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A Comparative Study of the Difficulties faced by the teachers in Communicative Language Teaching & Grammatical Translation Method in the Primary Schools of the Rural Areas of Allahabad

HAMID GITTAN JEWAD
Department of English &Foreign languages
Chitamber Schools of Humanities and Social sciences
Faculty of Humanities social and Education
Sam Higginbottom Institute
India
Dept. of Scholarships & Cultural Relations
University of Kerbala
Iraq
DR. SHIVANI S.VERMA
Dept. of English & Foreign Languages
Chitamber School of Humanities and Social Sciences
Sam Higginbottom Institute
India

Abstract:

The Grammar Translation Method and the Communicative Approach have both played important roles in English grammar teaching. Which is better, the Grammar Translation Method or the Communicative Approach? This paper aims to compare the controllability and feasibility of these two approaches and find out which one is more suitable for English grammar and language teaching in India. Sixty primary English teachers were selected and a Questionnaire was given to them consisted of twenty three questions about the difficulties that are faced by them using the Grammar Translation Method and the Communicative Approach respectively. Their answers in the Questionnaire was collected and the data demonstrated that there is a distinction between the two methods. The result showed that teaching in the framework of the Communicative Approach is better than Grammar Translation Method in teaching English language in the Rural Primary Schools. Nevertheless, the

Communicative Approach emphasizes fluency and the Grammar Translation Method is concerned with accuracy. Fluency and accuracy are the target for English learning. So the best way to improve the situation is to combine both methods in teaching English Grammar.

Key words: Grammar translation method, Communicative approach, Difficulties

I.   Introduction

Appropriate, Method in language teaching is essential, as it links theory to practice. Every language teacher has his methods of teaching which he uses as a guiding principle. From these methods, one anchors the design of teaching plans, learning activities, instructional materials and evaluation techniques. It is quite notable that the method is proportionate to the performance of the students. So, what went wrong with the teaching methods used in the classrooms? Why do most the students perform better in written tasks compared to spoken tasks? What happened to almost last years of studying English? Although English language teaching in India has improved over the years, there are still a minimal number of students with adequate language performance to communicate in real-life situations. Two possible reasons are considered: lack of opportunity to use English in real- life situations and classroom activities do not enhance foreign language development. The latter is a critical issue worthy of in- depth discussion. Thus, this study has gone through a comparative analysis of two known methods popularly used by most language teachers: the Traditional Grammar Translation Method and the modern Communicative Language Teaching Method. Texts used, dictionary study and memorization. In addition, accuracy is emphasized. Students are expected to attain high standards in translation. The student's native language is the medium of instruction. It is used to explain new items and to enable

comparison to be made between the foreign language and the native language.

The title of the study is 'A Comparative Study of the Difficulties faced by the teachers in using Communicative Language Teaching & Grammatical Translation Method in the Primary Schools of the Rural Areas of Allahabad'. An English teacher plays an important role in teaching English at all levels. When he/she teaches English obviously he/she has to follow some methods. There are five methods in English language teaching such as Grammar Translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), Situational Language Teaching (SLT),and bilingual method(BM) , and three main approaches such as Communicative Language Teaching (CLT) , Structural Approach(SA), Communicative Approach and Constructive Approach. Among all, the modern Communicative Language Teaching (CLT) and the classical Grammatical Translation method are one of the methods and approaches used commonly in teaching English language. They had been used in India education. The aim of this approach is to develop learners' four basic language skills (reading, writing, listening and speaking) in English. Researcher has selected the topic " A Comparative study of the Difficulties faced by the teachers in Communicative Language Teaching and Grammatical Translation Method in the Primary Rural Schools of Allahabad" for the study because at present most of the teachers of India at the primary level are trained through Grammar Translation Method (GTM) and other methods but in this thesis the Researcher makes a comparative study between Communicative Language Approach (CLT) and Grammatical Translation Method (GTM) to know which one is better in teaching English language at Primary school than other and what are the difficulties that faced by teachers by using them . Being trained through Grammar Translation Method (GTM), they are teaching English using Communicative Language Teaching (CLT). So

the Researcher wanted to know the teachers' perception of Communicative Language Teaching (CLT) and Grammatical Translation Method.

1.1 The Birth of English It is a common belief that the Aryans, ancestors were dynamic. They had some organic and out pushing quality. "This fresh spring of the Aryans, bubbling into a pool of humanity, begin to spread its water, sometime quickly, sometimes slowly in all the directions towards India and Persia, ' towards North to the Baltic, towards West, over all Europe and towards the New World." These Aryans were imposing and adjusting and destroyed as well as absorbed, the culture and traditions of pre Aryans either by force, or by settling peacefully. The story of this migration is a story of thousand years. In the course of time, this stream began to flow in two main directions (a) North-West (b) South-East. Greeks, Italians, Salvs, Teutons and Celts of North-West group migrated and began to settle down in North-West of Europe. North-West stream continued to divide and sub-divide and settled down in various countries of Europe. The · South-East stream also flowed into many directions and one of its branches crossing the Himalayas, settled in India. Celts, Teutons, Angles, Saxons and the Normans came in and settled down all over England and "English is unmistakably related to the other Germanic languages…… "But it differs plainly from all of them. "History tells us that it came to Britain as the language of invaders, the Angles, Saxons and Jutes, Who conquered the island in the fifth century of our era.", The Teutonic languages are usually called 'Germanic' and are divided into Eastern, Northern and Western. It is a geographical classification. East Teutonic is also called Gothic. North Teutonic is also sub-divided into Western and Eastern groups. Icelandic, Norwegian and Faroese belong to the North-Western Teutonic group; Swedish, Danish and Gothlandic (Jutnian) to the North-Eastern. Teutonic group, Western Teutonic is divided into

