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EFFECTIVE ENGLISH COMMUNICATIVE LANGUAGE TEACHING IN LARGE AND SMALL CLASS ROOM OF U.G.LEVEL

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ABSTRACT:

English has acquired a prominent place in meeting the communicational needs of the people in Global world. Today in the context of Global English, there is a new concept about communicative English. Everyone is desperately eager to acquire communicative competence. English mass media, information technology, L.P.G and Communication networks has brought the radical changes in National and International contexts there developments reinforced English and English Education. So English gained International Market. Demand for English is increasing, which in turn re-introduced English as a tool of communication in international context.

Every one has realized that to acquire fluency in English is a means of survival as well as of empowerment Teaching English in Rural Students is a phase that embraces many tasks. Researcher carried an experiment to find the difference in developing communication skills among large and small class rooms in rural degree colleges.



KEYWORDS: Communicative skills, Experimental method & L.P.G.

INTRODUCTION

Teaching English to rural students is a phase that embrace many tasks. English is very difficult language for rural students. This difficulty level can also be seen among B.A Students. The Researcher being a teacher of English language undertook this research to teach communicative skill among large and small class rooms to test the effectiveness of activity base teaching.

NEED OF THE STUDY

Teaching oral communication skills in schools often refer approvingly to the idea that the same communication skills can be applied in many domains. They are not merely vocational skills, but life skills. By acquiring the life skills all children benefit from learning skills that will make them better employees and better human beings. In this global village anything can be achieved with qualification and communication ability. Rural students though having qualification lack in

communication. Its effect can also be seen in placements also. So researcher took up this research realizing its need. L.P.G. has created the growing importance of communication.

OBJECTIVES OF THE STUDY

- To survey the level of communication skills in English of Rural based degree students.
- To study the impact of the training given to develop communication skills in LSRW skills.
- To Compare and contrast the

- communicative skills of large and small classrooms of rural based degree colleges.

HYPOTHESIS OF THE STUDY

- 1) Conventional method of teaching is more effective than the new approaches to develop communicative skills.
- 2) There is no significant difference between post test scores of experimental and control group in communicative skills.
- 3) There is no significant difference between large and small class rooms to develop communicative skills.

METHODOLOGY

The success of any research study depends upon the selection and utilization of proper research method for the present study researcher has selected the experimental method.

Sample

The representative proportion of the population is called a "sample". For the present study researcher has selected two degree colleges as sample details as shown in the table.

Sl No	Name of the College	Type of class room	Total number of Students
1	Vani First Grade College, Hiriyyur	Large Class Room	149
2	Govt. First grade College, Bharamasagara	Small Class Room	041

Variables:

A variable is that factor which is measured, manipulated and observed by investigator or researcher for the purpose of conducting research.

For the present study the researcher has selected independent variable and dependent variable.

Independent variable :

Independent variable is that variable which a researcher selects, observes and measures to find its concomitant effect on the observed phenomenon. Communicative Language Teaching programme constituted as independent variable.

Dependent Variable:

In the present study, achievement scores in communicative skills constituted as dependent variable.

Tools Used for the Collection of Data:

For the present study researcher has used achievement test in English designed by the researcher as tool to check the communication skills of the undergraduate students of rural and semi urban background.

Statistical techniques used for Data analysis

To analyze the data, 't' test was used.

Hypothesis-1:

There is no significant difference between large and small classrooms to develop communicative skills.

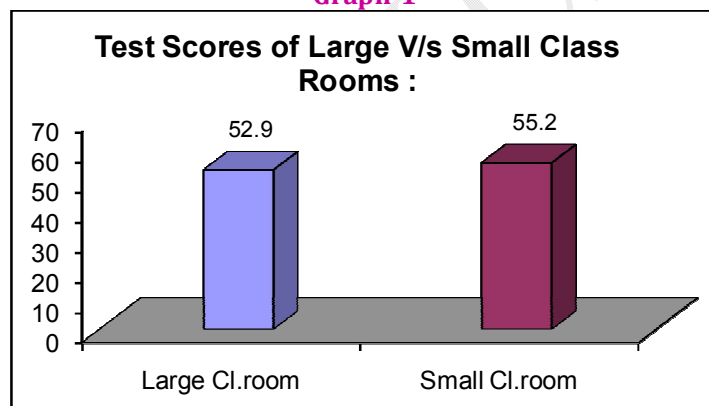
Table -1
Table showing the mean scores, S.D and 't' values of Large Class Room and Small Class Room of UG Students.

Sl No	Groups	No. of Students	Post-test Scores		t- Value	Significance
			Mean	S.D		
1	Large Class Room	149	52.9	8.1	2.37	Significant at P= 0.02 P> 0.05
2	Small Class Room	41	55.2	4.5		

The obtained 't' value is 2.37, which is higher than the table value of $t=1.96$ at degree of freedom 190.

Hence the null hypothesis is rejected.

It confirms that the small class room is helpful to develop Communicative skills than the Large class Room.

Graph-1**Result:**

- The students belonging to the rural colleges situated in Taluk Places like Bharamasagara and Hiriya of Chitradurga District, where the pre-test and post-test were conducted showed keen interest in acquiring communicative skills.
- It is noted that the small class rooms are more effective to develop communicative skills, whereas large classrooms are less effective.
- Researcher experienced that, activities to develop communication skills in small classrooms are more effective compared to the large classrooms.

CONCLUSION:

Communicative language teaching is a challenging task in view of special needs of the students with different social and educational background.

The investigator by identifying the problems of rural undergraduate students took up an experimental research.

To overcome the problem, researcher designed CLT syllabus, with the permission from the principal of concerned colleges, researcher trained experimental group for the period of fifteen months.

The CLT syllabus include context based teaching, situation base activities, concentrated on functional grammar and also emphasized on LSRW skills. By analyzing the findings of the study researched suggest that special CLT syllabus, task based activities and constant practice yield good result to develop communication skills of rural based UG Students.

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