

**COMPARATIVE STUDY OF COMMUNICATIVE
LANGUAGE TEACHING AND GRAMMAR
TRANSLATION METHOD OF TEACHING ENGLISH AT
HIGHER SECONDARY LEVEL**

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ABSTRACT

The main purpose of this experimental study was to compare the effectiveness and impact of Communicative Language Teaching and Grammar Translation Method at higher secondary level in subject of English. It was hypothesized that there would be no significance difference between Communicative Language Teaching and Grammar Translation Method of teaching English at higher secondary level in technical education. Main objectives of the study were: To determine the effectiveness of Communicative Language Teaching and Grammar Translation Method of teaching English on the academic achievement of student. To compare the effectiveness of Communicative Language Teaching and Grammar Translation Method of teaching English at higher secondary level. To compare the learning competencies/abilities of the students taught through Communicative Language Teaching and students who received through Grammar Translation Method. The result of the study clearly showed the effectiveness of Communicative Language Teaching on the academic achievement of students as compare to Grammar Translation Method. The study comprised the students reading in private technical institute in Khyber Pakhtunkhwa. As sample of 50 student's class 1st year of Bannu Polytechnic Institute was evenly balanced. In order to collect data from sample of students a pre-test in English was developed and personally administered by the researcher. The sample students were divided into

two groups experimental and control group; each group was having 25 students. Experimental group was taught through Communicative Language Teaching while control group was taught through Grammar Translation Method. The data obtained was tabulated, analyzed and interpreted by using appropriate tests of significance, such as mean, standard deviation, t-test and coefficient of variation. The level of significance was 0.05. On the basis of results it was concluded that Communicative Language Teaching is more significant as compare to Grammar Translation Method.

Keywords: Impact, Communicative Language Teaching, Students, Academic Achievement.

INTRODUCTION

Teaching is basically an interaction between the teacher and learner. It is a system of actions intended to induce learning. Teaching is a two process, teacher deliver a lecture while the learners receive it and gain it (Bruce, 2007). The most effective teaching in language teaching is that in which both teacher and learners are equally involved, because in language teaching communication and discussion of both sides (teacher and learner) are necessary for effective learning of second or foreign language acquisition (Richardson, 1998).

It is true that for effective teaching one need to adopt proper an effective method of teaching learning process, because each work or task have its own value and significance, the same is the case of second language acquisition also (Bahrani, 2011). If a teacher uses such method of teaching which is not according to the need and requirements of learners then both teacher and learners face difficulty in teaching learning process (Shabina, 2008).

Due to quick changes in life we have need of new methods and techniques to make our life easy and comfortable; the same is the case of English language learning also. We have need of such methods and approaches through which we can learn the English language easily (Law, 2003).

There are different methods and approaches of teaching English. Some are very important and having global importance because of the changing situations and due to the needs and requirement of time while other are considered dull and ineffective methods and approaches of English language teaching. But the fact is that no method is worthless, each method has its own value and significance (Sue, 2011). A good teacher is that who uses that method or approach

which enables the teacher to achieve the desired objectives easily and within less time as compare to other (Swain, 1985).

Each and every individual has his own personal likes and dislikes, his own way of life, approach towards different things. But the fact is that now in this present competitive and progressive age, we need to know and to think about the changing situations of life (Andrew, 2007). The present age is the age of science and technology, the age of getting knowledge about the whole world, now a day because of scientific changes in the world the whole world is like a single country. The same is the case of English language also now in this progressive age, the importance of English language learning is equal to the development of science and technology development (Edvantia, 2009).

The importance of English language learning is equal to the importance and need of science and technology, because technological development makes the way of life easy and comfortable but English language makes the understanding and accelerating the different technical instruments (Robert, 2000).

English is an international language and having great importance in this present competitive age. So, keeping in view the higher learning competencies of our students in the subject of English language. We need to adopt newer method or pattern of teaching English rather to continue conservational or conventional methods of teaching English language (Naeem, 2012).

