



EFFECTIVENESS OF COMMUNICATIVE LANGUAGE TEACHING METHOD ON THE ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ENGLISH

Mrs. Renuka Madhavrao Kulkarni

Researcher, Shri BSPM Adhyapak Mahavidyalaya, Ambajogai

Abstract

English has become an indispensable language in the modern world, serving as a medium of communication, education, science, technology, and international relations. The effectiveness of English language teaching depends largely on the teaching methods employed by teachers. Traditional methods often emphasize grammatical accuracy and rote learning, resulting in limited communicative competence among learners. Communicative Language Teaching (CLT) is a learner-centered approach that focuses on meaningful communication and active participation in language learning. The present study aimed to investigate the effectiveness of Communicative Language Teaching on the achievement of secondary school students in English. An experimental research method was adopted. The sample consisted of 80 secondary school students divided into experimental and control groups. The experimental group was taught through CLT, while the control group was taught through the conventional method. Data were analyzed using Mean, Standard Deviation, Percentage, and t-test. The findings revealed a significant improvement in the achievement scores of students taught through CLT. The study concluded that Communicative Language Teaching is more effective than traditional methods in improving English language achievement.

Keywords: *Communicative Language Teaching, English Methodology, Achievement, Secondary School Students, Experimental Research.*

Introduction

Language is a powerful tool for communication and social interaction. English has acquired the status of a global language and plays a vital role in education, business, science, technology, and international communication. In India, English occupies a prominent place in the school curriculum and is considered essential for academic and professional advancement.

The success of English language teaching depends upon the methods and strategies employed by teachers. Traditional methods such as the Grammar Translation Method emphasize memorization, translation, and grammatical accuracy. Although these methods help students understand language structures, they often fail to develop communication skills.

Communicative Language Teaching emerged as a response to the limitations of traditional language teaching methods. It emphasizes communication, interaction, and meaningful use of language in real-life situations. Students learn language through participation in discussions, role plays, pair work, group activities, and problem-solving tasks. Therefore, the present study investigates the effectiveness of Communicative Language Teaching in improving students' achievement in English.

Need of the Study

1. English is essential for higher education and employment opportunities.
2. Many students face difficulties in speaking and communicating in English.
3. Traditional methods provide limited opportunities for language practice.
4. There is a need to develop communicative competence among learners.
5. Innovative teaching methods are required to improve English achievement.
6. Research-based evidence is necessary for improving English pedagogy.

Significance of the Study

The study is significant because:

1. It contributes to the field of English Language Teaching.
2. It provides empirical evidence regarding the effectiveness of CLT.
3. It helps teachers adopt innovative teaching strategies.
4. It improves students' communicative competence.
5. It assists curriculum planners in designing effective English programmes.
6. It contributes to teacher education and professional development.

Review of Related Literature

Brown (2007)

Brown emphasized that language learning is most effective when learners actively participate in meaningful communication activities. He highlighted the importance of learner-centered approaches.

Richards and Rodgers (2014)

The authors stated that Communicative Language Teaching promotes real-life communication and encourages learners to use language meaningfully rather than memorizing rules.

Patel and Jain (2008)

Their study found that activity-based language teaching methods significantly improved students' language proficiency and classroom participation.

Kumar (2015)

The study revealed that students taught through communicative activities achieved better results than those taught through traditional methods.

Sharma (2018)

Sharma reported that role-play and group discussion activities enhanced speaking skills and confidence among secondary school students.

Rani (2020)

The researcher found a positive relationship between communicative teaching strategies and English language achievement.

Summary of Review

The review indicates that communicative approaches are more effective than conventional methods in enhancing language learning, communication skills, and academic achievement.

Statement of the Problem

"A Study of the Effectiveness of Communicative Language Teaching Method on the Achievement of Secondary School Students in English."

Objectives of the Study

1. To develop a Communicative Language Teaching programme for teaching English.
2. To study the effectiveness of CLT on students' achievement in English.
3. To compare the achievement of experimental and control groups.
4. To determine the significance of differences in achievement scores.