Low[1], High and Middle. Old Frisian (Modern Frisian is descended from the Old Frisian) was akin to Anglo-Saxon. a special group 'Anglo-Frisian'—a sub-group of Teutonic .To conclude , "English is an offshoot of the Anglo-Frisian group Anglo-Saxon had several dialects. Venerable Bede informs us that the Teutonic invaders of England were from Jutland, Anglilus and Old Saxony, They were racially and linguistically amalgamated on the continent (Europe) but were differentiated in England. (R.K.Jain, 2007:20).

1.2 Development of English "Anglo-Saxon passes over into Middle English (from 1150 to 1400) "ending with such authors as Chaucer and Gower". It had three divisions—Northern, Midland and Southern, broadly characterised by their forms of the third plural present indicative (e.g., hop-es, hop-en and hop-eth), representing the older North-umbrain, Mercian and west-Saxon respectively. Kentish in Kent continued. Thus, Middle) English, like the modern, had a large number of dialects. This is, important especially for those who desire to specialise in phonetics. , Thus, it is clear that the period of Old English (dating from 5th century A. D.) comes to an end somewhere in the beginning of the 12th century. Up to fifteenth it was the period of Middle English. With Chaucer "the uneclipsed sun of modern English" began to rise and shine on our Globe. With the growth of trade and commerce and through Colonisation, English has spread far outside England. It was once said that the sun never set in the British Empire. Now, though the sun of the Bloomfield informs us informs us of the Native speakers. Of English to be about 170 million in 1920. V. K. Gokak gives a figure of 250 million and according to Dennis Bloodworth some 300 million people of the world speak English. This figure has swelled to 4100 million. Today one out of 10 persons in the

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[1] L1: first language
[2] L2 : second language

world speaks English. Chinese tops the list, While English comes next to it. It has become the language of a universal culture "which embraces so many departments of knowledge." It was possible because of its flexible, and liberal nature to adapt to new changes. (R.K.Jain, 2007:21).The aim of my research was to know the answer of the following question: What are the difficulties that are faced by teachers' of Indian Primary Rural Schools of Allahabad city by using Grammatical Translation method (GTM) and Communicative language teaching (CLT)? .To know the difficulties and which method is better for teaching English language at primary level, researcher asked them some theoretical questions which helped him to know their difficulties. The theoretical questions have been included in the methodology chapter. In order to reach an answer to my question Researcher conducted a quantitative research. Researcher formed a questionnaire for sixty teachers

1.3 Justification

The study will help to find out the difficulties faced by teachers while teaching English language with Communicative Approach and Grammar Translation Method by the Indians teachers of Primary level schools.

This will help the teachers to communicate well while teaching, writing and in speaking more effectively.

The study will also provide the learners of English to become masters and apply it in using second language in a sensible way.

1.4 Objectives

1) To make comparative study between Communicative Language Teaching and Grammar Translation Method in teaching second language.
2) To find out the difficulties faced by the teachers using Communicative Language Teaching and Grammatical

Translation Method in the Rural Primary School at Allahabad.

3) To provide the teachers with some applications for teaching and learning communicative language teaching.

1.5 Hypotheses

1) There is no statistically significance seen regarding gender, in performing their Roles in the light of the Communicative Approach and Grammatical Translation method in Teaching English language.

2) There is a lack of educational Language that enables to provide necessary skills to the learners

3) Both the approaches have to be applied for the positive maximum results.

II. Literature review

Previous Related Researches into Grammar Translation Method and Communicative Language Teaching .The related researches are as follows:

(1) Stern, H. H., (1992). In his book "Issues and Options in Language Teaching" indicates "a contrastive analysis, just as the comparative linguistics studies, is indeed very important for the second language learner. Therefore translation in one form or another can play a certain part in language learning".

(2) Brown H.D., (1994). In his Principles of Language Learning and Teaching, states "It does virtually nothing to enhance a student's communicative ability in the language."

(**3) Cunningham, C., (2000).** In the paper "Translation in the Classroom- a Useful Tool for Second Language Acquisition" indicates "while there may indeed be some negative effects from using translation, there is a place in the

learning environment for translation. Translation can contribute to the students' acquisition of the target language, at all levels".

(4) Austin J Damiani, (2003). In his paper "The Grammar Translation Method of Language Teaching" states "As a teacher, I liked using the grammar translation method because I could assume the intelligence of my students; I could talk to them like the intelligent people that they are, and we could talk about the grammar and vocabulary that I was teaching. In another method, I would have had to use simple language and familiar phrases to communicate in the target language, and even then, I could not be sure that my students knew and understood what it was that they were saying."

