gujarat state was the population of the present study. In the present study the researcher used purposive sampling method of non-probability sampling. He drew chits and selected one high school of Radhanpur city. Then 80 students; 40 students for the experiment group and 40 students for the controlled group were taken as sample. The two groups were equalised according to the students' first semester English marks.

Tool

In the present study, the researcher used Post achievement teacher made test in English as a tool to collect data.

Data Collection

First the two groups were equalised according to the students' first semester English marks. Then students of experimental group were taught through communicative approach and students of controlled group were taught through conventional method. Then post-test of English was administered to measure students' achievement in English.

Data Analysis and Interpretation

The collected data was analysed by using various statistical techniques like Mean, SD and T test and on the basis of the obtained results, the interpretation of the data was concluded in the form of findings.

Group	N	Means	SD	S _{ED}	't'-Value	Significance Level	S/N.S.
Experimental	40	18.3	5.81	1.21	2.39	0.05	Significant
Controlled	40	15.4	5.00				

The obtained result showed that 't' value was 2.39 and it was significant at 0.05 level. So the null hypothesis 'There will be no significant difference between mean scores of English language achievement test of students of experimental group and controlled group' was rejected.

Findings

Communicative approach was more effective than conventional method for English language teaching for the students of std. IX.

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