

Communicative Language Teaching Versus Transmission Models of Teaching in a Government College: An Experimental Study



BY:

MAIMOONA RANA

ID: 15017084003

Department of English Language & Literature

School of Social Sciences and Humanities

University of Management and Technology

Lahore

Table of Contents

Abstract.....	1
CHAPTER 1 – Introduction.....	2
1.1 Preface.....	2
1.2 Research Interest.....	3
1.3 Problem Statement.....	5
1.4 Rationale behind the Research.....	6
1.5 Research Objectives.....	9
1.6 Significance of the Study.....	9
1.7 Research Questions.....	12
1.8 Hypothesis.....	12
1.8.1 Null Hypothesis.....	12
1.8.2 Hypothesis.....	13
1.9 Framework of the Dissertation.....	13
1.10 Overview.....	14
CHAPTER 2 – Literature Review.....	16
2.1 Introduction.....	16
2.2 Communicative Competence.....	17
2.3 Communicative Language Teaching.....	18
2.4 Transmission Model of Teaching.....	21
2.5 Teaching through Communicative Language Teaching (CLT).....	22
2.6 Form and Function in CLT Activities.....	23
2.7 Authentic Language Data.....	27
2.8 Appropriateness of CLT.....	28
2.9 Evaluation of Comprehension in CLT.....	29
2.10 Bloom’s Taxonomy of Cognitive Domain.....	32
2.11 Role of Discourse Completion Task (DCT).....	34

2.12 Teachers' Attitude towards CLT.....	35
2.13 Feedback.....	37
2.14 Inhibitions in Application of CLT.....	39
2.15 CLT based Teaching using Narrative.....	43
2.16 Teaching Learning Cycle.....	44
2.17 Overview.....	46
CHAPTER 3 – Research Methodology.....	47
3.1 Preface.....	47
3.2 Subjects.....	49
3.3 Sampling.....	49
3.4 Data Collection Tools.....	50
3.4.1 Pre-test.....	50
3.4.2 Post-test.....	50
3.4.3 Null Hypothesis.....	51
3.4.4 Hypothesis.....	51
3.5 Research Procedures.....	51
3.5.1 Treatment 1 – IRE Sessions.....	55
3.5.2 Treatment 2 – Pair Work & Group Work.....	56
3.5.3 Treatment 3 – Role Plays.....	56
3.5.4 Treatment 4 – Presentations.....	57
3.6 Data Analysis.....	58
3.6.1 Reliability and Validity.....	58
3.7 Limitations.....	59
3.8 Delimitations of the Study.....	59
3.9 Research Ethics.....	61
3.10 Overview.....	61
CHAPTER 4 – Findings and Presentation of Data Analysis.....	63

4.1 Preface.....	63
4.2 Quantitative Data Analysis.....	63
4.2.1 Data Representation of Pre-test.....	65
4.2.2 Data Collection Procedure (Intervention Test).....	66
4.2.3 Paired Sample t Test (Control group & Experimental group).....	71
4.2.4 Paired Sample t Test (Experimental group).....	72
4.2.5 Frequency Tables for the Variables.....	73
4.3 Overview.....	86
CHAPTER 5 – Discussion and Interpretation of Findings.....	88
5.1 Preface.....	88
5.2 Interpretation and Analysis of main Findings.....	88
5.3 Key ESL Pedagogical issues of Public sector colleges of Lahore.....	91
5.4 Benefits of CLT – based Instructions.....	94
5.4.1 The benefit of Collaboration & Scaffolding	94
5.4.2 The benefit of Narrative in CLT – based Pedagogy.....	94
5.4.3 Role of Teacher in CLT – based Pedagogy.....	95
5.5 Overview.....	96
CHAPTER 6 – Conclusion and Suggestions.....	97
6.1 Preface.....	97
6.2 Overview of the Findings.....	97
6.3 Critique of the Research Design.....	101
6.4 Recommendations.....	103
6.5 Future Directions.....	106
References.....	102
Appendix – A.....	107
Appendix – B.....	116
Appendix C	118

List of Figures

Figure 1 Cognitive Process (Bloom's Taxonomy).....	33
Figure 2 Research Design.....	48

List of Tables

Table 1 Representation of CLT & CLT – based Activities.....	20
Table 2 Pre-test scores of Experimental group & Control group.....	66
Table 3 Paired Sample t test (Control group & Experimental group).....	72
Table 4 Frequency table – Pre-test Control group Vocabulary.....	73
Table 5 Frequency table – Post-test Control group Vocabulary.....	73
Table 6 Frequency table – Pre-test Control group Grammar.....	74
Table 7 Frequency table – Post-test Control group Grammar.....	74
Table 8 Frequency table – Pre-test Control group Sentence structure.....	74
Table 9 Frequency table – Post-test Control group Sentence structure.....	75
Table 10 Frequency table – Pre-test Experimental group Vocabulary.....	75
Table 11 Frequency table – Post-test Experimental group Vocabulary.....	76
Table 12 Frequency table – Pre-test Experimental group Grammar.....	76
Table 13 Frequency table – Post-test Experimental group Grammar.....	77
Table 14 Frequency table – Pre-test Experimental group Sentence structure.....	77
Table 15 Frequency table – Post-test Experimental group Sentence structure.....	78

Acknowledgement

I am grateful to Allah Almighty for making me capable to undertake this task and for the good health and well-being that were necessary to complete it.

I wish to express my sincere thanks to my supervisor, Dr. Arshad Ali Khan, for his support and continuous guidance. His encouraging behavior throughout the coursework inspired me to take up this research under his supervision. Without his consistent belief in my ability, this study would not have been possible.

ABSTRACT

This study is conducted to investigate the effectiveness of Communicative Language Teaching Approach in Public sector colleges of Lahore. English is treated as a second language in Pakistan and Transmission Models of teaching based on Grammar Translation method is the main approach towards ESL context in Public sector colleges in Lahore. The nature of the study is experimental and is designed to trace improvement in comprehension and writing skills of low proficient English language learners at Intermediate level. An Experimental group and a Control group are used to study the effect of implementing Communicative language approach for this purpose. A pre-test and post-test is carried out to measure any improvement in the students' cognitive learning process. The Experimental group is given treatment through vigorous interventions comprising of Communicative Language Teaching based activities. The Control group is taught through the traditional method comprising of Grammar Translation Method. The data collected from the two groups is analyzed using SPSS. The comparative result of the Experimental group and the Control group shows a significant improvement in the learning process, comprehension and writing skills of the subjects of the Experimental group. The analysis proves the appropriateness of Communicative Language Teaching Approach in an ESL context. It proves its effectiveness in the enhancement of comprehension and writing skills of low proficient English language learners.

Chapter 1 –Introduction

1.1 Preface

This is an introductory chapter in which the main research interest of this study, statement of the problem, rationale behind the research and the framework of the research design will be discussed. The purpose of this chapter is to analyze a major pedagogical issue that is a matter of concern for the researcher. The researcher was particularly interested in discovering a pedagogical approach that could help the low proficient ESL learners of public sector institutions become proficient in English writing skills. For this purpose the researcher decided to study the potential of Communicative Language Teaching Approach (CLT) approach in helping these learners enhance their learning process and understand English language as used in narrative. In order to study the merits and demerits of CLT based approach in an ESL classroom, the researcher designed this particular research.