

## COMPARATIVE STUDIES OF THE EFFECTIVENESS OF COMMUNICATIVE AND STRUCTURAL APPROACH FOR TEACHING ENGLISH LANGUAGE

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### Abstract

The current study investigated into the comparison of Communicative approach and Structural approach. The research was experimental in nature. The population of the study was 22 the students of matriculation of the Educators School at District Sahiwal in Punjab Pakistan. The students were taught by the Teachers using both approaches for 30 days. Perceptions of the students were also taken through questionnaire and data collected were analyzed on SPSS version 21 and results were shown with mean, standard deviation and Error. The experiment revealed that there was no any significance difference in the likings of the students at secondary level to the communicative and structural approaches. However students showed their likings towards structural approach but they did not put back the importance of communicative approach as well.

**Key words:** Studies, Effectiveness, Communicative, Teaching, Language

### 1 Introduction

English language teaching holds valuable concerns to English language Instructors in Pakistan. Various various approaches have been in use to inculcate learning outcomes of the students. Teachers apply these approaches without exploring the perceptions of the students. The current study dug out students perceptions at secondary level to know their preferences to which they reveal their inclination. The study revealed no significant differences among the students to both communicative and structural approaches. However findings of the study brought out the fact if English Teachers are provided sufficient trainings on communicative and structural approaches, learning outcomes of the students may be developed and interest of the students may also be maintained towards English language learning.

### 2 Literature Review

Ahmed and Rao (2013) conducted a research about Comparison of Communicative Language Teaching (CLT) and Grammar Translation Method. In the article they conducted a research comprised in two parts i.e. the feasibility of applying the CLT approach from students and teachers perspectives. The sample population consisted of 40 male students with grade 12<sup>th</sup> for three months .Syllabus for students at intermediate level was used as a sample. One group was taught CLT and other group was taught by GMT. Both qualitative and quantitative techniques were used to collect data. In their research, findings proved that CLT approach was more effective than GMT approach. This research could be milestone in the direction that syllabus for English language teaching might be revised. Examination system must be focused on the use of CLT approach in ELT.

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Mareva and Nyota (2012) conducted a research on Structural Approach and Communicative approach. They established a study on structural approach and its methods and techniques mostly used teaching in ESL. Both researchers conducted a survey of many teachers regarding teaching of English in schools of Zimbabwe. They used quantitative and qualitative questionnaire together. According to their findings both techniques were used in that survey. Teachers focused on grammar teaching method because the main objective was accuracy rather than fluency. The teachers might have lack of knowledge over CLT so they did not want to do experiment on new techniques of teaching English.

Chang (2011) conducted a research on the Grammar Translation Method and The Communicative Approach to know that which was more suitable for Grammar Teaching. Two classes were selected for experiment and were taught through these two methods. CTM emphasized on fluency and teacher played his role as facilitator not a dictator in that approach. It was a dialogue centered approach and just meanings were conceived in that approach. While GTM was a traditional and classical method because of its association with the teaching of classical languages like Greek and Latin. In the words of Mackery, it was simply a combination of the activities of grammar and translation. The result showed that Grammar Translation Method was more effective than the Communicative Approach because of its concerned with accuracy. It was a student centered approach in which students were taught in easy and convenient manner. Classes are taught in the mother tongue with little active use of the target language. That's why this approach was usually liked and appreciated.

### 3 Objectives

1. To find out the perceptions of the students about effectiveness of communicative approach in English language class.
2. To find out the perceptions of the students about the effectiveness of the structural approach in English language class.
3. To find out the comparison of the communicative and structural approaches.

### 4 Methodology

The current study was experimental research. It was conducted at the Educator School in District Sahiwal in Punjab, Pakistan. 22 students of secondary level were the population of this study. These students were taught by using communicative and structural approaches together. To collect quantitative data a questionnaire was constructed and distributed among the students to accumulate the statistical information to know about the preferences of the students. Data were analyzed on SPSS version 21 to obtain mean score, standard deviation and standard error.

**Table 1 shows results about attitude of the students towards Communicative Approach**

Statements	N	Mean		Std. Deviation
		Statistic	Std. Error	
Communicative approach helps us to learn English language	22	1.59	.126	.59
Communicative approach is helpful in understanding English language		1.59	.142	.66
Communicative approach is helpful in spoken English language		2.05	.192	.89
Communicative approach improves our vocabulary.		2.05	.223	1.04

Communicative approach improves our grammar		2.00	.186	.87
communicative approach is more effective in learning English language		1.73	.239	1.12
Communicative approach is interesting to learn English		2.32	.166	.78
Communicative approach reduces the hesitation of the students.		2.36	.233	1.09
Communicative method improves the pronunciation of the students		2.36	.233	1.09

