

A Study of the Communicative and Functional Approaches of Teaching English as a Second Language

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Abstract

In the middle era, many foreign tribes were attracted towards Hindustan's prosperity often some of them succeeded in their goal and settled down in India. Because of the problem of the communication between the natives and the foreigners, many new languages were introduced. Thus, languages, dialects and slang's took their places in the country. The study followed a pre-test, and post-test, and a single group experimental design. It was found that the students were more enthusiastic in learning the English language through the different approaches. Here, it is conceded that the two approaches, one is communicative and other is functional approach.

Introduction

Although English has been replaced as medium of instruction, the students at College/University level still require to read the literature relevant to their field of specialization because the reference material published in the regional languages is inadequate compared to the materials available in English. Most universities have prescribed the course of identical English compulsory for Arts, Science and Commerce students. The same text-books (in most cases) are prescribed, irrespective of the specific needs of students and their attainment level in English and the same examination procedures are adopted. The psychology behind this may be of developing general proficiency in English

Therefore, Indian leaders, both political and academic, realized the importance of English, as a link language as an international link language and as library language. For India, English is as important as any of her vernacular languages. For almost two centuries now, English has been playing an important role in our educational system as well as in our national life. Language is a powerful tool of communication. Language helps us to express our views, feelings and thoughts. The first language that initiates the child into the word of sounds and letters is called his mother tongue. The mother tongue is the language in which the child develops the art of expressing himself verbally. Therefore, it is the need how to design the English course of study to cultivate and enhance the communicative skills.

Objectives of the Study

- (1) To study the effectiveness of various methods of the teaching English as a second language.

- (2) To study the effectiveness of the methods the teachers adopt while of the teaching English as a second language in the colleges.
- (3) To study the various methods of teaching English as a second language and the appropriateness of those methods.

Importance of the Study

Since the present system of education has come into existence, the educationalists have been trying to find out the best available methods of English language teaching by which the teaching learning process can prove fruitful. Innumerable research works have been done so far to make the English teaching process effective. We have already discussed the ELT scenario in India and particularly Gujarat where the teaching of English is based on traditional methods and so not at all satisfactory. However, there is a shift of focus from the language teaching methods to the language learner. This change of focus is an outcome of a range of experiences and experiments in the field of second language acquisition and that some profitable development in English language teaching will follow this shift from the teaching methods to the language learner is certain. Traditionally, India has always revered the teachers and the traditions are given more importance in India. Still, this is the major approach in our schools and colleges. Learners are not supposed to have any say in the classroom. Today, English language teaching is carried out by teachers who themselves were taught in that way.

Limitations of the Study

- (1) This study will be done only in the Gujarati medium colleges.
- (2) This study will be done only in the affiliated colleges to Gujarat University.
- (3) This study will be done in the colleges which are situated in the Ahmedabad city.

Hypothesis of the Study

- Ho₁:** There will be no significant difference between the pre-test and post-test mean scores of the students of Groups 'A' taught through the communicative approach.
- Ho₂:** There will be no significant difference between the pre-test and post-test mean scores of the students of Groups 'A' taught through the functional approach.
- Ho₃:** There will be no significant difference between the mean post-test scores of the students of Groups 'A' taught through the communicative and functional approach.
- Ho₄:** There will be no significant difference between the pre-test and post-test mean scores of the students of Groups 'B' taught through the communicative approach.
- Ho₅:** There will be no significant difference between the pre-test and post-test mean scores of the students of Groups 'B' taught through the functional approach.
- Ho₆:** There will be no significant difference between the mean post-test scores of the

students of Groups 'B' taught through the communicative and functional approach.

Ho₇: There will be no significant difference between the mean post-test scores of the students of Groups 'A' and 'B' taught through the communicative approach.

Ho₈: There will be no significant difference between the mean post-test scores of the students of Groups 'A' and 'B' taught through the functional approach.

Tool of the Study

The researcher has constructed the self made two different test, pre-test and post test them standardized by the experts of the subject. Pre-test and post-test were developed in order to gauge, the performance of students before and after the training.

Statistical Techniques

Statistical techniques for the analysis and interpretation of the results of the experiment. (i) Mean, (ii) Standard Deviation, (iii) Square of Standard Deviation, and (iv) 't' Value.

Sample of the Study

The study has been done in the college affiliated to the Gujarat University where the students have been taught under various methods. There are two Groups 'A' and 'B' representing the population with all the characteristics present in the population. The selection of the samples and the size of the samples are based on the design of the study, the size of the population and accuracy expected in the experiment. The researcher has taught under study the two different Groups 'A' and 'B'. The details of the sample of the study are shown in the following table.

Table no. 1, No. of the Students

Groups	A				B				Total
	Communicative		Functional		Communicative		Functional		
Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	
No. of the students	100	100	100	100	100	100	100	100	800

Table no. 2, 't' Value Between Two Groups

Type	Group One	Group Two
No. of Students	100	100
Mean	36.85	37.17
SD	8.3259	6.2861
SD ²	69.3207	39.5162
't' Value	0.30673	

The above table no.2 shows the 't' value between group one and group two is less than 1.96. It shows that there is no significant difference between the pre-test mean scores of group one and group two. Thus, group one and group two are homogeneous. The group one was taught through the communicative approach and group two was taught the functional approach.

