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Research Paper

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**COMMUNICATIVE LANGUAGE TEACHING IN SMALL AND LARGE  
CLASSROOM OF U.G.LEVEL – A STUDY AT CHITRADURGA DISTRICT**

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**ABSTRACT:**

English teacher is confronted with more than a single task. But teaching English to rural students is big task. Today, in the context of global era, there is a new concept about communicative English. Everyone is desperately eager to acquire communicative competence in English. The learners have realized that to acquire fluency in English, is a means of survival as well as of Empowerment. This paper intends to deal with the effective communicative language teaching for Rural U.G Students. In small and large classroom . Based on the experimental research, researcher has drawn some educational implications which will help the teachers to develop communicational skills

**KEYWORDS:** *CLT, Global era, Fluency, Experimental method.*

**INTRODUCTION:**

English has a international market. Mass media, Information technology and communication networks have brought about the radical changes in National and International context, these developments also reinforced English and English education and the demand for English is increasing. Western technology, which in turn re-introduces English as a tool of communication in International context forces Indian to catch up with the test of the world, rural students has become more oriented to acquire communication skills to meet the needs of the Rural U.G. Students researcher undertook this research work to test the effectiveness of activity base teaching to improve communicative skills.

**OBJECTIVES OF THE STUDY:**

- 1) To study the impact of training given to develop communication skills among small and large classroom s.
- 2) To survey the level of communication skills in English of Rural based degree students.
- 3) To compare and contrast the communication skills of large and small classroom s of rural U.G.Students.

**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 classrooms 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 Rural degree college students as sample. Details as shown in the table.

SI No	Name of the College	Type of classroom	Total number of Students
1	Vani First Grade College, Hiriyyur	Large Classroom	149
2	Govt. First grade College, Bharamasagara	Small Classroom	41

**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:**

It states that large classroom are helpful to develop communicative skills than the small classroom.

**Table -1**

Table showing the mean scores, S.D and 't' values of Large Classroom and Small Classroom of UG Students.

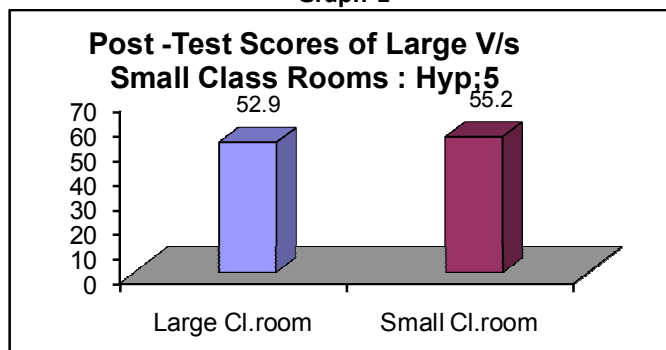
SI No	Groups	No. of Students	Post-test Scores		t- Value	Significance
			Mean	S.D		
1.	Large Classroom	149	52.9	8.1	2.37	Significant at P= 0.02 , P> 0.05
2.	Small Classroom	41	55.2	4.5		

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 classroom is more effective to develop Communicative skills than the Large classroom .

**Graph-1**



**RESULT:**

- The students belonging to the colleges situated in Taluk Places like Bharamasagara 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 classroom is more effective to develop communication skills compared to large classroom.
- Researcher experienced that activities to develop communication skills in small classrooms are more effective compared to the large classrooms.

**CONCLUSION:**

On the basis of findings of the study, the researcher recommends for the inclusive of certain special syllabus related LSRW skills which will improve communication skills intensive academic

training with need based syllabus improves communication skills of rural UG students. This study reveals that, small classrooms are more effective to develop communication skills, compared to large classrooms. Instructional materials are therefore all the more essential. The entry from as many sources into the mind of the thinking process of a student is very essential. The eye, the ear, the nose, the tongue and touch or feeling should all the time be awake then the true learning will take place. The teacher is there as usual is the monarch of all whose rights, there's none to substitute.

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