



September, 2010

“A STUDY OF THE EFFECTIVENESS OF CLT PROGRAM ENFORCED FROM 1998 FOR TEACHING OF ENGLISH AT SECONDARY LEVEL.

* Dr. Mrs. Lata Subhash More

*(Asst.Prof.) Shri.S.H.Naik, College Of Edu, Navapur, Nandurbar (M.S.)

Introduction:-

During the past decade considerable changes have taken place in the field of language teaching both in English as a foreign language and the learning of English in general. It has been acknowledged that language is essentially a tool for communication. The recent concept of the Communicative Language Teaching (CLT) as brought about a revolution of thoughts and ideas. Though the recent concept of CLT is introduced in India, teaching of English is more or less content based, not skill based. The five fundamental language skills namely Listening, Speaking, Reading, Writing and Communication skills have been generally neglected. This is the reason we find our students weak at English. Students mostly fail to communicate what they are really want to do , not because they lack ideas, thoughts, and feelings, but because they have not been taught so far how and when these communicative tasks and acts are performed.

Specific objectives of the study:- 1) To evaluate students communicative competence in Reading & Writing English. 2) To study the reactions of teachers while implementing the program. 3) To study the reactions of students who are being taught English through CLT program.

d) Specific Hypotheses:- 1) The CLT program has no effect on the Writing skill of pupils. 2) The CLT program has no effect on the Reading (Comprehension) and Communication skills of pupils. 3) Tribal and Non-tribal pupils do not differ significantly in respect of and Reading and Writing skill. 4) Tribal and Non-tribal pupils do not differ significantly in respect of Communicative skill. 5) The Male & Female students do not differ significantly in respect of Reading, Writing & Communication skills. 6) There is no significant difference between the difficulties of Tribal teachers & Non-tribal teachers in respect of CLT program.

Delimitation of area and sample:-

1) 1500 students including tribal and non-tribal learning English as a compulsory language in 8th & 9th class of the secondary schools in Nandurbar District, Maharashtra state are randomly selected. 2) 50 teachers of secondary

school including Tribal and Non-tribal who are implementing the CLT program are randomly selected.

Research Methodology:-

For the present study the investigator used the Survey Method for data collection.

Tools:- The data for this study was collected through a self made questionnaire for students and teachers of English. The test of Reading, Writing and Communication were standardized and used for the data collection.

Test Description

Sr. No.	Type of Test	Marks	Type of Questions	Time (Min.)	No.of que.	Reliability	Validity
1	Reading	35	Objectives with multiple choice & Cloze test	20	31 (26+5)	0.81	Content Validity
2	Writing	30	Paragraph writing & Essay Writing	20	2 (15+15)	0.78	Content Validity
3	Communicative	35	Conversation, Description of a picture	10	2 (15+20)	0.75	Content Validity
4	Questionnaire for i) Students ii) Teachers	-	Feed back	10	16 30	-	-

Reliability & Validity:-

The reliability of Reading, Writing and Communicative skill tests was determined by split half method and the value was found to be 0.81, 0.78 and 0.75 respectively. These values of reliability show that the tests are fairly reliable instruments.

The validity of these tests was determined by experts having considerable experiences in the field of education and English language. The opinion of these specialists confirmed that the tests are sufficiently a valid tool.

Data Collection:-

The tests of Reading, Writing and Communication and the questionnaire for students and teachers were administered by the investigator herself. Typically the participants were able to complete the survey (tests & questionnaire) in 45 to 60 minutes. After discarding the questionnaires and tests were coded for statistical analysis.

Interpretation of Data:-

1) **Quantitative Data:-** Reading, writing and Communicative tests were analyzed by using Percentile, Mean, Standard deviation and t – value.

Percentile Rank :-

2) **Interpretation of qualitative Data:-** The collected data was analyzed, interpreted and put the results. So far as the collected data is concerned the achievement of the students in respect of Reading, Writing and Communicative skills appears to be of average levels.

Mean, S.D and t-value of the total achievement scores of Tribal & Non- Tribal stud

Variable	Mean	S.D	t-value
Reading	12.5	2.5	1.5
Writing	10.5	2.0	1.2
Communication	11.5	2.2	1.3

Conclusions:-

- 1) The CLT program has no effect on the Writing skill of pupils. But the achievement of Female students in respect of writing skill is more than that of Male students. So the Female students are ahead of male students in respect of writing skill.
- 2) Total achievement in English of Non - tribal is more than that of Tribal students.
- 3) Thus sex, Tribal and Non-tribal variables has been founded to be determining factors in the total achieve-

ment of English. 4) There is no significant difference between the Tribal and Non-Tribal students in respect of Reading and Writing skill. 5) But in respect of Communication skill, the Non-tribal students are ahead of the tribal students. 6) No significant difference found between the Male students and Female students in respect of Reading & Communication skill. 7) Pupils shyness, inability of using language, time limit are the difficulties reported by both the Tribal and Non-tribal teachers. 8) Though 62% of the teachers have attended the training program on CLT but 18 % of the teachers don't have any information about the training program. 9) 97% of the teachers use the Grammar Translation Method in their English classes. Very few teachers 2 % only are acquainted with the CLT. 10) Most of the students (98%) including Tribal & Non-tribal expressed their opinion that teachers use Grammar Translation Method for teaching English in the class. So the opinion of students is the mirror itself which shows the clear picture of the implementation of CLT program. The conflicting views enlisted above about the opinion of teachers and students clearly indicate that though the program and its objective-**To develop the communicative competence among students'** – are useful but the implementation has failed to achieve the goal itself.

Suggestions and Educational implications- 1) The study suggests that teachers should use role-play, group-work, language games group-discussion, dialogues and cultivate the reading habit of at least one English news paper and hear English news on Radio or T.V to improve their Communicative Competence. The Maharashtra state Government is a patron and designer of the course should provide the special orientation program on CLT and it should be mandatory to all the concern teachers. The teaching of English should be properly super vise by it.

REFERENCE

- 1) Agrawal Mamta – 'Communicative Tests of Reading and Writing in English': N. C. E.R.T. Delhi.
- 2) Brumfit. C. J. and K. Johnson (1987), 'The Communicative Approach to Language Teaching': ELBS / Oxford University Press.
- 3) Garrett, Henry E. (1971) 'Statistics in Psychology and Education': (Bombay) Vakils, FE FFER And Simons.
- 4) Heaton, J. B. (1975) 'Writing English Language Tests: A Practical Guide for Teachers 'of English As Second Or Foreign Language': London, Longmans.
- 5) Paliwal A. K. (1996). 'Communicative Language Teaching in English': Jaipur : Surabhi.