Table no. 3

't' Value of the Communicative and Functional Approaches of Groups 'A' Students

Mean, S. D., S. D. Square and 't'; Value of the Communicative and Functional Approaches of Groups 'A' Students		
Approaches	Communicative	Functional
No. of Students	100	100
Mean	60.62	56.71
S. D.	8.397667	9.661226
SD ²	70.52081	93.33929
't' Value	3.054500132	

The above the table no 3 following conclusion is drawn. There will be no significant difference between the pre-test and post-test mean scores of the students of Groups 'A' taught through the communicative and functional approaches 't' value was compared with 't' table value and the calculated 't' value of the communicative and functional approaches of Groups 'A' is 3.054. The calculated 't' value is more than 2.58 which is significant at 0.01 level of significance.

Table no. 4
't' Value of the Communicative and Functional Approaches of Groups 'B' Students

Mean, S. D., S. D. Square and 't' Value of the Communicative and Functional approaches of Groups 'B' Students		
Approaches	Communicative	Functional
No. of Students	100	100
Mean	62.51	56
S. D.	7.75964	9.701499
S. D. ²	60.21202	94.11909
't' Value	5.240277034	

The above table no. 4 the following conclusion is drawn. There will be no significant difference between mean achievement scores of the students of Groups 'B' taught through the communicative and functional approaches. 't' value was compared with 't' table value and the calculated 't' value of the communicative and functional approaches of Groups 'B' is 5.240277. The calculated 't' value is more than 2.58 which is significant at 0.01 level of significance.

Table no. 5, 't' value of the Communicative and Functional Approaches

Mean, S. D., S. D. Square and 't' Value of the Communicative and Functional Approaches		
Approaches	Communicative	Functional
No. of Students	200	200
Mean	61.565	52.8
S. D.	8.120065	10.42224
S. D. ²	65.93545	108.6231
't' Value	9.382019542	

The above table no. 5 the following conclusion is drawn;

- (1) There will be no significant difference between mean achievement scores of the student of Groups 'A' taught through the communicative and functional approaches.

To check the above mentioned null hypothesis observed 't' value 3.054 is compared with 't' table value 2.58 which is significant at 0.01 level of significance. Observed 't' value is greater than 't' table value at significant level

of 0.01. So the null hypothesis is rejected and it is concluded that the students of Groups 'A' taught through the communicative approach are cleverer than the students of Groups 'A' taught through the functional approach because their mean achievement scores come to 60.62 and 56.71 respectively.

- (2) There will be no significant difference between mean achievement scores of the students of Groups 'B' taught through the communicative and functional approaches.

To check the above mentioned null hypothesis observed 't' value 5.240277 is compared with 't' table value 2.58 which is significance. Observed 't' value is greater than 't' table value at significant level of 0.01. So the null hypothesis is rejected and it is concluded that the students of Groups 'B' taught through the communicative approach are cleverer than the students of Groups 'B' taught through the functional approach because their mean achievement scores are 62.51 and 56 respectively.

- (3) There will be no significant difference between mean achievement scores of the students taught through the communicative and functional approaches.

To check the above mentioned null hypothesis observed 't' value 9.38 was compared with 't' table 2.58 that it significant at 0.01 level. It is concluded that the students of first year B.A. taught through the communicative approach show higher achievement than the students taught through the functional approach. As their means are 61.57 and 52.8 respectively.

Results and Discussion

The above mentioned the hypothesis observed 't' value 9.38 was compared with 't' table 2.58 that it significant at 0.01 level. So the hypothesis is rejected. It is concluded that the students of 1st year B.A. level taught through the communicative approach shows higher achievement than there the students taught through the functional approach as their means are 61.57 and 52.8 respectively.

Findings of the Study

- (1) The students of Groups 'A' taught through the communicative approach were found cleverer than the students of Groups 'A' taught through the functional approach.
- (2) The students of Groups 'B' taught through the communicative approach were found cleverer than the students of Groups 'B' taught through the functional approach.
- (3) All the students taught through the communicative approach were found more responsive than the students taught through the functional approach.
- (4) The communicative approach proved to be more successful and the students

enhanced their skills of language in use and speech communication.

Conclusion

In view of explosion of the numbers getting enrolled in Indian Universities, we are likely to be forced to adopt a policy of teaching them in larger classes. This is diametrically apposite to the movement of paying attention to individual learners. The students of Groups 'A' and 'B' taught through the communicative approach were found cleverer than the students of Groups 'A' and 'B' taught through the functional approach. The communicative approach proved to be more successful and the students enhanced their skills of language in use and speech communication. It is hoped, however, that adequate studies of the learning strategies to be adopted by our students will be carried out in future. So that the instructional problems not only in language teaching but also in other areas of the curriculum, will be better understood and as a result, will be properly resolved.

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