



## Role of English Language Teaching (ELT) Teachers in Developing Communicative Competence Among the Secondary School Students

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### Abstract

The realistic appropriateness of language learning depends on suitable and correctness of grammar. The significance of this paper is with particular use of articles, tenses and prepositions. Since these students will become future literates, it is vital to diagnose and overcome their errors at an earlier stage. This paper follows the cognitive research method. The data is composed of the students' pre test and post tests that were evaluated. The students' are the learners of classes VIII, IX and X from East Godavari districts. The result reveals that the process of learning cognitive skills should be a continual process.

**Keywords:** Communicative competence, Realistic appropriateness, diagnose, overcome.

### Introduction

English language is recognized as one of the most central language in education and a need for the students in any field of life. In order to acquire knowledge they have to learn it in a sequence as a continuous process. In other words, they have to practice them in their day to day of learning process.

Bearing in mind the fact that all the learners of English Language may not be their mother tongue which may not have article system where English is taught as a second language or foreign language. I.S.P.Nation (2001) suggests that form collocation and word class are best picked up incidentally and learned through instruction. There are situations where the learners practice grammar either by interest or by wishing to understand the spoken and written grammar. As learners

become more self-governing in their production of the targeted language these scaffolds are generally removed. As directed by Richards and Farrell(2011).

This paper suggests that the role of English Language Teaching (ELT), teachers along with students is a continuous process. The language teachers anticipate the learning of grammar with combination of creating awareness raising and putting the same into practice.

In confronting each other dialogue, the grammar can flow across turns, causative to a sense of convergence where the entire conversation flows impeccably.

Increasing students' general cognitive abilities is usually not an explicit goal of schooling.(Adey.Csape, Demetrou, Hautamaki&Shayer. 2007. Students intelligence can be calculated by its



schools quality, Becker, Ludtke, Trautwein, Kotter and Baumert (2012). The importance of a cognitively stimulating learning environment in school to support students' cognitive development as stated by Karin Guill, Oliver. Ludtke, Olaf Koller (2017).

### Aim of the study

This paper is to elevate the awareness of communication in both for speaking as well as writing. In the field of academics to get hold of knowledge learning of grammar has turned up as a role of ELT teachers in development of communicative competence of students as a continuous process. If the learning and teaching of grammar is not done along with teaching of textual there is a chance of getting lapse. The improvement was found more when grammar was taught continuous in a 10 day programme.

### Research Question

The present paper proves at answering the following question:

- Can teaching of grammar be a continuous process.
- Progress of students' spoken and written skills.

### Review of Related Literature

Learning and Teaching of grammar has become difficult. Now-a-days it has been going just before the origination of assessments. At present, speaking and writing is noticed as challenging task. Therefore it is noticed that teaching and learning of grammar should be continuous process. On the other hand, it is proved that without usage of articles, prepositions and tenses sentences cannot be meaningful. In the journey of ELT, neither the teachers single-handedly nor the students without help can be success.

It can be fruitful only when teachers and students are conscientious and the process is a continuous.

The role of ELT teachers in developing communicative competence of students in second language teaching has varying. It has been professed and prioritized in a different way. To enrich the concern of the students the teachers use the following approaches:

- Reading Approach.
- Audio-lingualism Approach.
- Communicative Language Teaching Approach.

Since grammar is extensively accepted as a key predicator to speaking and writing success. It is projected that the learners need to learn grammar in speaking and writing sentences. The towering tempo of perceptive is considered necessary otherwise the acquaintance would be of no use.

It is important to note that many learners in schools do not have nuts and bolts in grammar due to non-continual process of teaching. D. Brown (2011) says that the text books have a contracted perception on the knowledge context (51.8%) and less to grammatical functions (29%) and spoke n form (14.8%). In the light of this research, it is proved that grammar is to be taught and learnt alongside with the context to a certain extent than during reconsideration.

### Methodology

This paper elevates the significance of the ELT teachers and the students that they should be paying special attention in learning cognitive skills.

**Design of the Study:** This research is a challenging piece of study that targets at



serving the teacher in budding the students' interest. It follows the grammar –translation approach or communicative language teaching approach.

**Sample of the Study**

A suitable illustration has been used in this research during the contribution of

students. The participants belonged to VIII, IX and X classes. The students count up was 20 from each class and total 60 from each school. For review to these question students from 4 schools from East Godavari districts were considered.

