

# COMPARATIVE ANALYSIS OF THE EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING WITH GRAMMAR TRANSLATION METHOD OF TEACHING FUNCTIONAL ENGLISH AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWA

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**ABSTRACT:** *Language is a tool or source of communication and plays a pivotal role therefore; the present experimental study was conducted to compare the learning competencies of learners at secondary level while using Communicative Language Teaching and Grammar Translation Method of teaching 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 secondary level. 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 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 1<sup>st</sup> 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 result and discussion, 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

In teaching learning process both the teacher and learner is equally engaged, teacher describes or explain something and the learner tries his level best to gain something. Therefore, the teaching process must be in a way that interact the learner and to make the process effective and interested for both the teacher as well as the learner [1]. In language teaching it is necessary to engage in teaching learning process both teacher and learner because in language there is a communication between teacher and learner that is why language acquisition is possible when there is communication between the speaker as well as the listener [2].

An effective teaching needs an effective method of teaching new words and ideas. it has been observed that to teach something effectively then it requires to teach it in a systematic and logical way so as to make the situation favorable for the learners. The communicative language teaching in this regard is the best method teaching English language [3]. Thus if a teacher uses a method or approach of teaching that is not according to the level and understanding of the second language learners then the second language acquisition may not be effectively be utilized. In language learning interest and environment is mandatory to be organized in language classrooms for the better understanding of language learners [4].

Due to rapid changes in life of the people with the passage of time and technological advancement in English language has become the need of time therefore, to utilize the language

learning such method of teaching is to be required which fulfill the needs of learners in four basic skills of language in systematic way. Traditional methods are used still successfully but are not suitable for the present advance and technological era, the needs of the learners are quite changed as compare to past with the rapid advancement in life style [5].

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 [6]. An effective method of teaching language is the sign of successful teacher, who uses a proper way for explaining difficult and completed ideas in simple words for second language learners with suitable examples proper utilization of time and energy in order to achieve the desired objectives of the teaching learning process [7].

It is necessary to change the teaching methods and approaches for learners according to the changing situation because now due rapid advancement in electronic media and progress in knowledge in the whole world especially for English language learning the old concepts of teaching have been changed. In past the old traditional methods of teaching were suitable but for that time because of limited resources and lack of instrument but the way is changed [8].

In this present scenario computer has changed the life style of people. The learners of language can use computer for their own personal interest and learning. It is used in different ways for example to download electronic dictionary, google translator, video games and word completion games for vocabulary development and other specific goals like this and so on but the fact is that to get help from the use of computer English language learning is necessary [9].

The importance of English language is equal to the advancement and progress of science and technology because science and technology have made our life comfortable but on the other hand the proper understanding and utilization of technology requires English language learning but the fact is that for language learning we have need of newer methods and approaches because these new methods are more suitable for learning and helpful in second language acquisition [10].

English is an international and foreign language for us but the fact is that it is not a complicated language. It is such a language that has a very short grammatical structure and having enough vocabulary. It is spoken language in most of the parts of the world. Different methods have been used in teaching of English language in the world and each one tries his/her level best to find out a way which would be better reflect our learning potentialities in teaching learning process during the second language acquisition [11].

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 (L1). 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 [12].

According to Morison, (1964) in teaching learning process the teacher presents something while the learner learns it. They are of the view that "teaching means a friendly interaction between the more mature one and the less mature one which designed to further the education of the later". It is clear that that the thoughts and views of teacher is mature as compare to the learner because teacher has enough experience and knowledge about the ideas or topics they are going to discuss. In Communicative Language Teaching that advantage may be availed by teacher and learner in communicative environment freely.

Grammar Translation Method is still using in our institutions but the fact is that teachers have problems in communicative approach because they have not knowledge about the proper use of language learning activities. The old and traditional

teachers are not ready to use new techniques of language teaching because of their own deficiency in their language knowledge. 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 [13].

According to (Richards, 2000) In communicative Language Teaching both teacher and learner are equally involved. Teacher presents his views in front of the pupil and then after the lecture or instruction teacher tries to give opportunities to learners to participate in different activities. Communicative teaching is beneficial in this regard for language proficiency and creates fluency in language [14]. 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 [15].

According to Palmer and Brood (1970) each and every individual has his own aim of life and so far as the completion of the aim is concerned then communication takes place in it. Therefore, for effective communication language is necessary to be learnt and used according to the time and situation. Language is a source or way towards the discussion of goals and objectives in a systematic way for the fulfillment of objectives but on the other hand if the speaker is unable to present his views clearly then the listener will be able to understand his/ her conversation thoroughly.