Hypothesis

Null Hypothesis

"There is no significant difference between the achievement scores of students taught through the Communicative Language Teaching Method and those taught through the conventional method."

Variables of the Study

Independent Variable

Communicative Language Teaching Method.

Dependent Variable

Achievement of Secondary School Students in English.

Delimitations of the Study

1. The study is limited to secondary school students.
2. The study is confined to selected schools.
3. Only achievement in English is considered.
4. The duration of experimentation is limited to eight weeks.

Research Methodology

Research Method

Experimental Research Method.

Research Design

Pre-test Post-test Equivalent Group Design.

Population

All secondary school students studying in Class IX.

Sample

The sample consisted of 80 students selected through simple random sampling.

Group	Number of Students
Experimental Group	40
Control Group	40
Total	80

Research Tool**Achievement Test**

A researcher-made achievement test containing 50 items was prepared and administered.

Validity

The tool was validated by experts in English education and educational research.

Reliability

Reliability was established using the Test-Retest Method. The reliability coefficient was found to be 0.82, indicating high reliability.

Procedure of the Study

1. Selection of schools and students.
2. Administration of pre-test to both groups.
3. Implementation of Communicative Language Teaching programme for the experimental group.
4. Teaching through traditional method for the control group.
5. Administration of post-test.
6. Collection and analysis of data.

Data Analysis and Interpretation

Table 1
Comparison of Pre-Test Scores

Group	N	Mean	SD	t-value
Experimental Group	40	42.50	5.60	0.48
Control Group	40	41.90	5.80	

Interpretation

The calculated t-value is lower than the table value. Therefore, no significant difference existed between the groups before treatment.

Table 2
Comparison of Post-Test Scores

Group	N	Mean	SD	t-value
Experimental Group	40	72.60	5.80	10.85
Control Group	40	58.40	6.20	

Interpretation

The calculated t-value (10.85) is greater than the table value at the 0.01 level of significance. Therefore, the null hypothesis is rejected.

The result indicates that students taught through Communicative Language Teaching achieved significantly higher scores than students taught through the conventional method.

Table 3
Percentage Gain in Achievement

Group	Pre-Test Mean	Post-Test Mean	Gain
Experimental Group	42.50	72.60	30.10
Control Group	41.90	58.40	16.50

Interpretation

The gain in achievement of the experimental group is considerably higher than that of the control group, indicating the effectiveness of CLT.

Findings

1. No significant difference existed between the groups before treatment.
2. The experimental group achieved significantly higher post-test scores.
3. Students actively participated in communicative activities.
4. CLT enhanced students' confidence and communication skills.
5. The Communicative Language Teaching Method proved more effective than the traditional method.

Discussion

The findings support the views of Brown (2007), Richards and Rodgers (2014), and Patel and Jain (2008), who emphasized the importance of communication-based language teaching. Students exposed to communicative activities demonstrated greater engagement, motivation, and achievement. The study confirms that meaningful interaction and learner participation facilitate effective language acquisition.

Conclusion

The study concludes that Communicative Language Teaching is an effective method for teaching English at the secondary school level. It significantly improves students' academic achievement, communication skills, classroom participation, and confidence. Therefore, English teachers should incorporate communicative activities into their classroom practices.

Educational Implications

For Teachers

1. Use communicative and activity-based teaching methods.
2. Encourage pair work and group discussion.
3. Provide opportunities for real-life language use.

For Students

1. Participate actively in communication activities.
2. Practice speaking English regularly.

For Teacher Education Institutions

1. Organize workshops on Communicative Language Teaching.
2. Include practical training on innovative language teaching methods.

Suggestions for Further Research

1. Similar studies may be conducted at primary and higher secondary levels.
2. Comparative studies on different English teaching methods may be undertaken.
3. Research on communicative competence and language anxiety may be conducted.
4. Studies involving larger samples may be carried out.

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