III.   Materials and Methods

3: Methodology

This section of the paper deals with the research methodology adopted in order to conduct the research. This research details the analytical and statistical study used for finding answers. Researcher collected data through a 'questionnaire' designed by him under the guidance of supervisor and staff of DOEFL[3] from 12 Rural Primary School and 60 English teachers in Allahabad city. There were twenty five written questions which guided the Researcher to bring out the teachers' Attitude and perception toward CLT Approach and Grammatical Translation Method. The use of the statistical and analytical method helped to get a clearer perspective into the issue. It describes the design of the study, the sampling techniques, explains data collection and data analysis procedures. The data that has been described in this chapter were collected by the researcher himself. This was done to ensure that there was reliability of the data collected and to ensure that scientific procedure had been followed in data collection. The researcher made a questionnaire for the primary teachers to know their difficulties by using the

Communicative Language Teaching and Grammatical Translation Method in teaching English language in rural primary school and to know which is better to teach. This again ensured that all questions related to the instruments used for data collection were explained by the researcher himself and also to save time and minimize expenses which otherwise would have been incurred. According to Welman et al., (2005) research has shown that questionnaires posted to respondents either do not come back, are not filled in correctly or they delay in coming back. According to Welman et al. (2005), the researcher has the least control over the conditions under which postal questionnaires are completed. The chances are great that some questionnaires may be omitted or not to be responded to in the order presented, or even that someone else may complete or censor some of the questions. They go on to say that when a respondent leaves a single question unanswered, it may mean that the remainder of his or her responses cannot be used for purposes of analysis. The researcher's lack of control over the completion of the questionnaires may result not only in poorly completed questionnaires, but also a poor response rate (the percentage of questionnaires handed back, returned or posted back.) Postal Surveys accordingly tend to have the lowest response rate of all survey methods.

3.1 Research design

The method used in this study was quantitative. Richards et al. (1992:302) define quantitative research as "research which uses procedures which gather data in numerical form." Quantitative research uses statistics and controlled measurement. As a result the quantitative approach is regarded as objective and reliable. Quantitative approaches use methods in which an "idea or hypothesis is tested or verified by setting up situations in which the relationship between different subjects can be determined" (Richards et al., 1992:133). Maree et al., (2007:145) define quantitative research as processes that are systematic

and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalise the findings to the universe that is being studied.

3.2: Setting of the study

12 Rural Primary Schools in Allahabad district of India.

3.3: Subjects

From 60 English teachers who were teaching in the rural primary schools. The data was collected randomly.

3.4: Questionnaire The prospective respondents were provided with questionnaires which comprised both fixed-choice and Open-Ended questions. The questionnaire comprised of two sections, the first section included 5 questions related to general information of the teachers, and the second part comprised of 25 questions having information related to classroom environment.

3.5: Instruments The following questions guided to understand the perception and attitude of the teachers toward CLT[2] and GTM[3] and the difficulties they faced in using them for teaching English language in the Primary Rural Schools.

3.6: Method and Procedure As the research was conducted with the English teachers from different schools, researcher selected a renowned district in Allahabad where Researcher found more than twelve primary schools. Researcher visited five times. In the first visit, Researcher had to select the schools and got permission from the Principals of each school and told them about the purpose of visit .It was informed to them that the Researcher from Iraq is a student in the Department of

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[2] CLT: Communicative Language Teaching
[3] GTM: Grammatical Translation Method

English and foreign languages, Chitamber Schools of Humanities and Social Science ,Faculty of Humanities Social Science and Education, Sam Higginbottom Institute of Agriculture Technology and Science .Teachers including the Principal cooperated maximum. Most of the English teachers agreed to answer the questions in the questionnaire. To collect data it took three weeks.

3.7: Data Processing The analyzing of the data is based on the calculation percentage /style frequency. Percentages are used to express how large /small are quantity is relative to another quantity .Below is the calculation formula used to find the number.

GN/TN $\times$100= (%)

GN= Given number.

TN=Total number.

If here are answers of the first question 50 'yes' and 10 'no', the calculation will be like following:

50/60 $\times$100= (83, 3%) the percentage of the teachers who answered 'yes'.

10/60 $\times$100= (17, 6%) the percentage of the teachers who answered 'no'.

IV. Theoretical Background

4.1 Scope of English in India: English has been in India for more than 200 years and will remain here for a long time to come. Pre-independence English enjoyed a very prominent position in Indian education and life, after independence there was rethinking to replace English, for a time it seemed to be on its last legs. But today again English is on the upward curve in country. In free India the importance of English is more than what it used to be in British India. On the basis of past and present, a very bright future of English can be seen in India as a link language, a window to the modern world and a library language.

4.1.1. English was the official language of this country: Science British India and occupies this place even now. It dominates the administrative fields in the Centre as well as the States and will continue to do so in the future. It is the language of the law and will remain so in the future. English is also the language of inter-state commerce, trade and industry. It is noticed, Indian language do not seem to replace English in these fields in the near future.

4.1.2 English being link language within India: It is link language with the other countries of the world. As English is the important international language of international politics, trade, industry and commerce. Though English came to India with the English. It came to stay here as an international language. The study of English can be stopped only at the risk of isolation from the rest of the world. That can have a great loss.

