“We breathe in our first language, and swim in our second”
5.00 Introduction

This chapter has been devoted to summary, findings conclusions and suggestions. The present study entitled “Effectiveness of Communicative Approach on Academic Achievement of secondary school students in Lakhimpur district of Assam.” was carried out to study the significant difference in Academic Achievement of secondary school students in written English taught through other Traditional Method (control group) or Communicative Approach (experimental group). This chapter has been presented as under:

5.10 Rationale of the Study

Kolakaluri S.V. (2015) revealed that there is difference between an approach and a method. An approach represents language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. The study revealed that communicative approach is best suited to improve the communicative competence of the students. Jabeen Shazi Shsh (2014) revealed that communicative approach had been becoming an essential approach for teaching English. But, many of the teachers seem to be traditional approaches in practice. Ahmad Safed, Rao Congman (2013) found that the communicative approach could increase motivation for language learning, and language teachers were also highly enthusiastic to apply communicative approach in the class room.

Khader S.A. (2013) revealed that the positive and restrictive aspects of CLT in our context and it will be significant if the teachers of English develop suitable teaching methods besides practicing CLT approach. Kumar U.N. (2013) was revealed that India has several difficulties due to dominate the teacher-centered method in Indian educational scenario. This teacher dominated information transfer mode of teaching must give way to learner-centered learning, for Communicative Language Teaching to establish itself firmly in India and be a success. The studies of Padmavati (2012), Rajkhowa (2012) reported that there are different methods adopted by English teachers for effective teaching, but also said that the teacher should not be rigid in the use of method rather change according to the classroom
setting. Similarly, studies conducted by Dutta (2012) said that students were instrumentally motivated to learn English and English should be treated as a compulsory subject. Sreehari P. (2012) revealed that adopt the Communicative Language Teaching (CLT) principles by trained teachers so as to enhance English language skills of their students. But, the results indicated that teachers should followed more learner centered ways in their teaching of English. Chang Ming (2011) has conducted the study on EFL Teachers’ Attitudes toward Communicative Language Teaching and found that the teachers’ perspective, communicative activities are helpful for the students to practice rules in meaningful contexts.

Chowdhury, B.K.Md. (2011) found teachers have theoretical knowledge about CLT and the impediments in the way of the implementations of CLT are not communicative because persisting in the traditional teacher-fronted language teaching techniques, such as, explaining grammar rules, explaining textbooks in the class. So, recommended to correctly identify the barriers to the implementation of CLT. Coskun Abdullah (2011) has found that there is a discrepancy between teachers’ classroom practices and the attitudes they expressed because of large class size, traditional grammar-based examinations and the little time available to prepare communicative materials. The study revealed that CLT to be practiced in the classroom. Ramani et. al (2011) revealed that there was moderately favourable attitude among EFL teachers towards using the communicative approach. There would be a gap between expectation and reality in applying communicative approach among the EFL teachers. AL-magid ABD Al-Mamun M. (2006) revealed that effective implementation of communicative approach was critically dependent on teachers’ positive attitude towards this approach. Chidambaram (2005) was found the medium of instruction has direct impact on the development of English language skills. The studies conducted by Marje (2003) revealed that the development of communicative competence in writing skill can be improve by the use of informative passages with the help of transparencies, drilling, pictures, multiple choice exercise, group work, using substitution tables, role playing. Similarly Paliwal (1996) had found that the communicative approach was more effective in
teaching English. The development of communicative competence is an important skill; for creating a suitable situation is helpful to improve communicative competence which has been dealt by Vanbhatte (2003). Nair (1991) found that there was significant association between the culture, cognition and language. Jadeja (1988) developed a new technique of teaching and testing of language use with specific focus on oral communication which were found to be more effective for both urban and rural area students. Kripa Gautam (1988) found that majority of the students wanted to study English for certain utilization purposes and they were not motivated towards the language teaching. Sharma (1986) and Bhattacharjee (1984) find out the need of improvement of teaching by professional training of high schools teachers to make them efficient.

Bhatia (1998) and Dornyei and Jhurrel (1994) had strongly agreed and emphasized that communicative approach was a key factor for interaction in language learning process. Communicative approach would focus on learners’ capacity of dialogue, responding and asking questions. Richards (1992) revealed that communicative approach would help English language learners to know when and where to use suitable sentences. Johnson (1984) considered communicative approach as a skill-learning model of learning. Finnaccharo and Brumfit (1983) stated that language learning was learning to communicate and communicative approach could develop an ability to use the linguistic system effectively and appropriately. Savingson (1983) stressed that communicative approach would help learners to develop positive social behavior and emotional behavior. Little Wood (1981) stated that communicative approach would pay systematic attention to functional as well as structural aspects of language. Wilga (1981) added that communicative approach was associated with natural learning and intrinsic motivation. Canal and Swain (1980) identified four important dimensions of communicative approach such as- grammatical competence, socio-linguistic competence, discourse competence, and strategic competence.
There were very few researches related to CA. In Assam, most of the secondary school teachers are not following communicative approach in practical. Keeping in view the significance of communicative approach through various researches, the present investigator thought to study the effectiveness of Communicative Approach on academic achievement.