Grammar Translation Method is also used as one of the most familiar methods of teaching languages in our surrounding. In this method of teaching any second language is translated into a native language and the meaning of difficult words and phrases. The role of teacher is active and the role of learner is passive. Teacher translates the target language in mother tongue or in second language and the learners try to learn it gradually, but the fact is that this method is not suitable at present situation because advancement in language and increase in technological inventions. Communicative Language Teaching as compare to Grammar Translation Method Plays a pivotal role in teaching of foreign language because this method of teaching language gives chance or opportunity to the learners to participate practically in language learning activities and improve their language proficiency [16].

The qualified and new trained teachers who are fresh in the field of language teaching are using communicative approach in their language classrooms while because they have practically observed the value and significance of communicative activities and language learning centers. Learning occurs when both the teacher and learner is equally involved in teaching learning process in language learning because fluency comes when the learner speaks in the target

language[17].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

Different activities are used by English language instructor in classroom in order to engage the learners actively for participation. They are of the view that if the learner is unable to participate in classroom without any hesitation the this learning is useless because the basic function of language is that to present one’s views in a friendly manner without any tension or boredom during the teaching learning process in English language classrooms and to participate where there is need to participate while using related activities of language learning [18].Communicative Language Teaching is not only limited to spoken form of language but also with structure the Communicative Language Teacher users also use structure and teach to their pupils the complete structure of English language but only the style and approach towards presenting something is different. In this method of teaching language the main focus is given to four basic skills of language to improve it and to make the learners able speak fluently and correct according to native speakers dialects [19].

**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 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 secondary level in teaching of English.

**DELIMITATION OF THE STUDY**

The study was delimited to male students at Bannu Polytechnic Institute located in district Bannu.

**RESEARCH METHOD**

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 secondary level students reading in institutes in technical education. 50 1<sup>st</sup> 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 and then after the successful division of

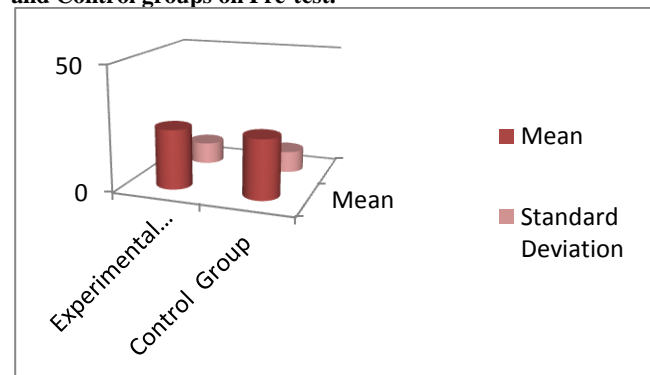
the students into two equal groups on the basis of their pre-test marks. The researcher himself taught the experimental group through Communicative Language Teaching and the control group through Grammar Translation Method for complete eight weeks. Then after the successful completion of the treatment the researcher administered 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.

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

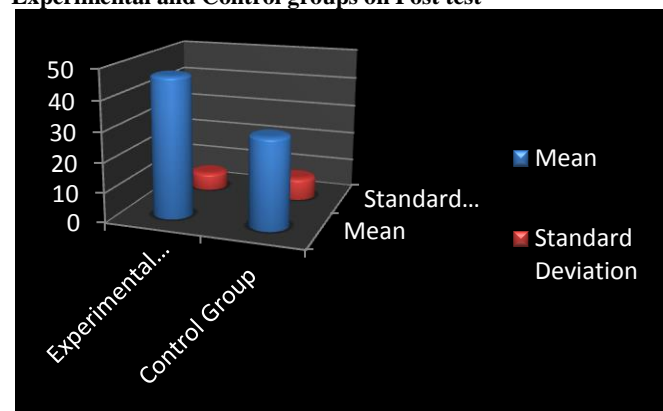


**Table No 4.1. Mean and Standard Deviation of Experimental and Control groups on Pre-test.**

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.4.2: Mean and Standard Deviation of both Experimental and Control groups on Post test**