4.2 The History of Teaching Methods

In this section, a description of the teaching approaches which were dominant in recent centuries and the role of vocabulary in each one of them will be discussed. The first predominant teaching methodology from the beginning of the nineteenth Century was the Grammar- Translation Method. Grammar-Translation Method was developed and was based on a procedure for teaching Latin and evolved out of the need to standardize foreign language teaching for children (Howatt, 1984, as cited in Schmitt, 2000). Students were given extensive grammatical explanation in theirL1 (first language), lists of bilingual vocabulary, and some practice exercises to translate from L1[1] into L2[2] (second language) or vice versa. In this method, the content focused more on reading and writing skills. Vocabulary was only used as a way of illustrating grammar rules (Zimmerman, 1997, as cited in Schmitt, 2000). Students

were expected to learn new vocabulary themselves by using bilingual word lists; thus, the bilingual dictionaries became an important reference tool. (Steinberg and Sciarini, 2006) state that the Grammar- Translation Method "has enjoyed and continues to enjoy acceptance in many countries around the world," especially in countries where language teachers are not fluent and the classes are very large. Despite its advantages, there are many problems associated with the Grammar-Translation Method. One of the main problems with Grammar-Translation Method was that it focused on language analysis instead of language use. It also focused on reading and writing skills which did not help to develop the ability to communicate orally in the target language (Schmitt, 2000). As the Grammar-Translation Method became increasingly sophisticated, a new pedagogical direction was needed. By the end of the 19th century, a new movement emphasizing listening and pronunciation appeared. This movement was known as the Reform Movement and one of its great achievements was the development of phonetics and the recognition of it as a science (Zimmerman, 1997, as cited in Schmitt, 2000). Another use-based method emphasizing listening skill was also developed by the end of the nineteenth century. This new method was known as the Direct Method. In this method, explicit grammar teaching and translation were set aside. Students were supposed to learn English through the same process as native speakers do, with listening first, then speaking, and only in later stages they would learn to read and write. Direct Method focused only on the use of the second language and students would be punished if they used their L1 in the classroom. Vocabulary was thought to be generally acquired through interaction in the classroom by asking and answering questions. Concrete words were taught by using pictures, mimic, real objects, while association of ideas was used to teach abstract words. However, like all other approaches, the Direct Method has its weakness. (Schmitt, 2000) stated that foreign

language teachers were not always proficient in the target language; thus, they were not able to provide students the sufficient input. It imitated L1 learning; however, it did not take into account the differences between L1 and L2 acquisition. One of the main differences is that L1 learners have abundant exposure to language, while learners of a second language have a limited exposure to the target language. Learners usually have a few hours per week for a year or two. This limited time for instruction was one of the factors that taken into account by the 1929 Coleman Report in the United States. This report concluded that this limited time for instruction was not adequate for the development of comprehensive language proficiency. Thus, it was recommended to teach secondary students how to read in a foreign language. The result of this stress was an approach called the Reading Method which was held along with Grammar-Translation and Direct Method, until World War II. During World War II, it became clear that the Grammar-Translation Method and the Direct Method did not manage to form fluent users of the target language. The American military lacked people who are fluent in foreign languages and good teaching programs that could train soldiers quickly in oral and aural skills. Structural American linguistics developed a program based on behaviorist principals and on the Direct Method. This method was first called the Army Method and then it was known as Audiolingualism. In this method, new words were introduced in drills, and vocabulary was thought to be acquired naturally through language formation habits. Students were expected to learn the language through drills rather than through an analysis of the target language. A similar method was used in Britain from 1940s to 1960s and it was called the Situational Approach. The name came from the idea of teaching language in sentence patterns replicating real situations. Vocabulary was chosen to illustrate and practice the sentence pattern and was presented as lists in substitution tables. By the 1970s, the

Audiolingualism fell out of favor after the publication of Chomsky's challenge to behaviorist theories of language learning. Chomsky claimed that language was partly innate and governed by abstract rules. He also claimed that students, who learned by the Audiolingualism method, would have difficulty moving from memorized dialogues and drills to real-life communications (Wright, 2010). In reaction to Chomsky's claim, Hymes (1972, as cited in Schmitt, 2000) developed the concept of communicative competence, which emphasized the importance of social interaction in language teaching (Zimmerman, 1997, as cited in Schmitt, 2000). A new approach was developed from this idea and became known as Communicative Language Teaching (CLT). Communication and cultural knowledge are emphasized in this approach. However, it is a meaning- based approach and vocabulary are given a secondary status. The Communicative Approach emphasizes the incidental vocabulary learning. Students are encouraged to guess meaning from context, use monolingual dictionaries, and avoid translation (Sokmen, 1997, as cited in Schmitt, 2000). CLT does not give enough guidance about how to handle vocabulary because it assumes that learners would learn L2 vocabulary as they learned vocabulary in their L1 (Coady, 1993, as cited in Schmitt). It has been now realized that little exposure to the target language and practice with functional communication will not ensure the acquisition of an adequate grammar or vocabulary. Thus, teachers are encouraged to teach students the high-frequency words and use different approaches in their teaching to encourage meaningful engagements with words over a number of exposures. In the 1980s, Terrell developed the Natural Approach. Later, Terrell and Krashen worked together to elaborate the approach and provided it with a theoretical base. The Natural Approach applies Krashen's five hypotheses to the communicative language learning in the classroom. It emphasizes the use of comprehensible and meaningful input rather than grammar