5.11 Significance of the Study

The teaching and learning English in a multicultural and multilingual setting of India presents innumerable problems which extend from the parents, teachers to the teaching institution, language planners, curriculum designers and administrators. The advancement in science and technology, media and the Universalisation of Education has created the “explosion of opportunity” which resulted in the explosion of education opportunities to the masses of the country, an increase in the number of schools, colleges and universities over the years. Despite this growth in the number of institutions and as a consequence the opportunity for education, the quality of education system is fall of standards.

As language learning in English is different from the learning of other subjects and so also the teaching of a language is different from the teaching of other subjects. Thus, it is clear that the teachers of English requires specialized training to cope with the demands of language teaching in schools. The training of the teachers should be concentrated on improving their proficiency in English and help them to acquire useful classroom skills and impart relevant background knowledge underlying the field. The teacher is to be seen as influencing, not determining to leading the new role of the L2 teacher, where he/she acts as the facilitator of learning rather than the dispenser of knowledge or the supplier of information.

This is the era of innovation and the field of teaching is no exception for this, especially English language teaching. Now, teaching English with Communicative Approach is an innovation in the field of English language teaching. In fact, teaching English with this new approach was a great challenge in front of the teachers of English language. They had a lot of doubts in their minds about using this approach for teaching English. They did not have clear idea about this approach and therefore found it very difficult to teach English with the help of Communicative Approach.
As an international language, English acts as a common language that enables people from diverse backgrounds and ethnicities to communicate on a more or less equitable basis. With the liberalization and globalization of the Indian economy, the rapid change witnessed in the scientific and technological world, and the general need to improve the quality of life and reduce poverty, it is essential that the school leavers acquire a higher level of knowledge and skills that is provided in the 8 years of elementary education. Secondary education is therefore a crucial stage in the educational hierarchy as it prepares the students for higher education and also the world of work.

In free India, the same status is not give to English as it enjoyed during the British regime. Now we have included English in our curriculum as the second language or as language of practical utility. However, there are some problems, which make the people uninterested in English language. From time to time, many changes have been made and researches are conducted to teach this foreign language effectively. But, there is no real change and progress. On the pedagogical side, many of the problems continue to exist. So, the present curriculum of English subject has been designed according to communicative approach.

Now in India, English has become the second language in schools. Therefore, English should not be completely abolished from our curriculum and it should be retained as an optional subject. Again, the teacher should be properly trained in English language. In India, teaching of English is context based, but not skill based. There is need of the hour to think of communicative approach, which moves towards eclectic tendency and is both functional and national.

Assam is one of the seven states of North East India. The Official language of the state is Assamese. Like all states in India, Assam is a multilingual state. In state level, English is introduced in the Assamese medium schools at class V; recently it is being introduced in standard I, in its educational system. English is studying as a compulsory subject up to the Matriculation (HSLC) level. Thereafter, English is studying for two years in the +2 stage and three years at the under-graduate level. The time allotted for English class is same as to other subjects. The Board of Secondary Education, Assam (SEBA) is the academic authority of the secondary schools of Assam. It also conducts the final examination (HSLC) of class X. The curriculum and
text books of English followed in the secondary level are prepared by SCERT (State Council of Education Research and Training). It also conducts English teaching training to teachers of secondary level. There is a general belief among the people that most of the provincialised and non-provincialised Assamese medium schools fail to provide quality education; especially the English language attainment level is very low. The students from Assamese medium schools are ‘scared’ of English. Because of their inability to speak or write in fluent English, a good number of students from the Assamese medium show poor performance in interviews for in job recruitment drive. They are not able to communicate well in day-to-day transactions where English is required. Academic Achievement is undoubtedly a vital aspect of education. In this competitive world, the quality of performance has become the key for personal progress. That’s why it is intriguing to know about the academic achievement of secondary school students. It is therefore feel a desirable to conduct a study on effectiveness of communicative approach of secondary school students to know them in relation to their competency based achievement in English. The present study reflects on the importance of communicative approach in English Language Teaching at secondary level, the investigator carried out the study to test practical utility of communicative approach in competency based achievement of students with regard to experimental outlook.

Teachers are the main pillars in Communicative Approach as a communicator. The teacher has not only to instruct but also to inspire the students. The teachers have to influence the life and character of the students and equip them with ideas and values, which will fit them to enter into the stream of national life as worthy citizens. The teacher must have the ability to create a strong interest in the subject, which they teach to their students. An inspired and dedicated teacher can make the monotonous subject interesting. This role of teachers is important for promoting enthusiasm and positive attitude towards school goals and learning task, both those assigned and those self generated by the students. Some students seem naturally to be enthusiastic about learning but some students need or expect their teachers to inspire, provoke and stimulate them. Thus, effective learning in the classroom depends on the ability of the teacher. Keeping in view the above statement, the present study also seeks to study about the attitude of teachers at secondary level toward Communicative Approach. In the present study, the investigator was also
studied about the problems which were faced by teachers in classroom situation on writing skills. Here, only the Assamese medium schools will be taken into account. Again, in this study was mainly focused on the writing skills.