In the above table Statement 1 shows mean score about communicative approach helping to learn English language that is 1.59 with standard deviation 0.59 which reveals that most of the students prefer communicative approach. Statement 2 shows mean score about communicative approach helps to understand English language that is 1.59 with standard deviation 0.66 which reveals that most of the students prefer communicative approach. Statement 3 shows mean score about communicative approach helps in spoken English language that is 2.05 with standard deviation 0.89 which reveals that most of the students prefer communicative approach. Statement 4 shows mean score about communicative approach help us to improve our vocabulary of English language that is 2.05 with standard deviation 1.04 which reveals that most of the students prefer communicative approach. Statement 5 shows mean score about communicative approach help us to improve our English language that is 2.00 with standard deviation 0.87 which reveals that most of the students prefer communicative approach. Statement 6 shows mean score about communicative approach is more effective in learning English language that is 1.73 with standard deviation 1.12 which reveals that most of the students prefer communicative approach. Statement 7 shows mean score about communicative approach is more interesting to learn English language that is 2.32 with standard deviation 0.78 which reveals that most of the students prefer communicative approach. Statement 8 shows mean score about communicative approach reduce the hesitation of students to speak English language that is 2.36 with standard deviation 1.09 which reveals that most of the students prefer communicative approach. Statement 9 shows mean score about communicative approach improves the pronunciation of English language that is 2.36 with standard deviation 1.09 which reveals that most of the students prefer communicative approach.

**Table 2 showing results about attitude of the students towards Structural Approach**

Statements	N	Mean		Std. Deviation
		Statistic	Std. Error	
Structural approach helps us to learn English language.	22	1.77	.166	.59
Structural approach is helpful in understanding English language.		1.62	.213	.76
Structural approach is helpful in spoken English language.		2.08	.288	1.03
Structural is approach improves our vocabulary		2.15	.337	1.21
Structural approach improves our grammar?		2.23	.257	.92
Structural approach is more effective in learning English language		2.00	.376	1.35
Structural approach helps us to learn the rules of English language		2.31	.208	.75
Structural approach improves the accuracy of the sentence structure		2.77	.323	1.16
Structural approach reduces the hesitation of the students		2.23	.281	1.01

In the above table 2 Statement 1 shows mean score about structural approach helps to learn English language that is 1.77 with standard deviation 0.59 which reveals that most of the students prefer structural approach. Statement 2 shows mean score about structural approach helps to understand English language that is 1.62 with standard deviation 0.76 which reveals that most of the students prefer structural approach. Statement 3 shows mean score about structural approach helps in spoken English language that is 2.08 with standard deviation 1.03 which reveals that most of the students prefer structural approach. Statement 4 shows mean score about structural approach help us to improve our vocabulary of English language that is 2.15 with standard deviation 1.03 which reveals that most of the students prefer structural approach. Statement 5 shows mean score about structural approach helps to improve our grammar of English language that is 2.23 with standard deviation 0.92 which reveals that most of the students prefer structural approach. Statement 6 shows mean score about structural approach is more effective in learning English language that is 2.00 with standard deviation 1.35 which reveals that most of the students prefer structural approach. Statement 7 shows mean score about structural approach is helpful to learn the rules of English language that is 2.31 with standard deviation 0.75 which reveals that most of the students prefer structural approach. Statement 8 shows mean score about structural approach improve the accuracy of the sentence structure of English language that is 2.77 with standard deviation 1.16 which reveals that most of the students prefer structural approach. Statement 9 shows mean score about structural approach reduce the hesitation of the students in English language that is 2.23 with standard deviation 1.01 which reveals that most of the students prefer structural approach.

## 5 Discussion

The current study explored through experiment made at secondary level that structural approach was more effective in learning English language for the students. The students also explored the fact that communicative approach was although a useful phenomena but at secondary level students were not eligible enough to absorb the root factors of the communicative approach. It was also explored that communicative approach could be useful only for those students who had a lot of background knowledge to support them to apply the communicative approach in real life situation. As compare to this, structural approach was welcomed by the students of secondary level. The reason behind was as the experiment revealed that at this level students needed to provide such structural approach and such type of sentences which could help them developing more and more sentences and that was why they preferred to use structural approach to be applied by the teachers in the class. Moreover it was also observed that students were taught English as EFL. In EFL situation there is no language filled environment to fulfill the needs of the students to apply communicative approach in the class. The current study also explored that 70% of the population belonged to villages. So the students had to come far off places to the private institution where medium of instruction was English. They came with different social background which in fact not suitable helping them to enjoy learning English Language. Moreover, the study also found out that there was lack of proper professional teaching of the teachers due to which they were not fully aware of the utility of the both approaches in the real sense of the world.

## 6 Conclusion

The study concluded that communicative and structural approaches were very useful and welcomed by the students at secondary level. If proper professional trainings are provided by the expert linguists and the teachers are made fully aware of the utility of the structural and communicative approaches. The learning outcomes of the students would be efficient and change the existing situation at secondary level.

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