correction. Terrell and Krashen claim that there is no need for direct instruction and practice for grammar and vocabulary because students acquire them naturally (Wright, 2010). Although that grammar and vocabulary are treated separately in most teaching method, recent evidence from large corpora (language database) shows that grammar and vocabulary are fundamentally linked. Thus, it is difficult to think of them as separate entities. On the other hand, one should think of them as one entity without discrete boundaries, which is referred to as lexicogrammar2 (Schmitt, 2000).This section represented the [4]history of teaching methods and the role of vocabulary in each one of them. Then, it discussed the importance of grammar and vocabulary in language learning and teaching. In the present study, the Researcher evaluates the effects of two teaching/learning approach and method by investigating the difficulties those faced by the teachers of primary schools in Allahabad city. The present study may help clarify which method is better for teaching/learning English language in rural primary schools at Allahabad as a second language.

4.3 The Grammar-Translation Method

The Grammar-Translation Methods called old method of teaching.IT was one of the earliest methods used to teach classical languages such as Greek and Latin. In the early 19th century, it was used to teach some modern languages like English and French, and it is still used in many Countries (Richards et al. 1992:161). The Grammar-Translation Method was developed mainly to improve learners' ability to read and understand L2 literature. It was believed that learners would benefit from learning L2 literature consolidate native language learning through an understanding of L2 literature (Larsen-Freeman2000:11). The Grammar-Translation Method analyses the language rather than uses it. In other words, it isolates the

grammatical rules to be taught to the learners to achieve accuracy, as opposed to using the language for comprehension and speaking (Celce-Murcia1991:3). Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together in sentences; instruction always focuses on the forms of the L2. Reading of difficult texts begins early in the course of study. Little attention is paid to the contexts in which grammatical rules are presented. Error correction plays a very important role in the Grammar-Translation Method (Larsen- Freeman 2000:16). Errors are corrected immediately to prevent learners from internalizing them because it is based on the belief that these errors become entrenched and are difficult to eradicate later on. The entire system does not take into account whether or not the learner makes his/her meaning clear but focuses primarily on whether or not the grammatical rules have been observed and used correctly. It is questionable whether the Grammar-Translation Method is appropriate for ESL instruction because it emphasizes the structural aspects of language learning while neglecting the communicative role of language. In the past, language learning was achieved by means of rote learning which was believed to enhance the learner's ability to learn the L2. Although memorization is pedagogically important for L2 learners, it does not help learners to internalize vocabulary or grammar to be retrieved when needed. Practice alone does not result in successful communication, and some learners may find it tiresome and debilitating (Lightbown 1985:174). The Grammar-Translation Method has been valuable in the sense that it stresses the value of practice to attain automaticity and the integration of L2 skills (Schmidt and Frota 1986 and McLaughlin 1987 in Pica 1994:59); the importance of reducing the TL into manageable chunks (Ellis 1985:21); and the importance of immediately correcting a particular error when it occurs (Lightbown 1992 in Pica 1994:70 The Grammar-Translation Method is probably easier to teach than some other

methods, as it makes fewer demands on the teacher than other methods. It requires little involvement and skills from teachers who concentrate on teaching grammatical forms The Grammar-Translation Method also has its shortcomings. Its emphasis on deduction of rules and studying lists of vocabulary and translation exercises, results in failure to develop learners' abilities to communicate in the L2 (Celce-Murcia 1991:6). It neglects learners' cognitive ability to hypothesize and formulate their own rules of the L2, and discounts the suitability and appropriateness of the language used and learnt to contexts and situations in society. It also discounts socio-cultural factors, such as different cultures and attitudes of learners. These shortcomings have led language teachers to seek other methods of teaching to develop learners' speaking abilities.

4.4 The Communicative Approach

Communicative language teaching (CLT) refers to both processes and goals in classroom learning. The central theoretical concept in Communicative Language Teaching is 'communicative competence,' a term introduced in to discussions of language use and second or foreign language learning in the early 1970s (Habermas 1970; Hymes 1971; Jakobovits 1970; savaging 1971). Competence is defined in terms of expression , interpretation , and negotiation of meaning and looks to both psycholinguistic and sociocultural perspectives in second language acquisition (SLA) research to account for its development (Savignon 1972 ,1997).Identification of learners' communicative needs provides a basis for curriculum design (Van EK 1975).(Sandra J. Savignon,2002:1).The theory of communicative competence attempts to account for the fact that a normal child acquires knowledge of sentences in a natural setting. "This competence … is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of

language with the other code of communicative conduct" (Hymes 1972:277-78). Hymans's view requires developing the components of communicative competence into a teaching approach and method. Communicative competence enables learners to convey and interpret meaningful messages within specific contexts. Hymes makes a distinction between the use of 'linguistic competence', that is, knowledge of the language forms and rules to form grammatically correct sentences, and 'communicative competence', that is, knowledge that enables learners to form grammatically correct sentences and to use the rules of speaking in different situations appropriately (Brown 2000:246 and Richards et al. 1992:65). Hymes rejects structuralism based on behaviorism, which measures learners' competence by testing their knowledge of underlying grammatical rules. The Communicative Approach is also a rejection of Chomsky's generativism based on mentalism which measures learners' competence in the TL by their cognitive abilities to generate utterances which are governed by grammatical rules of the TL (Brown 2000:10). Hymes's notion of competence is more extensive than Chomsky's linguistic competence (grammatical knowledge). Chomsky (1965 In Hymes1972:283) admits, "Grammaticalness is only one of the many factors that interact to determine acceptability". Canale and Swain (1980) and Canale (1983 in Brown 2000:247) developed a model that further refined communicative competence into other components:

1. Grammatical competence, which comprises the lexicon, morphology, syntax, sentence-structure, semantics, and phonology.