5.1.2 Statement of the Problem

The problem under study is stated as “Effectiveness of Communicative Approach on Academic Achievement of Secondary School Students in Lakhimpur District of Assam”.

5.2.0 Objectives of the Study

The study is designed with the following objectives –

1. To study the impact of communicative approach on academic achievement of secondary school students in Lakhimpur district of Assam.

2. To study the attitude of teachers at secondary level towards communicative approach due to variation in Gender.

3. To study the attitude of teachers at secondary level towards communicative approach due to variation in Age.

4. To study the attitude of teachers at secondary level towards communicative approach due to variation in Experience.

5. To study the attitude of teachers at secondary level towards communicative approach due to variation in Educational Qualification.

6. To analyze the problems faced by teachers in English Language teaching situations.

7. To study the association between performance of students in written English and locality.

8. To study the relationship between performance of students in written English and Parental Education.

9. To study the relationship between performance of students in written English and Parental Income.
10. To study the relationship between performance of students in written English and Parental Occupation.

11. To study the relationship between performance of students in written English and Size of the Family.

5.30 Hypotheses of the Study

1. There exists no significant difference in academic achievement of students at secondary level in written English taught through either traditional method or communicative approach.

2. There exists no significant difference in the attitude of secondary school teachers towards communication approach due to variation in gender.

3. There exists no significant difference in the attitude of secondary school teachers towards communication approach due to variation in age.

4. There exists no significant difference in the attitude of secondary school teachers towards communication approach due to variation in experience.

5. There exists no significant difference in the attitude of secondary school teachers towards communication approach due to variation in educational qualification.

6. There exists no relationship between performance of students in written English and locality.

7. There exists no relationship between performance of students in written English and Parental Education.

8. There exists no relationship between performance of students in written English and Parental Income.


10. There exists no relationship between performance of students in written English and Size of the Family.
5.40 Methodology

i) **Methods:** The investigator has been carried out with the help of experimental and survey methods to investigate on effectiveness of communicative approach on academic achievement of the secondary school students in the present study.

ii) **Sample:** In the present study, the investigator has been taken up the sample of 100 students and 50 teachers from Assamese medium government schools in Lakhimpur district of Assam. The investigator has been carried out the sample of 100 students for experimental study by using pre test-post test equivalent group design and carried out the sample of 50 teachers for survey study by using simple random sample technique.

iii) **Tools:** In the present study, the investigator has been use the academic achievement test, specially designed strategy for improving communicative competency, attitude scale and check list.

iv) **Data Collection:** The data is to be collected by using constructed tools systematically.

v) **Data Analysis:** In the present study, the investigator has followed the statistical techniques namely; %, Mean, S.D. t, F and $\chi^2$ tests.

vi) **Variables of the Study**

(a) Independent variable: Communicative Approach, (b) Dependent variable: Academic Achievement, (c) Parental Education, Parental Income, Parental Occupation and Size of the family, (d) Location, (e) Gender, Age, Experience and Educational Qualification,

vii) **Delimitations of the Study**

The present study has been delimited to:

(i) Lakhimpur District of Assam, (ii) Assamese Medium Government School, (iii) A sample of 100 secondary school students, (iv) A sample of 50 secondary school English Language teachers, (v) The study has been delimited to the
students studying in class IX, (vi) The written competency in English Language of secondary school students.

5.50 Findings of the Study

Following are the major findings of the study

5.51 Findings related to Experiment

i) In pre-test, performance of students in control group in ‘identification of word meanings’ is higher than the ‘identification of sounds and letters’ in competency based achievement test.

ii) In pre-test, performance of students in control group in the ‘application of word meaning in phrases and sentences’ is higher than the ‘letter writing’ in competency based achievement test.

iii) In pre-test, performance of students in control group in ‘letter writing’ is lower than the ‘composition’ in competency based achievement test.

iv) In pre-test, performance of students in experimental group in ‘identification of sounds and letters’ is lower than the ‘identification of word meanings’ in competency based achievement test.

v) In pre-test, performance of students in experimental group in ‘application of word meaning in phrases and sentences’ is higher than the ‘letter writing’ in competency based achievement test.

vi) In pre-test, performance of students in experimental group in ‘composition’ is higher than the ‘letter writing’ in competency based achievement test.

vii) In post-test, performance of students in control group in ‘identification of word meanings’ is higher than the ‘identification of sounds and letters’ in competency based achievement test.

viii) In post-test, performance of students in control group in ‘application of word meaning in phrases and sentences’ is higher than the ‘letter writing’ in competency based achievement test.

ix) In post-test, performance of students in control group in ‘letter writing’ is lower than the ‘composition’ in competency based achievement test.

x) In post-test, performance of students in experimental group in ‘identification of sounds and letters’ is lower than the ‘identification of word meanings’ in competency based achievement test.
xi) In post-test, performance of students in experimental group in ‘application of word meaning in phrases and sentences’ is higher than the ‘letter writing’ in competency based achievement test.