Language is a source or tool of communication. And communication means exchange of thoughts and views with others. Language is basically communication and communication means to share our views thoughts and feelings in proper and attractive manner. Thus the fact is that we observed practically that language can be learned only and only in related atmosphere as we have the example of our own native language. Similarly, the same is the case of English language learning also. We can learn it in friendly atmosphere, proper discussion, and to keep in mind the fundamental principles or skills of English language. To learn any language the above mentioned four principles are as important as we have the value and significance of language itself. We have learned our own native language through the proper use of our own native language two basic skill which are therefore, listening and speaking respectively. Only because of the proper use of these two skills we have learnt our own native language speaking and listening very well, although we are weak in writing and reading in our own native language (Arvaje, 2000).

According to Morison, (1964) “Teaching means a friendly contact between the more mature individual and the less mature one which is designed to further the education of the later”. It shows that basically in teaching the immature learns from the mature one or the less educated from the more educated one. Due to this reason this point is now clear that to learn any second language, we need friendly and boredom free atmosphere. Communicative teaching especially in teaching of different languages plays a dominant role which we cannot neglect.

Similarly, in our localities and in different institutions Grammar Translation Method is still using like an effective and advance way of teaching English. It may be that the English teachers who are in favour of the said method, they may not have proper knowledge of Communicative Language Teaching or may be some problems to them. But the fact is that now at recent scenario, the global changes, the age of science and technology development, the age of internet and computer only to get knowledge about the old strict rules of English language structure, is not enough, rather we have need to improve spoken form of language, to improve communication skills, to know about the different techniques which are beneficial for us in practical life to earn livelihood and feel easy while doing any task (Bhatia, 2000).

According to (Richards, 2000) it is clear that Communicative Language Teaching is based on activities. This method involves teachers and learners both to participate in learning process. Basically it is interactive method in this method there is interaction between teacher and learners (Aziz, 2011). This is the latest method of teaching English. Its effectiveness may be significant for curriculum designers, developers, implementers, and evaluators, as well as text books writers, working and prospective teachers. If the curriculum of English language is developed and constructed according to the Communicative Language Teaching or interactive method of teaching English language then it will be good and effective not only for teachers but for English language learners also (Andrew, 2007).

According to Palmer and Brood (1970) method is direction towards the aim or purpose; it is guideline for the achievement of objectives. It is a way towards the goal. Similarly, they have also defined and explained the importance of method in teaching of foreign language that it is a goal with purposes and results with values and it is the connection between the objectives and its importance and value.

Grammar Translation Method and Communicative Language Teaching have a vital and dominant status in teaching of English. Like these two methods there were other different

methods and approaches that had been used successfully, but the fact is that Communicative Language Teaching is an advance approach of teaching English in the present competitive era. Communicative Language Teaching is the only way of teaching which fulfills the communicative needs of learners and especially for those learners who are not basically the native speakers of the target language (Robert, 2000).

Communicative Language Teaching is a successful approach of teaching English as a foreign language. Most of the qualified and experienced teachers are using Communicative Language Teaching in English language class rooms in order to improve the teaching learning process (Herron, 1976). Communicative Language Teaching is based on activities, communication in the target language freely and friendly among the teacher and learners. Group discussion, fair work, demonstration and presentations are the main features of Communicative Language Teaching (Howatt, 1984). As compare to Grammar Translation Method Communicative Language Teaching does not ignore the importance of language structure but follow it in communicative manner, and give preference to interactive activities (Dumville, 1990).

OBJECTIVES OF THE STUDY

The objectives of the study included:

1. To determine the effectiveness of Communicative Language Teaching and Grammar Translation Method of teaching English on the academic achievement of student.
2. To compare the effectiveness of Communicative Language Teaching and Grammar Translation Method of teaching English at higher secondary level.
3. To compare the learning competencies/abilities of the students taught through Communicative Language Teaching and students who received through Grammar Translation Method.

HYPOTHESIS

- It was hypothesized: “there is no impact of Communicative Language Teaching on the academic achievement of students at higher secondary level in teaching of English.

