

Effectiveness of Structural Approach for Teaching Communicative English to Class 2 CBSE Students

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Abstract

English is the language of international communication. The countries where native language is different already faces problems in teaching communicative English. The present study deals with comparing the effects of three different methods namely Audio lingual, oral aural and Situational method for teaching communicative English for class 2 primary students. Experimental method used a sample of 90 students divided into three groups. The pre-test and post-test design was used. Group A was taught through Audio lingual method. Group B was taught through Aural Oral method and group C was taught through Situational approach. The comparison was made among these methods. The result indicates that Audio lingual method for teaching communicative English was more effective than Oral aural and Situational method.

I. Introduction

In English language teaching, there are several approaches like Structural Approach, Situational Approach, Natural Approach, Communicational Approach, Eclectic Approach that can be applied in a classroom. Each one has purpose and gives concern to certain skills (listening, speaking, reading and writing) development. Although they share the same theoretical foundation, the audio-lingual method, Aural oral method and situational method differ in some techniques and procedures. the SLT focuses on situational presentation of new sentence patterns. While the audio-lingual method relies on the repetition and practice of language in isolation using audio visual aids and lastly Aural oral method stresses on structures of language like phrases, idioms, patterns. learning in SLT occurs by presentation of new language in situations. For example, the instructor may teach English vocabulary and sentence pattern in frequent situation through books, learning materials, photos, body language, fictious scenarios etc. it should be emphasized through that situation in this sense are different from meaningful contextual use of language in the contemporary sense when contextualization is intended to be meaningful use of language for real communicative purposes.

Objectives

The main objectives were to develop a teaching module, to study its effectiveness and to compare the progress of students in terms of pre and post achievement score of class 2 students taught through using Aural Oral method, Audio Lingual and Situational method for teaching communicative English.

Samples

A sample of 90 students of class 2nd divided into three experimental groups was selected for the study. The student of class 2nd CBSE school of Nagpur district, Maharashtra, formed the population for this research. Purposive Sampling method is used for selection of samples.

Tools

Researcher had secured all the necessary helps and references for planning and constructing the questionnaire. Before constructing the questionnaire, the researcher had attained a clear understanding of the objectives of the study and of the nature of the data needed. On the basis of the objectives of the research problem the researcher had constructed the questions. Questionnaire for Criterion reference test on teaching communicative English developed by the researcher.

Analysis

The data collected through the samples was computed and analysed for interpretation for drawing of conclusion by using percentage of answers. Analysis of collected data will be done on the basis of mean score of pre- test and post- test for experimental groups.

Suitable conclusion was drawn on the basis of data analysis.

Table-1: Calculations of Pre and Post-test achievement score

Methods	Number of samples	Pre-test Mean	Post-test Mean	Standard Deviation pre-test	Standard Deviation post-test	Calculated t value
Audio- Lingual	30	8.2	13.63	0.44	0.53	19.639
Aural-Oral	30	7.7	10.87	0.41	0.36	10.995
Situational	30	7.5	10.03	0.38	0.46	10.275

Table-2: Calculation of F-value

	Sum of squares	Degree of freedom	Mean Square	F
Between groups	213.06	2	106.53	16.450
Within groups	563.41	87	6.476	

Interpretation

From the table 1 and 2, we can conclude that after the administration of all the three approaches there is significant difference in the means of pre and post-tests within same class which means each method after administration has shown positive results in improving communicative English of students.

When all the three methods compared, class 2A which was taught by Audio lingual method shown more improvement than other two classes 2B and 2C which were taught by oral aural method and situational method respectively as its mean was found to be the highest of them all (13.63).

Calculated t values were found to be greater than to table value at level of significance 0.01 and 0.05. Degree of freedom was found to be 29. t-values for Audio Lingual, Aural Oral method and Situational method 19.639,10.995 and 10.275 were greater than 2.04 and 2.76.

Calculated F value is greater than tabulated F value hence Null hypothesis was rejected and Alternate hypothesis was accepted i.e. there is significant difference between three methods

II. Result

The outcome was assessed through the responses given by the students in pre-test and post-test. Each question contained 2 marks and there were 10 questions so CRT was of 20 marks The data was analysed comparing means of pre-test and post-test of class 2 students taught through using Aural Oral method, Audio Lingual and Situational method for teaching communicative English.

There is significant difference between three methods. Hence it is concluded that although all the methods were significant in teaching communicative English to students, Audio Lingual was more effective than Aural Oral method and Situational method.

From above observation and interpretations, it's clear that the Audio-lingual method is more effective in improving communicative English of students than other two methods because there is significant difference between their means.

III. Findings and Conclusion

Students of section A was showed considerable improvement in their English communication skills when compared to students of section B and C. from the above calculations we can conclude that the Audio-lingual method is more effective when compared with other two methods. Situational method was proved to be least effective for teaching communicative English to class 2 students.

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