xii) In post-test, performance of students in experimental group in ‘composition’ is higher than the ‘letter writing’ in competency based achievement test.

xiii) In between pre-test and post-test in control group there exists significant difference in competency based achievement test in connection with ‘identification of sounds and letters’ among secondary school students in written English taught through traditional method.

xiv) In between pre-test and post-test in control group there exists significant difference in competency based achievement test in connection with ‘identification of word meanings’ among secondary school students in written English taught through traditional method.

xv) In between pre-test and post-test in control group there exists significant difference in competency based achievement test in connection with ‘application of word meaning in phrases and sentences’ among secondary school students in written English taught through traditional method.

xvi) In between pre-test and post-test in control group there exists significant difference in competency based achievement test in connection with ‘letter writing’ among secondary school students in written English taught through traditional method.

xvii) In between pre-test and post-test in control group there exists significant difference in competency based achievement test in connection with ‘composition’ among secondary school students in written English taught through traditional method.

xviii) There exists significant difference in competency based achievement test of secondary school students in written English taught through traditional method due to variation in pre-test and post-test in control group.

xix) In between pre-test and post-test in experimental group there exists significant difference in competency based achievement test in connection with ‘identification of sounds and letters’ among secondary school students in written English taught through communicative approach.

xx) In between pre-test and post-test in experimental group there exists significant difference in competency based achievement test in connection
with ‘identification of word meanings’ among secondary school students in written English taught through communicative approach.

xxi) In between pre-test and post-test in experimental group there exists significant difference in competency based achievement test in connection with ‘application of word meaning in phrases and sentences’ among secondary school students in written English taught through communicative approach.

xxii) In between pre-test and post-test in experimental group there exists significant difference in competency based achievement test in connection with ‘letter writing’ among secondary school students in written English taught through communicative approach.

xxiii) In between pre-test and post-test in experimental group there exists significant difference in competency based achievement test in connection with ‘composition’ among secondary school students in written English taught through communicative approach.

xxiv) There exists significant difference in competency based achievement test of secondary school students in written English taught through communicative approach due to variation in pre-test and post-test in experimental group.

xxv) In between control group and experimental group in post-test there exists significant difference in competency based achievement test in connection with ‘identification of sounds and letters’ among secondary school students in written English taught through either traditional method or communicative approach.

xxvi) In between control group and experimental group in post-test there exists significant difference in connection with ‘identification of word meanings’ among secondary school students in written English taught through either traditional method or communicative approach in competency based achievement test.

xxvii) In between control group and experimental group in post-test there exists significant difference in competency based achievement test in connection with ‘application of word meaning in phrases and sentences’ among secondary school students in written English taught through either traditional method or communicative approach in competency based achievement test.
xxviii) In between control group and experimental group in post-test; there exists significant difference in competency based achievement test in connection with ‘letter writing’ among secondary school students in written English taught through either traditional method or communicative approach.

xxix) In between control group and experimental group in post-test; there exists significant difference in competency based achievement test in connection with ‘composition’ among secondary school students in written English taught through either traditional method or communicative approach.

xxx) There exists significant difference in academic achievement of secondary school students in written English taught through either traditional method or communicative approach due to variation in control group and experimental group in post-test.

5.52 Findings related to Survey

i) There is no significant difference in attitude of secondary school teachers towards communicative approach in dimension of ‘conceptional framework’ due to variation in gender. Female secondary school teachers have more favourable attitude than male secondary school teachers towards communicative approach with respect to dimension of ‘conceptional framework’.

ii) There is no significant difference in attitude of secondary school teachers towards communicative approach in dimension of ‘Nature of Language Teaching’ due to variation in gender. Female secondary school teachers have more favourable attitude than male secondary school teachers towards communicative approach with respect to dimension of ‘nature of language teaching’.

iii) There is no significant difference in attitude of secondary school teachers towards communicative approach in dimension of ‘Design of Teaching Learning activities’ due to variation in gender. Female secondary school teachers have more favourable attitude than male secondary school teachers towards communicative approach with respect to dimension of ‘Design of Teaching Learning activities’.

iv) There is no significant difference in attitude of secondary school teachers towards communicative approach in dimension of ‘Role of Teacher’ due to variation in gender. Female secondary school teachers have slightly more favourable attitude
than male secondary school teachers towards communicative approach with respect to dimension of ‘Role of Teacher’.

**v)** There is no significant difference in dimension of ‘Role of Learner’ in attitude of secondary school teachers towards communicative approach due to variation in gender. Female secondary school teachers have slightly more favourable attitude than male secondary school teachers towards communicative approach with respect to dimension of ‘Role of Learner’.

**vi)** There is no significant difference in attitude of secondary school teachers towards communicative approach due to variation in gender. Female secondary school teachers have slightly more favourable attitude than male secondary school teachers towards communicative approach.

**vii)** The calculated F-value shows that there is significant difference in attitude of secondary school teachers towards communicative approach in connection with ‘conceptional framework’. It reveals that ‘age’ differs in attitude of secondary school teachers towards communicative approach in dimension of conceptional framework.