RESEARCH PROCEDURER

The main purpose of the study was to compare the effectiveness of Communicative Language Teaching with Grammar Translation Method of teaching English and to see the impact of Communicative Language Teaching on students' academic achievement in private technical institutes in Khyber Pakhtunkhwa. Research methodology of this study includes a description of the population of all higher secondary level students reading in institutes in technical education. 50 1st year students of Bannu Polytechnic Institute Bannu constituted the sample of the study.

The procedure was that the researcher divided the number of students whom the researcher had taken as a sample of the study, i.e. fifty students. First of all when the researcher administered the pre-test from those fifty 50 students then on the basis of their pre-test marks the researcher divided them into two equal groups. After the successful division of the students on the basis of the students pre-test marks. The researcher himself taught the experimental group through Communicative Language Teaching and the control group through Grammar Translation Method for two months. Then after the successful completion of the treatment the researcher administered the post-test form both of the groups experimental and control groups.

After this process the data which was received by the researcher through pre-test and post-test of the students were statistically analyzed in order to point out the significance difference between the two methods of teaching English language at higher secondary level. Different statistical techniques had been used in this study in order to find out clear result of the study i.e. Mean, Standard Deviation, t-value, and co-efficient of variance. Similarly, at the end of the study summary, findings, discussion, conclusion and recommendation of the study had been presented.

DATA ANALYSIS

This section deals with analysis and interpretation of data obtained from pre-test and post-test as research tools.

Table No 4.1**Mean and Standard Deviation of Experimental and Control groups on Pre-test.**

S.No.	Group	Mean	Standard Deviation
1	Experimental	24.08	8.85
2	Control	24	8.698

The above table shows the mean score of experimental and control group on pre-test. The mean score of experimental group according to the table is 24.08 and control group mean scores are 24 similarly, the standard deviation of experimental group is 8.85 and control group is 8.698.