2. Discourse competence, which is needed to connect sentences in order to establish and maintain logical coherence in expository prose (written or spoken). This competence focuses on the use of interested relationships to produce coherent conversations and written texts (Brown 2000:247).

3. Sociolinguistic competence, which is exemplified in

observing sociocultural rules in Conversation, requiring clear awareness and correct interpretation of social situations

4. Strategic competence subsists in a repertoire of verbal and nonverbal communication mechanisms or techniques to which a speaker can resort to resolve or repair a breakdown in communication that may be attributable to a lack of conversational skill (Canale and Swain 1980 in Brown 2000:247). Among these techniques or strategies are paraphrasing, repeating, and avoiding utterances. Swain (1984 in Brown2000:248) identified strategic competence as a repertoire of techniques used to account for the communication strategies that may be called to enhance the effectiveness of communication (i.e. besides repairing breakdowns). (Bachman ,1991:683) further refined Canale and Swain's model of language competence to include what he describes as, "a much wider range of elements and provides a more comprehensive view of language ability than have earlier models". Bachman (1991:683- 86) speaks of different features of language use. His model defines language ability as "the knowledge of language in conjunction with the features of language use in context to create and interpret meaning". Bachman configures two main components of language ability. The first component is language knowledge (competence) that includes two other broad areas: organizational and pragmatic knowledge. Organizational competence includes grammatical (linguistic) and textual (discourse) knowledge. Organisational competence includes our knowledge of all the rules and systems that dictate what we can do with the grammatical forms, and the rules governing the coherent stringing together of sentences. The second component, according to Bachman, is sociolinguistic knowledge that deals with the functional (illocutionary) aspects of language such as receiving, sending, requesting, apologizing, and greeting. Functional knowledge includes sociolinguistic aspects of the language such as politeness, formality, metaphor, register and culturally related aspects of language. (Bachman,

1991:686) also maintains that what he has called 'strategic competence' accounts for the metacognitive strategies of the assessment of goal setting and planning of utterances. "Such strategies work with all areas of language knowledge and function interactively". (Bachman, 1991 in Brown 2000:248) also separates strategies from the other language competencies. He maintains that strategic competence "almost serves as an 'executive' function of making the final 'decision', among many possible options, on wording, phrasing, and other productive and receptive means for negotiating meaning". The above-mentioned contributions suggest that language proficiency is not just a collection of its parts (phonology, morphology, syntax and lexicon), but a mastery of linguistic forms for use in real situations. What is important is to provide learners with meaningful (comprehensible) input and opportunities to interact with each other in a language they understand so that they can use the TL in various situations (Krashen 1983in Brown, 2000:277-80).

V. Results and Discussion

5.1 Introduction

This chapter focuses on the description and explanation of the research results and procedures used and after data processing and analysis. The following chapter presents the quantitative results of the research. The survey questionnaire was completed by sixty Rural Primary school English teachers of twelve schools in Allahabad. The data was collected to find out teachers' opinion. The results have been presented in one section (Questionnaire) provides quantitative data to explore the general opinions of teachers about the difficulties faced them by using Communicative language Teaching and Grammatical Translation Method, the activities they use in their classes while using them .their influence upon their classroom instruction and developing their own specific

teaching approaches along with the problems they faced while teaching English language.

The quantitative data for this study included teachers' responses of the closed ended questions of survey questionnaire .The responses obtained from the survey questionnaire were recorded in the form of a raw data table. The question wise responses given by the teachers were recorded in the form of a table and analyzed statistically as well as descriptively. The teachers' responses were recorded in the form of a table and analyzed statistically as well as descriptively.

5.2 Quantitative Data

All the closed ended questions presented in the survey questionnaire were quantitative   (see appendix A). Tables of descriptive statistics for teachers' responses on their teaching difficulties and comparative between CLT and GTM. And figures bearing percentages of each question were developed on Microsoft excel.

Table 1: Distribution according to know important method introduced to be used for teaching.

Q4	Answer 'Yes'		Answer 'no'		Total
	No.	Percentage	No.	percentage	Percentage
	51	85%	9	15%	100%

In this table, the statistical results proved that majority of the 51teachers (85%) know the important method introduced to be used for teaching and the minority of the 9 teachers (15%) don't know the important method.
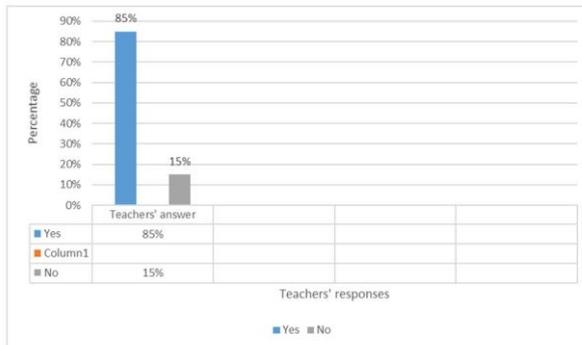
Figure 1

Table 2: Distribution according to 'which methods do you use to teach English'?