**viii)** The calculated F-value reveals that there is significant difference in attitude of secondary school teachers towards communicative approach in connection with ‘nature of language teaching’. It indicates that ‘age’ differs in attitude of secondary school teachers towards communicative approach in dimension of nature of language teaching.

**ix)** The calculated F-value adds that there is significant difference in attitude of secondary school teachers towards communicative approach in connection with ‘design of teaching learning activities’. It means that ‘age’ differs in attitude of secondary school teachers towards communicative approach in dimension of design of teaching learning activities.

**x)** The calculated F-value reports that there is no significant difference in attitude of secondary school teachers towards communicative approach in connection with ‘role of teacher’. It means that ‘age’ does not differ in attitude of secondary school teachers towards communicative approach in dimension of role of teacher.

**xi)** From the calculated F-value, it indicates that there is no significant difference in attitude of secondary school teachers towards communicative approach in
connection with role of learner. It shows that ‘age’ does not differ in attitude of secondary school teachers towards communicative approach in role of learner.

xii) From the calculated F-value, it reports that there is significant difference in attitude of secondary school teachers towards communicative approach due to variation in age. It shows that ‘age’ differs of secondary school teachers in the attitude towards communicative approach.

xiii) The calculated F-value shows that there is significant difference in attitude of secondary school teachers towards communicative approach in connection with ‘conceptional framework’ due to variation in experience. It reveals that ‘experience’ differs in conceptional framework in attitude of secondary school teachers towards communicative approach.

xiv) From the calculated F-value with regard to ‘nature of language teaching’ due to variation in experience, it indicates that there is significant difference in attitude of secondary school teachers towards communicative approach. It means ‘experience’ differs in nature of language teaching in attitude of secondary school teachers towards communicative approach.

xv) The calculated F-value tells that there is significant difference in attitude of secondary school teachers towards communicative approach in connection with ‘design of teaching learning activities’ due to variation in experience. It shows ‘experience’ differs in nature of design of teaching learning activities in attitude of secondary school teachers towards communicative approach.

xvi) From the calculated F-value with regard to ‘role of teacher’ due to variation in experience, it depicts that there is no significant difference in attitude of secondary school teachers towards communicative approach. It reveals that ‘experience’ does not differ in role of teacher in attitude of secondary school teachers towards communicative approach.

xvii) The calculated F-value shows that there is no significant difference in attitude of secondary school teachers towards communicative approach in connection with ‘role of learner’. It indicates that ‘experience’ does not differ in role of learner in attitude of secondary school teachers towards communicative approach.

xviii) The calculated F-value shows that there is significant difference in attitude of secondary school teachers towards communicative approach due to variation in experience. It is clear that the secondary school teachers having experience differs in attitude towards communicative approach.
xix) Due to variation in educational qualification, it denotes that there is significant difference in attitude of secondary school teachers towards communicative approach with regard to ‘Conceptional Framework’. Post graduate secondary school teachers have more favourable attitude than graduate secondary school teachers towards communicative approach with respect of conceptional framework.

xx) Due to variation in educational qualification, it reports that there is significant difference in attitude of secondary school teachers towards communicative approach with regard to ‘Nature of Language Teaching’. Post graduate secondary school teachers have more favourable attitude than graduate secondary school teachers towards communicative approach with respect of nature of language teaching.

xxi) Due to variation in educational qualification, it shows that there is significant difference in attitude of secondary school teachers towards communicative approach with regard to ‘Design of Teaching Learning activities’. Post graduate secondary school teachers have more favourable attitude than graduate secondary school teachers towards communicative approach with respect of design of teaching learning activities.

xxii) Due to variation in educational qualification, it reveals that there is no significant difference in attitude of secondary school teachers towards communicative approach with regard to ‘Role of Teacher’. Post graduate secondary school teachers have more favourable attitude than graduate secondary school teachers towards communicative approach with respect of role of teacher.

xxiii) Due to variation in educational qualification, it denotes that there is no significant difference in attitude of secondary school teachers towards communicative approach with regard to ‘Role of Learner’. Post graduate secondary school teachers have more favourable attitude than graduate secondary school teachers towards communicative approach with respect of role of learner.

xxiv) Due to variation in educational qualification, it reveals that there is significant difference in attitude of secondary school teachers towards communicative approach. Post graduate secondary school teachers have more favourable attitude than graduate secondary school teachers towards communicative approach.

xxv) It reveals that 56% (N=28 out of 50) teachers revealed that there were certain periods in the time table to provide practice in writing at some extent. 44% (N=22
out of 50) of teachers added that there were no any periods in the time table to provide practice in writing.

xxvi) It indicates that 68% (N=34 out of 50) of teachers admitted that it was often occurred to give time for doing written tasks in one period for the students. 32% (N=16 out of 50) of teachers said that some times, there would be time to do written tasks in one period for the students.

xxvii) It reports that 32% (N=16 out of 50) of teachers reported that there was satisfaction to rate the student’s abilities in the skill of writing. 68% (N=34 out of 50) of teachers reported that there was no satisfaction which was in the state of poor to rate the students’ abilities in the skill of writing.