Graph No.4.1

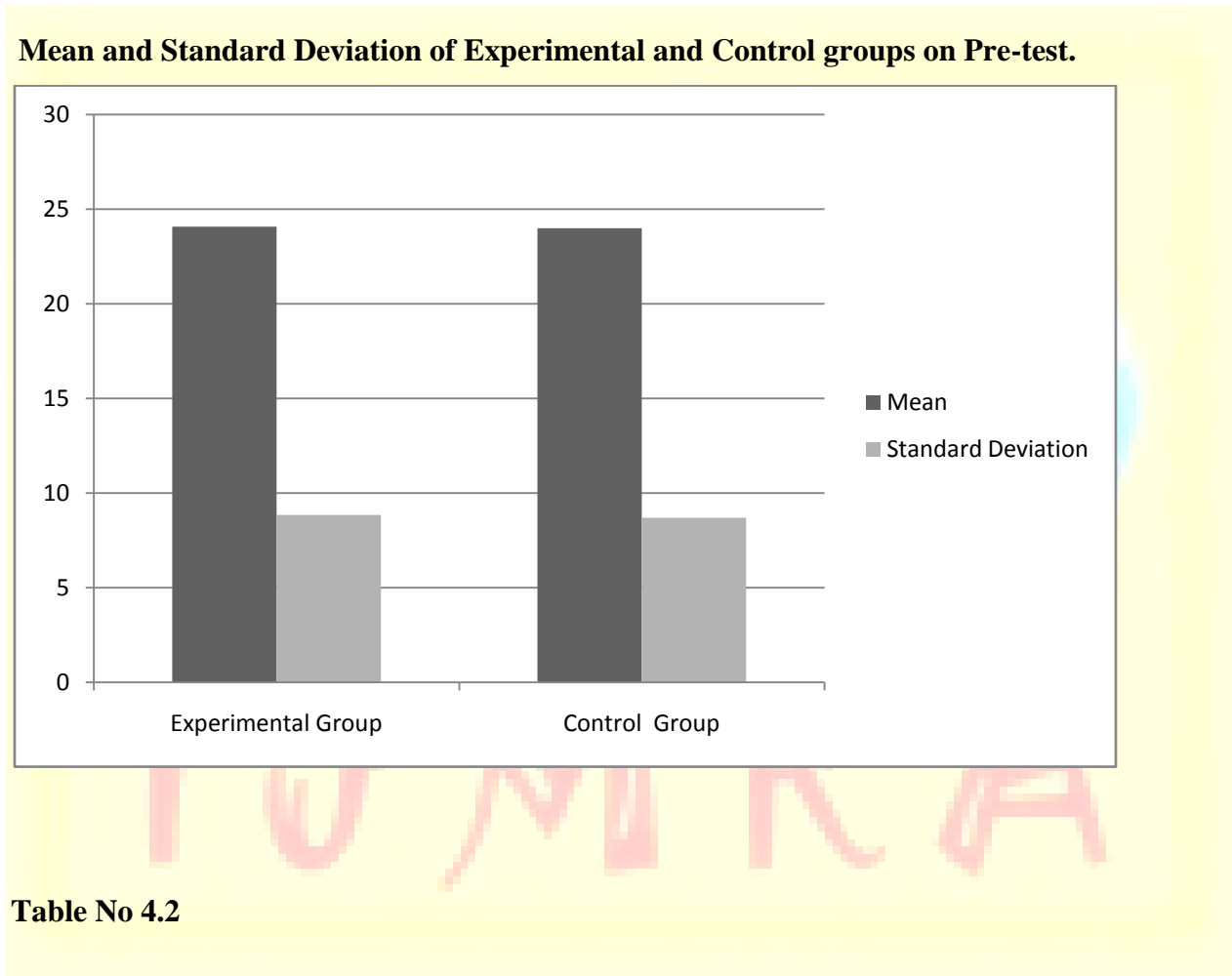


Table No 4.2

Mean and Standard Deviation of both Experimental and Control groups on Post-test.

S.No.	Group	Mean	Standard Deviation
1	Experimental	47.08	6.1908
2	Control	30.4	7.675

Table No.4.2 basically indicates the mean scores of both experimental and control groups in post-test. The mean scores of experimental group in post-test are 47.08 and on the other hand the mean scores of control group are 30.4 the Standard Deviation of experimental group is 6.1908 and control group is 7.675.