Particulars	Class VIII	Class IX	Class X
Students	20	20	20

**Table 1:** Students from each school

Particulars	Class VIII	Class IX	Class X
Students	80	80	80

**Table 2:** Total students

**Instrument**

In this course of investigation two tests were conducted in written form where a separate model was used for prior to and subsequent session of a 15 day programme consisting of sentences using articles, tenses and prepositions. The duration of 2 periods a day for a interlude of 15 days was conducted as a experiment to confirm the advantage of the learners knowledge if teaching and learning of grammar was a continuous process. The tests were evaluated following the knowledge and application type of questions.

subsequent to the teaching session of articles, tenses and prepositions were conducted with 5 questions each respectively. These tests were conducted to test their knowledge and find out the benefit they have gained if grammar was taught continuously.

**Analysis and Interpretation of the Data Collection:**

After completion of the tests marks were recorded for data collection. Later tables showing their progress was taken into thoughtfulness for investigation.

**Procedure of data collection**

During the first term of the academic year 2018-2019 the students of classes VIII, IX and X were considered as participants. A test prior to and a



Class	Prior Test Marks	Subsequent Test Marks	Progress
Class VIII	5	8.2	3.2
Class IX	4.6	8.3	3.7
Class X	4.55	7.95	3.45

**Table 3:** School 1: 26.5%

Class	Prior test Marks	Subsequent Test Marks	Progress
Class VIII	3.6	7.1	3.5
Class IX	4.6	7.8	3.2
Class X	4.1	7.5	3.4

**Table 4:** School 2: 24%

Class	Prior test Marks	Subsequent Test Marks	Progress
Class VIII	4.8	7.3	2.5
Class IX	5.6	7.9	2.3
Class X	5.2	7.8	2.6

**Table 5:** School 3: 25%

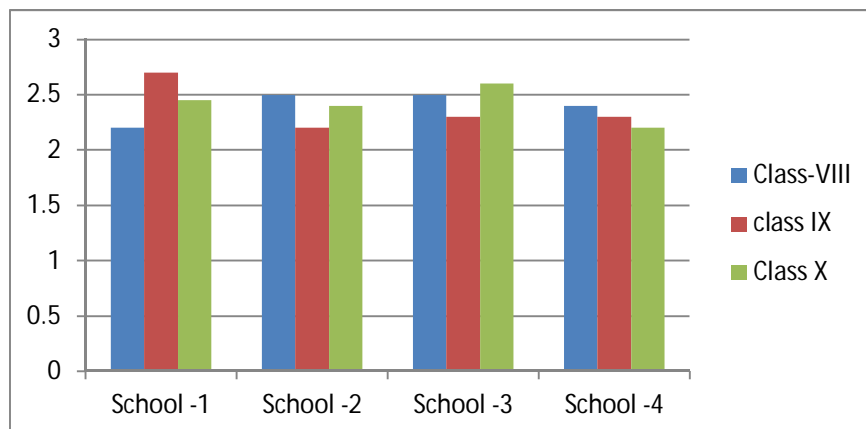
Class	Prior Test Marks	Subsequent Test Marks	Progress
Class VIII	3.8	7.2	3.4
Class IX	4.3	7.6	3.3
Class X	4.1	7.3	3.2

**Table 6:** School 4: 23%

There was a progress in the students' knowledge in grasping, understanding and putting into practice of a continuous process with a range between 23% to 26.5% pm am average. This investigation has proved that the ELT teachers and students should be attentive while learning grammar and which is ought to be a continuous process for betterment of students' point of view.

School -1	4.7	7.15	2.65
School -2	4.1	7.1	2.4
School-3	5.2	7.7	2.5
School-4	4.0	6.3	2.3

**Table 7:** Progress of all schools



Particulars	Prior test marks	Subsequent test Marks	Progress
240 students	4.2	7.06	2.86
Whole state	4.2	7.06	2.86

**Table 8: If applied for the whole state is 29%**

**Conclusion and Recommendation:**

Teachers of English play a significant role in the enhancement of English language competence of secondary school students. Teachers must be aware of the current and effective principles of language teaching.

Further, one of the key responsibilities of every English teacher is to conduct need analyses and design materials. As students are quite interested to learn through the medium of technology, teachers should incorporate technology in their teaching. English lessons may include audio video, PPTs, use of internet and so on to make the class more interesting and effective.

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