Q5	Answer 'Yes'		Answer 'no'		Total
	No.	Percentage	No.	percentage	percentage
GTM[5]	*32*	53.3%	28	46.6%	100%
CLT[6]	48	80%	12	20%	100%
BLM[7]	7	11.6%	53	88.3%	100%
SA[8]	16	26.6%	44	73.3%	100%
DM[9]	22	36.6%	38	63.3%	100%
others	*8*	13.3%	52	86.6%	100%

In the table above every teacher can choose many methods that he used in teaching English language in his class .this table reveals that the CLT takes the high majority ,it is percentage 80% and the 'others' takes the lowest status. It is percentage 1%.from this table we know that CLT come first and GTM second, DM is third.

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[5] GTM: Grammatical Translation Method

[6] CLT: Communicative Language Teaching

[7] BLM: Bilingual Method

[8] SA : Structural Approach
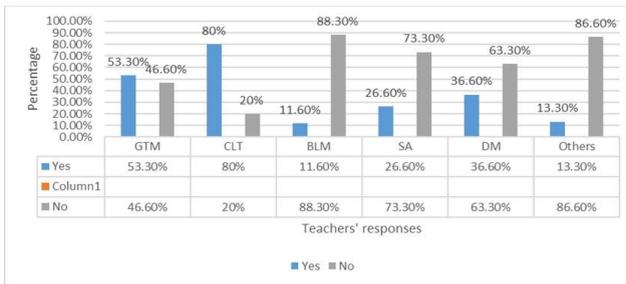
[9] DM: Direct Method

Figure 2

Table 3: Distribution according to 'use the communicative Approach and Grammatical Translation Method to teach English language'?

Q.6&7	Answer 'yes'		Answer 'no'		total	
	No.	Percentage	No.	Percentage	No.	percentage
CLT	37	62%	23	38%	60	100%
GTM	15	25%	45	75%	60	100%

This table reveals that 62% are using Communicative Approach to teach English language opposite 23% do not use. Also this table explain that 25% are using Grammatical Translation method opposite 75% not use.
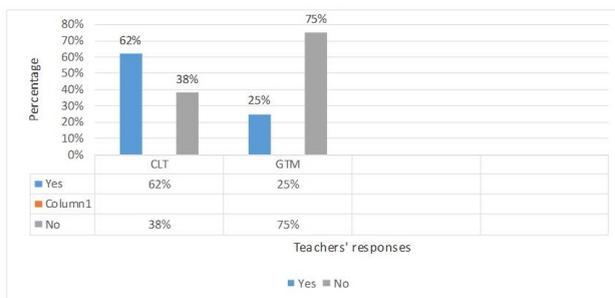
Figure 3

Table 4: Distribution according to 'which activities undertake in the class for teaching English by Communicative Approach'?

Q.8	Answer by choosing the adequate activities		total	
	No.	Percentage	No.	percentage
Pair work	17	28.3%	43	71.6%
Group work	26	43.3%	34	56.6%
Dialogue	9	15%%	51	85%
Discussion	35	58.3%	25	41.6%
Role play	24	40%%	36	60%
Dramatization	13	21.6%	37	61.6%
reading	31	51,6%	29	48,3%
translation	16	26,6%	44	73,3%

In this table the teachers choose many points and this table reveals that (58.3 %) choose the discussion and 15% choose the dialogue. The statistical results proved that the majority of the 35 teachers (58.3%) chose the discussion activity to teach English language by using Communicative Approach.
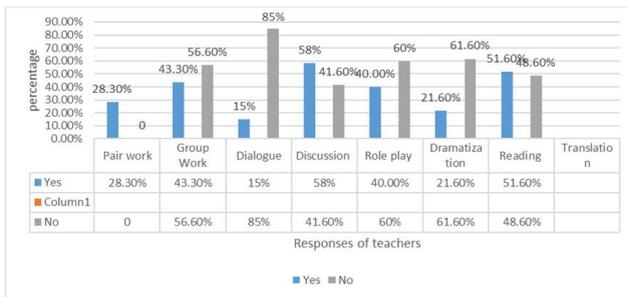
Figure 4

Table 5: Distribution according to 'do you get pre-service training to use Communicative Approach and Grammatical Translation Method?'

Q.*12*	Answer 'Yes'		Answer 'No'		Total	
	No.	Percentage	No.	Percentage	No.	percentage
CLT	29	48.3%	31	51.6%	60	100%
GTM	27	45%	33	55%	60	100%

This table reveals that 48.3%of teachers get pre-service training

to use Communicative Approach and 51.6% not get. Also this table explains that 45% get pre-service training to use Grammatical Translation Method, and 55% do not get.
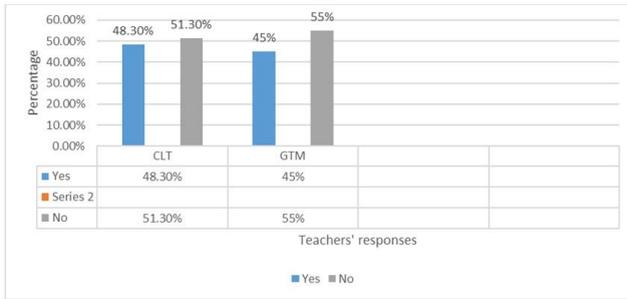
Figure 5

Table 6: Distribution according to 'do your schools have sufficient instructional materials to use Communicative Approach?'