Graph No.4.2

Mean and Standard Deviation of both Experimental and Control groups on Post test

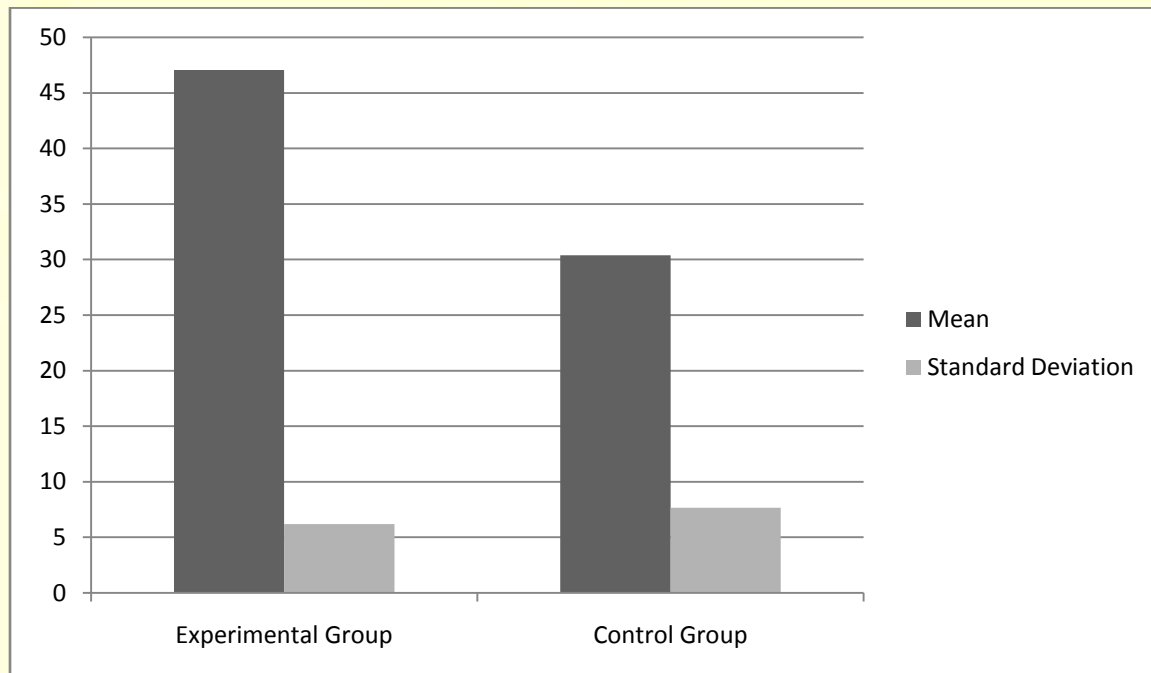


Table No 4.3

Mean Standard Deviation and t-value of Experimental and control groups on Pre-test.

S.No.	Group	Mean	Standard Deviation	t-value calculated	probability
1	Experimental	24.08	8.85	0.32	0.05
2	Control	24	8.698		

This table No. 4.3 indicates that the mean scores of control and experimental group in pre-test are 24.08 and 24. Thus Standard Deviation of experimental and control groups are 8.85 and 8.698. Similarly, the t-value between both of the groups experimental and control groups is 0.32. Which is smaller than the table value ± 2.0126 at 0.05 level of significance. And at $df = 48$.

Graph No.4.3

Mean Standard Deviation and t-value of Experimental and control groups on Pre-test.

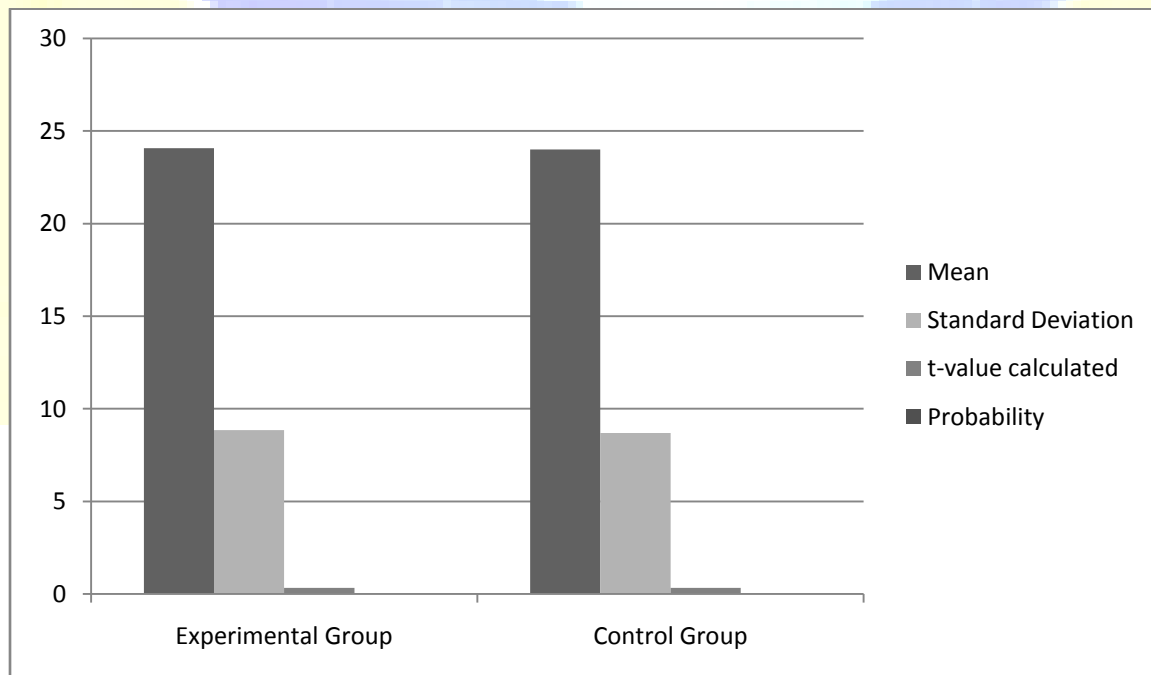


Table No 4.4

Mean Standard Deviation and t-value of Experimental and control groups on Post-test.