xxviii) It highlights that 28% (N=14 out of 50) of teachers added that there was lack of practice in order to develop abilities in the writing. 12% (N=6 out of 50) of teachers admitted that there was lack of guidance in order to develop abilities in writing among students. 4% (N=2 out of 50) of teachers reported that there was lack of exposure in developing writing abilities. 20% (N=10 out of 50) of teachers reported that there was lack of interest in developing written competence. 4% (N=2 out of 50) of teachers revealed that there was lack of vocabulary in order develop abilities in writing. 32% (N=16 out of 50) of teachers reported that there was lack of grammar in developing written competencies.

xxix) It tells that 60% (N=30 out of 50) of teachers revealed that the classroom activities were found difficult to write while answering question. 6% (N=12 out of 50) of teachers were found difficult to write in classroom activities of writing essays. 28% (N=14 out of 50) of teachers were found difficult to write in the time of study notes.

xxx) From the responses of teachers, it indicates that 100% (N=50 out of 50) of teachers were helped their students by correction in writing in the classroom. It shows that no one teacher had helped to their students by giving hints before writing and by reviewing after writing.

xxxii) It indicates that 92% (N=46 out of 50) of teachers thought that courses were needed to develop language for general purpose and 8% (N=4 out of 50) of teachers were thought that courses were needed to develop language for specific purpose in written English.

xxxii) It depicts that 12% (N=6 out of 50) of teachers reported that writing neatly and legibly with reasonable speed was an important area of written English. 68%
(N=34 out of 50) of teachers reported that uses of vocabulary and grammatical items was an important area of written English. 20% (N=10 out of 50) of teachers reported that writing accurate description of people, places, things and executing imagination in writing stories is an important area of written English.

xxxiii) It reveals that 80% (N=40 out of 50) of teachers reported that using appropriate words and and structures for correct usages was needed in written English. 20% (N=10 out of 50) of teachers reported some incentives were needed in using vocabulary and grammatical items.

xxxiv) It shows that 4% (N=2 out of 50) of teachers revealed that transcription was one of the types of exercises in written English. 80% (N=40 out of 50) of teachers reported that writing in sentences in sequences is one of the types of exercises in written English. 16% (N=8 out of 50) of teachers reported that language games were one of the types of exercises in written English.

xxxv) The calculated $\chi^2$ value shows that there exists no association between performance of students in written English and location. It tells that location is not significant factor that difference performance of students in written English.

xxxvi) From the calculated $\chi^2$ value, it tells that there exists no association between performance of students in written English and parental education. It reveals that parental education is not a significant factor that the different levels of performance of the students in written English.

xxxvii) The calculated $\chi^2$ value indicates that there exists no association between performance of students in written English and parental income. It reveals that parental income is not a significant factor that difference performance of student in written English.

xxxviii) The calculated $\chi^2$ value reveals that there exists no association between performance of students in written English and parental occupation. It reveals that parental occupation is not a significant factor that differences performance of student in written English.

xxxix) From the calculated $\chi^2$ value, it tells that there exists no relationship between performance of students in written English and size of the family. It indicates that size of the family is not a significant factor in the different levels of performance of the students in written English.
5.53 Discussion

Jabeen Shazi Shah (2014) reported that the implementation of Communicative approach in the class situation was rare. The present study also supported the same phenomenon in Assamese Medium schools. Most of the teachers were not implementing communicative approach due to lack of awareness on essential principles of communicative approach and lack of cognitive notion on rationale of communicative competence particularly in written form.

Padmavati (2012) revealed that there was no single method that could satisfy all types of students and teachers using combination of various methods in the classroom and eclectic approach was the best way for English Language teachers to teach ESL (English as Second Language) learners. The present study also viewed that structural approach, oral approach and situational approach might be incorporated within communicative approach in order to develop discourse competence, strategic competence, grammatical competence and socio-linguistic competence.

Rajkhowa (2012) reported that students were less interested to write but they had scored more in writing skill than in listening, speaking and reading skills in an academic achievement test. The present study reported that the impact of communicative competence in written English among secondary school students was more in achieving communicative written competence in competency based academic achievement test. Rajkhowa (2012) also added that there was moderately favourable attitude among EFL teachers using communicative approach. The present study also admitted of that moderately favourable attitude among English Language teachers using the communicative approach.

Ramani et.al (2011) had investigated on EFL teachers’ attitude towards using communicative approach and had found that there was moderate favourable attitude among EFL teachers towards communicative approach due to variation in gender as well as educational qualifications. The present study also revealed that there was a moderate favourable attitude towards communicative approach.

Marje (2003) selected Pre-test Post-test equivalent group design to study impact of communicative competence in English among Marathi medium students at higher secondary stage. The investigator revealed that group would motivate learners to think and communicate systematically. The present study also focused on Pre-test Post-test equivalent group design to study impact of communicative
competence in English among Assamese medium students at secondary stage. The present study also recommended the same implication of finding as afore said. In addition to this, substitution tables and demonstrations in generating and extending ideas were important for improving communicative competence.