Q.17 Choices	Answer 'yes'	
	No.	Percentage
Tape recorder	6	10%
charts	23	38.3%
pictures	27	45%
V.C.P.	3	5%
others	1	1.6%
Total	60	100%

This table reveals that 10% answered their schools had tape recorders.

38.3 % answered their schools had charts.

45% answered their schools had pictures.

5% answered their schools had V.C.P.

1.6% answered their schools had other instructional materials.

I feel 'others, V.C.P, and Tape recorder' have the minority while the 'pictures and charts' have the majority.

Q.18.a) What are the difficulties faced by you while teaching English Communicative Approach?

The main points of difficulties that faced the teachers when used Communicative Language Teaching that is suggested by teachers are:

1. The large number of students in the class

2. Students want to learn English through translation.

3. Students are small so they are difficulty understanding.

4. Influence of mother tongue.

5. Lack of English environment.

6. Lack of efficient assessment instruments

7. Students' environment.

8. Students background play major role because students come from different villages

9. Time is also problem. Time isn't enough.

b) What are the remedies to overcome these difficulties? (Write your suggestions)

Response:

1. Most of the teachers feel that the most important remedial measure is to reduce the class roll so that individual attention is given and the teachers feel that the time allotted to language classes is not sufficient and that it should extended.

2. Decrease the number of students.

3. Teaching with current news.

4. The teachers and administration should create an English environment in the school to increase to provide good atmosphere to students.

Q.19.a) What are the difficulties faced by you while teaching English by Grammatical Translation Method?

1. It is difficult for students to understand and memorize the grammatical rules.

2. More students in the class.

3. Small children are not able to learn by this method.

4. The students can translate the sentence as word to word but not as whole.

5. The noise of students

6. The fault of pronunciation.

7. The lack of basic knowledge of the English grammar.

Responses: 100% of teachers feel that the most grave faced is unmanageable class roll.

80% feel that the fault lies with method.

20% feel that the fault lies with the learner

And 50% approximately feel that the problems are faulty syllabus, irregular attendance, inappropriate objectives, and poor attention in class, poor motivated students and learner attitude not positive.

    b) What are the remedies to overcome these difficulties?

(Write your suggestions)

1. Make many examples

2. Make real examples for each rule.

3. Reading short stories

VI. Conclusion

This chapter includes summary of the research, verification of hypothesis, conclusions, recommendations and the areas for further research. Chapters I to IV of this research report include the following contents. The first chapter of the study includes the introductory part i.e. need of the study, statement of research, objectives of the study, hypothesis, scope and limitations of the study, significance of the study and design of the research report. The second chapter of this research is "Review of Literature". It consists the studies and survey conducted in the field of teaching English i.e. in Communicative Language Teaching and Grammatical Translation Method in India and also in other countries. The third chapter entitled as "Materials and Methods" includes method of the research, different research tools, sampling design, procedure of the research and flowchart of the research design. The Chapter four entitled as "Theoretical Background". The fifth chapter under

the title "Results and Discussion" is comprised of types of data collected from the teachers, presentation of data collected through the questionnaires, statistical analysis and interpretation of data collected through questionnaire .The sixth and the last chapter entitled as "Conclusions & Recommendations" contains the results of this research as follows.

CLT was introduced to India when the traditional grammar based approach was considered as responsible for student's inability in the communicative use of English. However as a Western-oriented methodology, the application of Communicative Language Teaching 'CLT' and the Grammatical Translation Method 'GTM' encounters many difficulties and constraints. More and more educators started to doubt if CLT and GTM are really applicable in EFL context, such as in India. In this paper the researcher mainly discussed the major problems and difficulties in adopting CLT and GTM facing the teachers of primary rural schools in Allahabad city, the inability of the teachers, the sociocultural factors and the present situation in India. Finally, the researcher talked about which is better CLT or GTM in teaching English language in Rural Primary Schools.

It can be concluded from the data of questionnaire and studies discussed in Chapter five that the Communicative Approach is better than the Grammatical Translation Method (GTM) in teaching English at the Primary School Level in Allahabad. The use of the CLT approach has shown to increase motivation for learning. The survey study also signifies the need of the orientation towards the CLT Approach in India. The respondent teachers showed their willingness to incorporate communicative activities in classrooms. They have a good understanding of the use of the CLT Approach. The identified impediments in applying the Communicative Approach are teachers' training, students' hesitation in the use of target language, over-crowded class rooms, grammar-based

examinations, and the lack of appropriate materials. However, the teachers in this study were found to be enthusiastic to apply the Communicative Approach in the classroom. They appeared hopeful that the problems associated with the implementation of the CLT approach in India can be overcome.

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