S.No.	Group	Mean	Standard Deviation	t-value calculated	probability
1	Experimental	47.08	6.1908	-8.46	0.05
2	Control	30.4	7.675		

Table No.4.4 indicates the mean scores of control and experimental groups in post-test are 47.08 and 30.4. Thus Standard Deviation of experimental and control groups are 6.1908 and 7.675. Similarly, the t-value between both of the groups experimental and control groups is -8.46. Which is smaller than ± 2.0126 at 0.05 level of significance. And at $df = -48$

Graph No.4.4

Mean Standard Deviation and t-value of Experimental and control groups on Post-test.

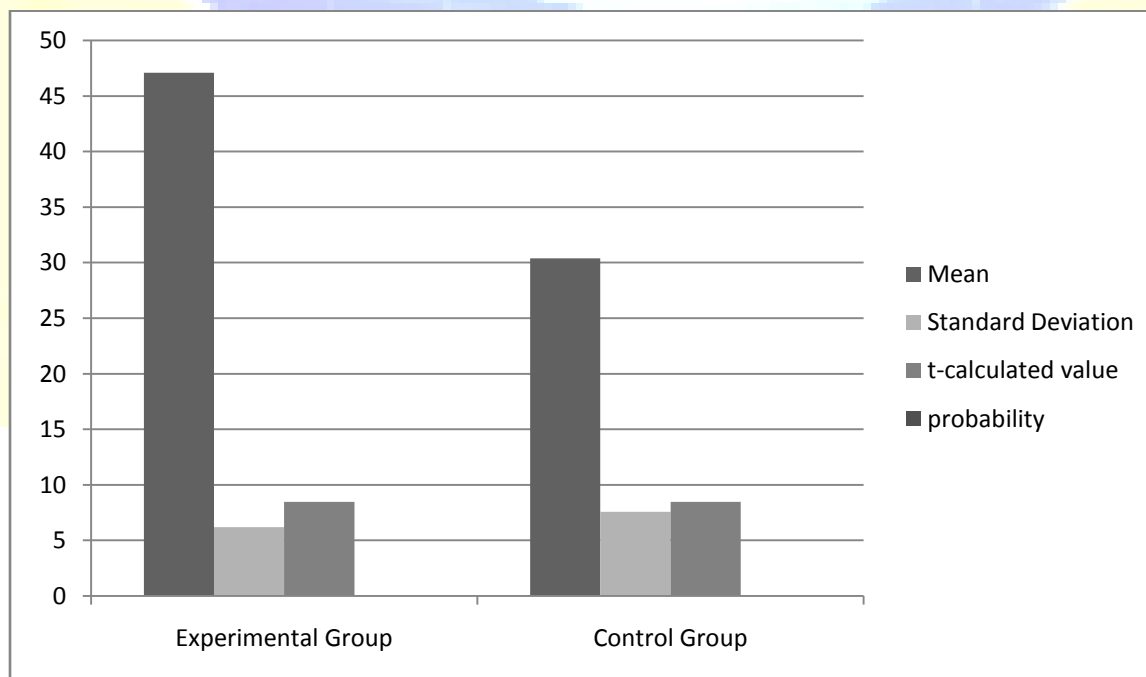


Table No 4.5

The Co-efficient of Variance (C.V) on pre-test scores of Communicative Language Teaching and Grammar Translation Method.