The present study reported that there exists significant difference in academic achievement of secondary school students in written English taught through either traditional method or communicative approach due to variation in control group and experimental group in post-test. There is no significant difference in attitude of secondary school teachers towards communicative approach due to variation in gender. Female secondary school teachers have slightly more favourable attitude than male secondary school teachers towards communicative approach. From the calculated F-value, it reports that there is significant difference in attitude of secondary school teachers towards communicative approach due to variation in age. It shows that ‘age’ differs of secondary school teachers in the attitude towards communicative approach. The calculated F-value shows that there is significant difference in attitude of secondary school teachers towards communicative approach due to variation in experience. It is clear that the secondary school teachers having experience differs in attitude towards communicative approach.

Due to variation in educational qualification, it reveals that there is significant difference in attitude of secondary school teachers towards communicative approach. Post graduate secondary school teachers have more favourable attitude than graduate secondary school teachers towards communicative approach. The calculated $\chi^2$ value shows that there exists no association between performance of students in written English and location. It tells that location is not significant factor that difference performance of students in written English. From the calculated $\chi^2$ value, it tells that there exists no association between performance of students in written English and parental education. It reveals that parental education is not a significant factor that the different levels of performance of the students in written English. The calculated $\chi^2$ value indicates that there exists no association between performance of students in written English and parental income. It reveals that parental income is not a significant factor that difference performance of student in written English. The calculated $\chi^2$ value reveals that there exists no association between performance of students in written English and parental occupation. It reveals that parental occupation is not a significant factor that differences
performance of student in written English. From the calculated $\chi^2$ value, it tells that there exists no relationship between performance of students in written English and size of the family. It indicates that size of the family is not a significant factor in the different levels of performance of the students in written English.

5.60 Conclusion

The above study revealed that teaching English taught through communicative approach more effective than taught through traditional method. The control group students studying in secondary schools in class IX obtained low scores in their academic achievement. The results indicates significant difference in academic achievement in connection with identification of sounds and letters, identification of word meaning, application of word meaning in phrases and sentences, letter writing, composition. From the study of attitude towards communicative approach of secondary school’s English teachers were significant differences in connection with dimensions of conceptional framework, nature of language teaching, design of teaching learning activities, role of teacher and role of learner due to variables of gender, age, experience and educational qualification. It is also analysis the problems faced by secondary school’s English teacher in written English to their teaching situation. The respondents teachers were responding differently which were collected by investigator. Again, present study revealed the association between performance of students in written English and school related variables. Also it revealed the association between performance of students in written English with parental education, parental income, parental occupation and size of the family. The present study delimited the area of Lakhimpur district of Assam.

From the present study it is clear that the present traditional method should be modify according to the nature of present language teaching procedure. It also stands that teachers’ attitudes in the classroom play a pivotal role in the successful implementation of the Communicative Approach and the learning process. The success or failure of language learning is largely dependent upon interaction (e.g. the discourse constructed and the activities, which provide a realistic context for communication). The choice and use of activities in the English second language classroom are an invaluable aid to assessing teachers’ attitudes to the Communicative Approach.
The present study concluded that communicative class ultimately has to use language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning. Strategies should be taken in the following chart to effectiveness of communicative approach.

5.70 Educational Implications of the Study

The present study is immensely educative in nature as it covers an important segment of educational field. The English Language Teaching Language at any level has always been interesting and challenging. We cannot deny the fact that a learner without a reasonable, required level of command over the English language is perhaps facing severe challenges in fulfilling his/her career goals. It is a known fact that the language holds a key position in the academic development of the entire curriculum in any field. It also substantiates that the teachers of English are more accountable to enable the learners to achieve their career goals in general and personal development in particular. The present study has endeavoured to various aspects such as effectiveness communicative approach, English language competency of IX class students, attitudinal aspects towards communicative approach of English teachers, problem faced by teachers in written English language teaching situation. This study gives importance on English as a second language in Assamese medium secondary schools. The study has identified many other factors which influence the language learning either positively or negatively. Further, the study has also attempted to ascertain the necessity of adopting a suitable teaching method and it has highlighted the importance of adequate knowledge of language proficiency. Above all, it has endeavored to study whether the communicative approach is effective or not. Through this study, the researcher has also emphasized to know the relationship of academic achievement with different variables.

The study has confirmed that communicative approach is effective in the language class rooms’ situation. The study revealed that the learners’ performance is indirectly connected with his parental education, parental income, parental occupation, size of the family and the locality where the family is situated and so on.
The students’ responses indirectly pointed out that the poor infrastructural abilities of their institution de-limited their teacher efficiency to a greater extent. Though, the enthusiastic teachers realize the value of technical tools and electronic teaching aids, they could not make use of them in their classes due to the inadequate facilities in their class rooms. Here, it is necessary to strengthen the facilities in all the schools.

