

EFFECTIVENESS OF TRADITIONAL ENGLISH GRAMMAR & COMMUNICATIVE LANGUAGE TEACHING

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ABSTRACT

The present research paper is based on the experimental work. It throws light on the functions of the Traditional English grammar Teaching (TEGT) and the Communicative Language Teaching (CLT). They are not opposed to each other. In order to improve the students ability and gain better teaching results, the two kinds of teaching approaches should not be used respectively. On the contrary, we had better combine them together and use them flexibly in our day-to-day teaching. The sample consisted 50 students of D.T.Ed Second Year. It is related to Effectiveness of Traditional English Grammar & Communicative Language Teaching.

This paper refers to the way teachers can focus the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences. Here, the origin of the Communicative Approach as a combination of different methods is clearly explained, as such as the role of the teacher and the students in a communicative English.

The paper take a look at the communicative approach to the teaching of foreign languages. It is intended as an introduction to the communicative approach for teachers and teachers-in-training who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language. Questions to be dealt with include what the communicative approach is, where it came from, and how teachers' and students' roles differ from the roles they play in other teaching approaches.

INTRODUCTION

Before the last few years most of the teachers have been trying all kinds of teaching methods such as grammar translation method, direct method, Dr. West's Reading method, SA, CLT, etc. Among them CLT is the most favourite. It started in early 1980s. In India it is implemented since June 1994. The core of this method is to improve the students sociolinguistic competence as well as their linguistic competence. In a word, CLT's main idea is to improve

MADDI GULREJ SHOUKATALI

1 Page

the student's communicative competence and to overcome the disadvantages of traditional teaching approaches.

We always complain that our students are weak in speaking English. In this world of competition, we cannot deny the importance of speaking English. It is used in computer and information technology which are the means of progress. It is the general observation that pupils score good marks in English by writing answers in the answer-sheets but fail to face the interviews and consequently lose the opportunity. Communicative approach is a solution on it. If it is adopted right from the beginning, the fear of speaking English will be removed. But one thing should be kept in mind that this is a team work. All the English teachers should use this approach in their teaching, then only we will get good results.

Origin of Communicative Language Teaching-

Its origins are many, insofar as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction.

They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

Communicative language teaching-

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984, p. 5)..

These CLT spin-off approaches include The Natural Approach, Cooperative Language Learning, Content-Based Teaching, and Task-Based Teaching.

Communicative Language Teaching advocates subscribed to a broad set of principles such as these:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
- Learning is a process of creative construction and involves trial and error.

The Practice of CLT Approach-

The Concept of Sociolinguistic Competence-

It means actual use of a language in day-today life, ability of the students about the use of a language at different situation, occasion, how to express the ideas, views, emotion, thoughts through language. So, CLT focusses on that providing them the language situation in the classroom in the best way.

The theory of Task- based CLT -

Task based teaching is an important way of CLT. A variety of games, role-plays, dialogues and simulations are the proper activities for educational tasks. Educational value depends on the validity of the tasks and their usefulness as vehicles for the students.

The Concept of Linguistic Competence-

It means that one has a good knowledge of grammar and words, how she can speak, read and write in grammatical foreign language. In conversation, if mistakes were made in once pronunciation, grammar or words, spelling, it will lead to misunderstanding and boredom to others, and even damage their relationship. If we only understand what others say partially

and superficially, the communication of ideas can't be properly realized. Therefore, our purpose in teaching is to improve the students' communicative competence. That is to say, we should try to enhance the students' capability of using language in communication in a correct way. It is based on language practice.

Procedure of Teaching Grammar with the two principles provided by CLT.

1. Grammar ability is a part of the communicative competence. The static and closed grammar should subordinate itself to the dynamic, open and creative communication. Only by accurately understanding the role of grammar in English teaching, we can eventually come to a good result in grammar teaching.

2. The relationship between grammar competence 'absorbing' and 'practicing'. First, knowledge comes from practice. Students are required to participate in Reading and listening activities to observe and understand the structure and function of the grammar. After that they should summarize the rule of grammar together with their teachers, and absorb the sentence easily in this way. Secondly, teachers should make 'absorbing' in accordance with 'practicing' and help students to use the newly learned grammar in all kinds of 'practicing' to make them understand.

After making a review of both the methods and procedures, the researcher decided to conduct an experiment on it to know what type of relation between these two methods.

Role of a Teacher-

Teachers in communicative classrooms will find themselves talking less and listening more-- becoming active facilitators of their students' **learning** (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

Objectives-

1. To know the efficiency of listening and Reading exercises in classroom.

Group	N	Mean	SD	DF	T value	Level of significance
C	25	14.53	3.00	1/58	12.5	0.1s
E	25	23.53	2.72			

2.To know the efficiency of creating an environment of listening ,reading and doing some kinds of activities on students performance.

3.To know the effect of creating an environment of listening, Reading, absorbing(questioning)activities on students performance.

4.To identify the feasibility of CLT in respect of language learning.

Hypothesis-

There is no significant difference between the mean performance of the students from group C and group E on creating an environment of listening and Reading,absorbing and creating the environment of an activity.

Sample-

The sample used in the experiment was simple randomised. For the present study, I have selected 50 students of D.T. Ed. Second Year Students.

Tools-

The tools used for collecting the data. Observation Schedule and Tests were used to obtain reliable data.

Table 1-

Means,SDs and T value of both the groups showing the relationship between TEGT and CLT

Significant

It is reveled from table that the calculated t value is significant at 0.1 level. Hence the above stated hypothesis was rejected.

Methodology-

Experiment was conducted with two groups. Group C was given treatment of creating the environment of listening, Reading and doing some kinds of activities and Group E was given treatment of creating environment of listening and Reading, creating environment of questioning (absorbing) and creating environment of activities. Students performance data thus gathered were analysed by using descriptive and inferential statistics in the light of objectives.

Conclusions:

On the basis of the results and their interpretation, the following conclusions were found.

1. Listening and Reading exercises in classes, enable the students to get familiar with new sentence patterns and grammar Little by little and gradually give up their strange feelings of them.

2. Creating the environment of questioning affected on students thinking ability and changed their passive language acceptance into active language.

3. Providing an opportunity to the students for doing some kinds of activities enabled them to develop their communicative competence.

4. Grammar ability helps the students to understand and make spoken written language correctly.

5. The grammar ability also enables students to express themselves accurately and fluently in the course of using the language and to improve their communicative competence.

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