C.V of Experimental Group Communicative Language Teaching	C.V of Control Group Grammar Translation Method
36.75	36.24

This table No.4.5 clearly shows the difference between Communicative Language Teaching and Grammar Translation Method of teaching English language. We see that the Co-efficient of variance of Communicative Language Teaching is 36.75 and the Grammar Translation Method is 36.24.

Graph No.4.5

The Co-efficient of Variance (C.V) on pre-test scores of Communicative Language Teaching and Grammar Translation Method.

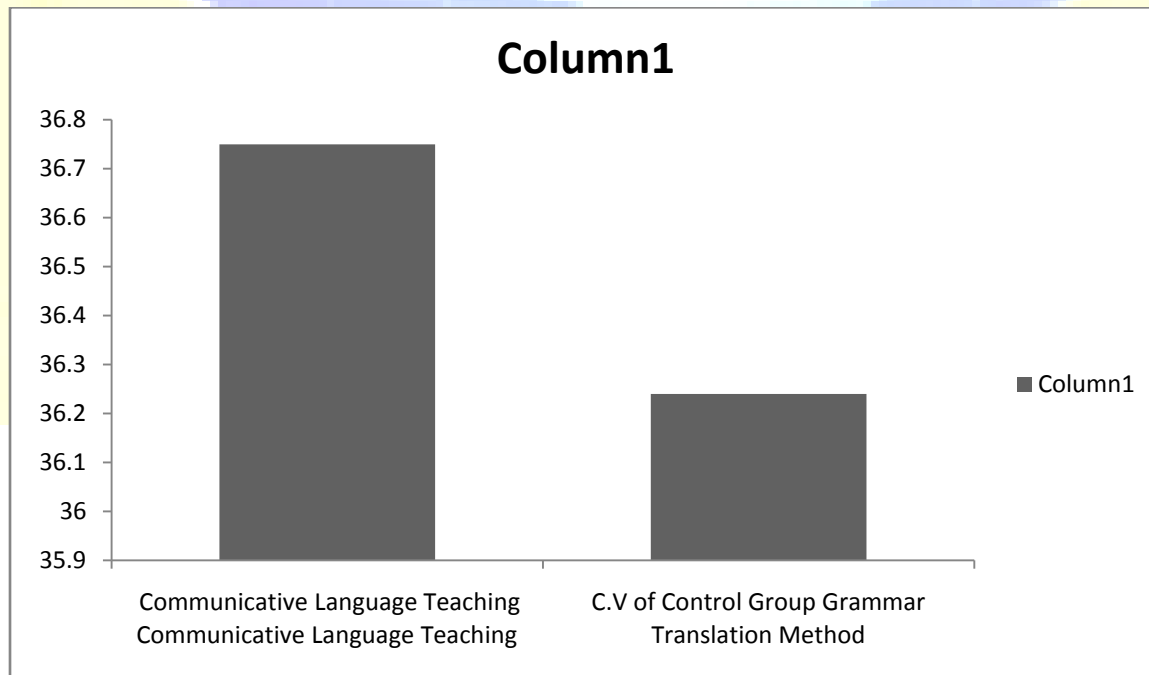


Table No 4.6

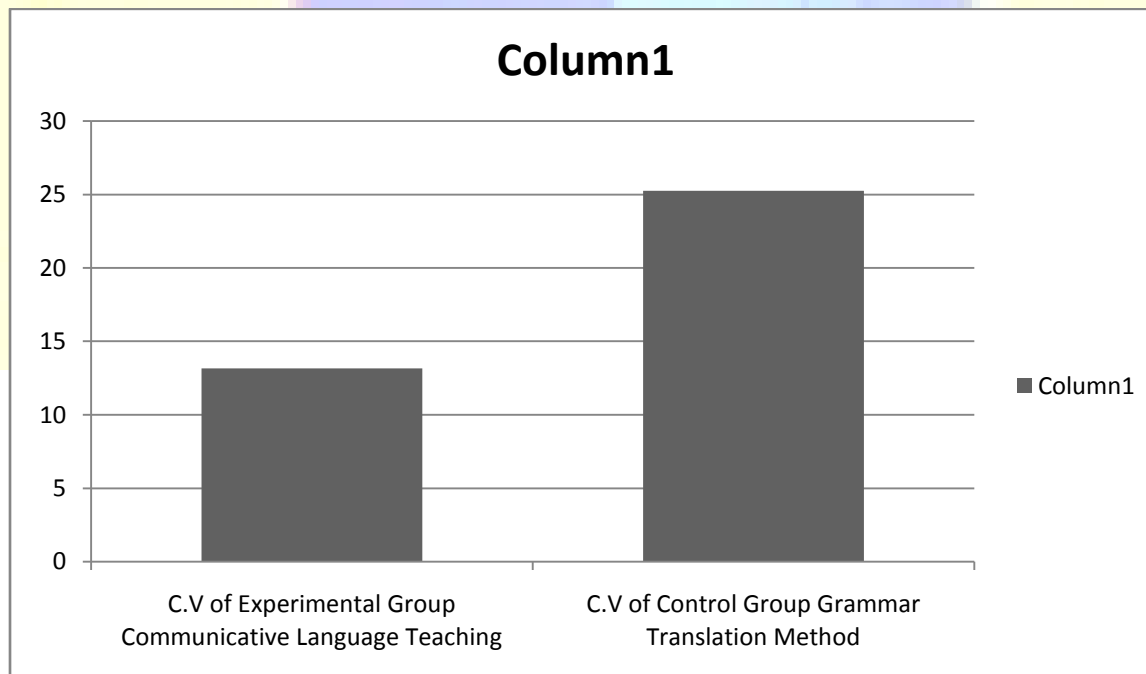
The Co-efficient of Variation (C.V) on post-test scores of Communicative Language Teaching and Grammar Translation Method.

C.V of Experimental Group Communicative Language Teaching	C.V of Control Group Grammar Translation Method
13.15	25.24

This table No.4.6 is about the significance difference between Communicative Language Teaching and Grammar Translation Methods of teaching English language at higher secondary level. Because we see that the table clearly shows that the Co-efficient of variance of Communicative Language Teaching after the treatment is 13.15 and on the other hand the Co-efficient of variance of Grammar Translation Method is 25.24.

Graph No.4.6

The Co-efficient of Variation (C.V) on post-test scores of Communicative Language Teaching and Grammar Translation Method.



CONCLUSIONS

It was concluded from the findings of the study that:

- I. Communicative Language Teaching has a positive impact on the students' academic achievement as well as effectiveness.
- II. In this present experimental study those students who were taught through Communicative Language Teaching showed better result than Grammar Translation Method of teaching English. Therefore, Communicative Language Teaching is better than Grammar Translation Method. Communicative Language Teaching is based on activities and practical participation of students in different skills of language learning.
- III. In Communicative Language Teaching there is an opportunity for the students to communicate in English and to do pair work, group discussion, presentation, questions and answers in order to improve speaking listening skills.

RECOMMENDATIONS

- I. It was revealed from the result of the study that Communicative Language Teaching has a positive effect on the students' academic achievement; therefore, it is recommended that Communicative Language Teaching is an effective method of teaching English because it encourages the learners to ask questions and to participate in various skills of language learning.
- II. The finding of the study showed that in this present competitive and technological era Communicative Language Teaching is necessary for English teaching because it improves the speaking and listening skills of language learners which are now a day completely neglected in traditional methods of teaching English.
- III. The study revealed that Communicative Language Teaching is not only suitable for higher secondary level but at low level also; therefore it is recommended that English teachers of all level should teach their pupils according to Communicative Language Teaching.
- IV. In the light of the study findings it is recommended that English teachers should prepare their lesson plans according to Communicative Language Teaching because it fulfills the needs and requirements of English language learners.

- V. The finding of study revealed that different Study materials and cu-curricular activities should be provided to the students in order to involved students in communicative skills.
- VI. In the light of the study it was indicated that Different types of seminars and English language programs should be arranged for English teachers in order to make them aware about the advance changes in English and especially in English language structure and spoken form.

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