The concept of communicative competence was proposed by Hymes, who claimed that the study of human language should place humans in a social world. The definition of “communicative competence” is what a speaker needs to know in order to communicate in a speech community (Hymes, 1972). For example, in the real world, not only would a speaker produce a grammatical sentence, but he/she should consider the situation in which the sentences are used. According to Hymes (1972), competence should be viewed as “the overall underlying knowledge and ability for language which the speaker-listener possesses” (p. 13). That is, the concept of communicative competence involves knowledge of the language and the ability to use the knowledge in context. Hymes (1972) proposed four sectors of communicative competence.

First, “whether or not something is formally possible” refers to the notion of grammatical competence. It is concerned with whether an utterance is grammatically correct.

Second, “whether something is feasible” deals with its acceptability in addition to being grammatically possible. For example, some grammatical sentences cannot be part of competence because of the restricted ability of human information processing.

Third, “whether something is appropriate” means that a sentence should be appropriate to the context in which it is used.

Finally, “whether something is in fact done” implies that a sentence may be grammatically correct, feasible, appropriate in context, but have no probability of actually occurring (Hymes, 1972, p. 14). Communicative competence is a complex notion that involves linguistic as well as socio-cultural sectors. From proposed definitions, it can be concluded that communicative competence consists of
knowledge of linguistic rules, appropriate language usage in different situations, connection of utterances in a discourse, and strategies to cope with for the use of written English language.

The Historical Background of CLT The emergence of CLT occurred at the time when language teaching was looking for a change (Richards & Rodgers, 1986). Due to the unsatisfactory traditional syllabus that failed to facilitate learners’ ability to use language for communication, linguists attempted to design a syllabus to achieve the communicative goals of language teaching (Richards & Rodgers, 1986). Wilkins’s (1976) notional syllabus had a significant impact on the development of CLT. To support the learners’ communicative needs, Wilkins (1976) included communication function in a notional syllabus. Notions refer to concepts such as time, sequence, quantity, location, and frequency. Communicative functions refer to language functions such as requests, denials, offers, and complaints (Wilkins, 1981). Based on the notional syllabus, a communication language syllabus consisting of situations, language activities, language functions, notions, and language form was developed. As a result, the design of foreign language syllabus focused on a learner-centered and communication-oriented language instruction (Richards & Rodgers, 1986).

Thus, to implement the relatively new communicative approach in teaching English at secondary level, it is important to investigate the effectiveness of Communicative Approach in secondary level. The Government and other authorized bodies should consider the issues and take necessary steps to minimize the problems at all nature of the class to a lower extent. In fact, the focus should be kept on the optimal strength in each class.

5.80 Suggestions for Further Studies

It encourages and leaves scope for many such in-depth studies taking various levels of language education from school level to the university level. Much research has been carried out in the field of second language learning and teaching. Most of these studies concentrate on the target language itself and on contrastive analysis, individual factors, discourse analysis, teachers’ practices, the materials in classrooms, and so on (Schachter, Tyson and Diffley 1976 in Lightbown 1985:175, Sharwood-Smith 1996 and Sheen 1996 in Brown 2000:213). However, little
research has been done on the Effectiveness of Communicative Approach on Academic Achievement of secondary school students. Further, special in-depth case studies may be conducted with special reference to the syllabus relevance and method of teaching and so on at various levels in various disciplines. In the same way, teacher’s problem in written English can be studied in particular.

The present study has the limitations of a research work. There are certain limitations in its scope and design. All research work comes to an end with certain suggestions of further studies. On the basis of the nature of the present study and experiences, the investigator suggests the following areas to be explored for further research:

1. The researcher feels that longitudinal studies would be more suitable in this context. Further, the study was delimited to only secondary level in Lakhimpur district of Assam.

2. The method can be tested on larger samples of students belonging to dichotomous groups of gender, locality, socio-economic status, culture, learning ability and so on. The study may be replicated for a larger sample giving adequate coverage to more variable.

3. The study can be repeated at all levels of education and training, from primary education to higher education. The present study confirms the effectiveness of communicative approach in the secondary school set up in Lakhimpur district only. Same type of studies may be replicated in different districts of Assam.

4. The present study mainly focus on written English language. Special studies maybe conducted on the achievement level of all the particular language skills like Listening, Speaking, Reading also.

5. The purpose of the study was mainly to compare the effectiveness of the communicative approach with that of the traditional teaching method. The aim of the study can be broadened by comparing it with certain select traditional method structural approach, the grammar translation method, direct method, audio-lingual method etc.

6. Communicative approach may also be tested for its effectiveness on the different field of student’s psychology.

7. In this study, designed the writing package by using few lessons prescribed for class IX. This may be done for more topics and also in other subjects. The design
can be extended to more lessons by finding out the effectiveness of communicative approach for different kinds of lessons.

8. Done a study how organize the facilities to effectiveness of process of learning as English is a second language.

9. Communicative approach may be tested for its effectiveness in minimizing the mental deficits in learning English by the learning disabled students at different stages of education.

10. Study may be done on improving the effectiveness of communicative approach by supplementing it with modern thought on language development and learning could be conducted.

Therefore, it gives wide scope to conduct such in-depth studies which influence the language learning abilities.