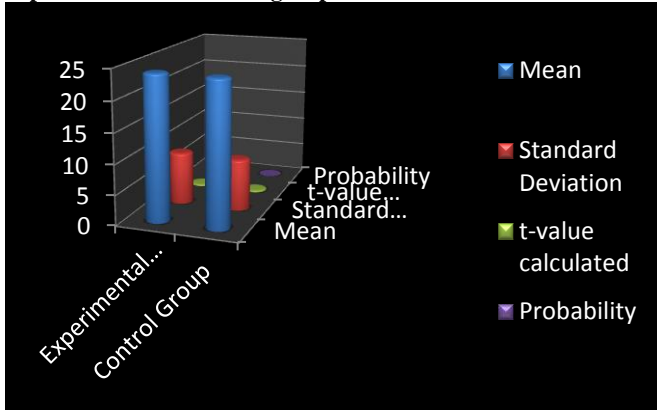


**Table No 4.2: Mean and Standard Deviation of both Experimental and Control groups on Post-test**

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



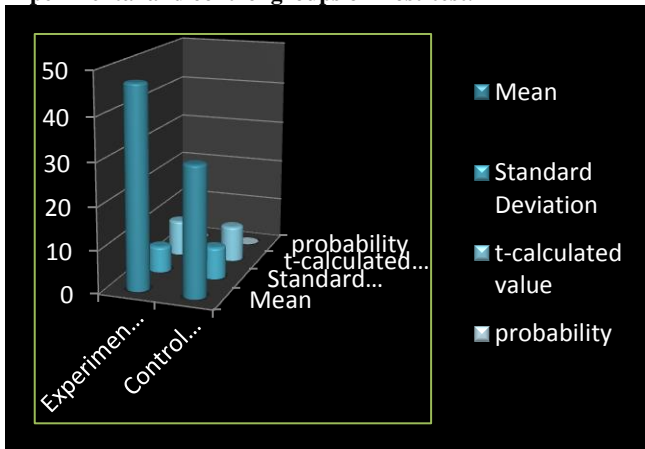
**Table No 4.3**

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

S. No	Group	Mean	S.D	t-value calculated	probability
1	Experimental	24.0	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  $\pm 2.0126$  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.**

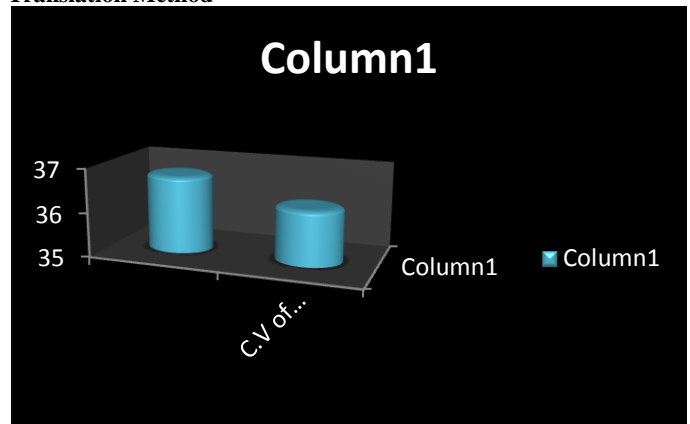


**Table No 4.4: Mean Standard Deviation and t-value of Experimental and control groups on Post-test.**

S. No	Group	Mean	Standard Deviation	t-value	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  $\pm 2.0126$  at 0.05 level of significance. And at  $df = 48$

**Graph No.4.5: The Co-efficient of Variance (C.V) on pre-test scores of Communicative Language Teaching and Grammar Translation Method**

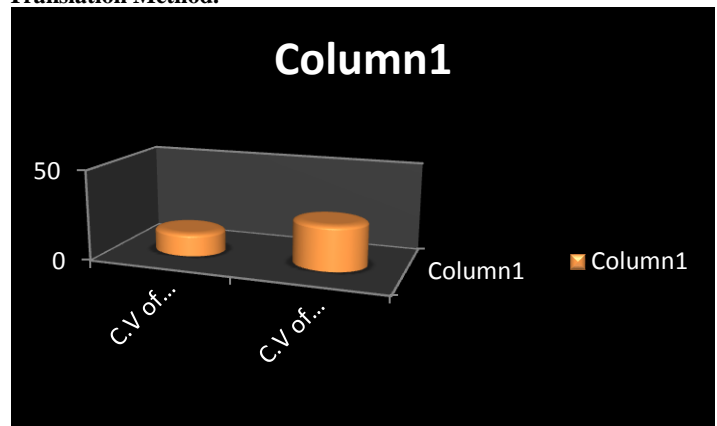


**Table No 4.5: The Co-efficient of Variance (C.V) on pre-test scores of Communicative Language Teaching and Grammar Translation Method**

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.5.6: The Co-efficient of Variation (C.V) on post-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.

**CONCLUSION**

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.
- IV.

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