

# EFFECTIVENESS OF ADRIAN DOFF'S MODEL IN DEVELOPING COMMUNICATIVE COMPETENCE OF TEACHERS

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## INTRODUCTION

In a multilingual country like India English is a link language. Knowledge of English is essential for establishing intellectual, cultural, economic, commercial and political relations with the rest of the world, because it is spoken and understood by a vast majority of people living on the globe.

A knowledge of English and the ability to use it has assumed greater importance in Modern India. The use of English has become a hallmark of social standards and prestige. Nowadays even the man on the street prides himself in using English words and phrases, particularly when addressing his social superiors.

In Maharashtra, English language has now got an important place. The three language formula is accepted in schools and English is a compulsory subject. In Maharashtra the change in English language teaching at secondary level took place in 1993. Now English is known as a skill subject and the role of the teacher is to develop all the skills i.e. listening, speaking, reading, writing and communication. The above mentioned skills have a communicative approach. Here, the role of the teacher has shifted from the traditional role i.e. giving information to facilitate the students to develop listening, speaking, reading, writing and communication. Now the activities given in the text-books require student-centered or student oriented methods of English language teaching. Teachers should be given proper training.

The development of a society is possible only when the society has resourceful teachers. The teacher's personal qualities, his educational qualification, his educational training and the place he occupies in the school as well as in the community have considerable importance in building up a nation.

There was a necessity for a new methodology since appropriate training was not provided. So the researcher decided to evolve a new methodology for the teaching of Communicative Language Teaching (CLT).

Communicative Language Teaching (CLT) is a methodology for developing communicative competence as opposed to purely linguistic competence of learners. Linguistic competence deals with abstract grammatical knowledge but communicative competence includes both grammatical knowledge and ability to use this knowledge to perform different kinds of functions such as requesting, offering, suggesting, warning, greeting, describing, agreeing, promising, apologizing, reporting, advising etc. Many researches have been conducted in India. No such experiment has been conducted for finding the effectiveness of Adrian Doff's model. Hence the researcher decided to study the effectiveness of this model.

## OPERATIONAL DEFINITIONS

i) **Adrian Doff's Model:** Teach English as a second language teacher-training course which develops practical skills in teaching English as a foreign language. The course consists of 24 units. Each unit focuses on different aspects of methodology. Out of these 24 units the researcher selected activities eliciting, using English in class, pair work, group work, communicative activities, and using video for research work and it is considered as Adrian Doff's model.

### ii) Communicative Competence

a) Communicative Competence includes grammatical knowledge and ability to use the knowledge to perform different kinds of functions.

b) Communicative Competence is linguistic competence plus an ability to use the language appropriately.

iii) **Effectiveness:** Producing the intended results after receiving training in Adrian Doff's activities.

## EFFECTIVENESS OF ADRIAN DOFF'S MODEL

After reviewing the literature related to CLT, the researcher came to the conclusion that some researches were carried out on the skill/activities related to teaching of CLT but no research has been done on the effectiveness of Adrian Doff's Model so far.

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Adrian Doff's model is absolutely different from other teaching practices which are being practiced at present. It fulfills the needs of in-service teacher training programmes and also the need of pre-service teacher training programmes. Adrian Doff has suggested 24 activities for CLT. Out of these the researcher has selected five activities to be used fully.

The activities are:

- a) Eliciting
- b) pair work and group work
- c) Using English in Class
- d) Communicative activities
- e) Using visual aids

Two weeks training was given to the teachers. The teachers were allowed to try out these activities. The model was found successful to develop the communicative competence among the teachers.

### OBJECTIVES OF THE RESEARCH

(a) To measure the opinion of teachers towards communicative competence after training.

(b) To determine the effectiveness of the technique.

### HYPOTHESES

(1) Adrian Doff's model favorably affects the opinion of teachers towards the communicative approach.

(2) Adrian Doff's model develops significant communicative competence among the teachers.

### SCOPE AND LIMITATIONS

The scope and limitations of the present study are as follows:

(a) The research is limited to Dhule District only.

(b) Adrian Doff's model covers 24 activities to teach English but the researcher has selected only five (05) activities related to communicative language teaching for the study.

(c) The source of data for the research is the teaching behaviour.

(d) The research covers only the teachers teaching English from 5<sup>th</sup> to 10<sup>th</sup> grade school students.

(e) The research is limited to only English teachers in secondary schools.

(f) The research is limited to the methodology of teaching English only.

(g) The research is limited to the use of the following activities only:

- (a) Eliciting,
- (b) Pair work and group work,
- (c) Using English in Class,
- (d) Communicative activities
- (e) Using visual aids.

Teachers teaching English in Secondary schools are selected for the study.

### METHOD USED FOR THE RESEARCH

The experimental method was used for the study. Single group pre-test post-test design was used.

### POPULATION

There are 60 secondary schools and Ashram schools run by Kisan Vidya Prasarak Sanstha and Shirpur Education Society and many other managements in Shirpur Tehsil. All these schools run the classes from std. V to std. XII. Among the classes the researcher selected teachers who teach from std. V to std X only.

### SAMPLE

Out of 60 Secondary Schools and Ashram schools, 32 Schools were selected randomly by lottery method for the study. All the teachers teaching English at the secondary level were selected from the 32 schools in the sample. The total number of teachers was 100.

### TOOLS USED FOR COLLECTING DATA

**Pre-test-** The observation schedule was used as the pre-test. The test covered four components i.e. preparation, presentation, practice and product. These four steps included, 12, 11, 7, 7 statements respectively. All these statements describe teaching behaviour based on communicative competence.

Each statement was set against a five point rating scale viz. fully relevant, relevant, undecided, irrelevant, fully irrelevant.

**Post-test -** The observation schedule used as pre-test was also used as the post-test.

**OPINIONNAIRE SCALE -** The purpose of the present scale was to measure the opinion of teachers towards CLT.

The items of the opinionnaire scale were the following points.

- 1) Utility of Micro Teaching skills and Adrian Doff's Activities.
- 2) Utility of Adrian Doff's activities in teaching.

- 3) Effectiveness of Adrian Doff's activities.
- 4) Use of Adrian Doff's activities to teachers and students.

5) Managing Adrian Doff's activities in classroom.

The scale included ten statements. The first five statements were multiple choice items. The remaining five statements were simply the yes/no type. The scale was given to the teachers after treatment.

### ANALYSIS AND INTERPRETATION

The data that were collected through pre-test and post-test observation schedules were transformed into scores and the Means and the Standard Deviations of the those scores were calculated. Finally, t-values were calculated to test the significance of the means.

**TABLE 1**  
**TEACHER'S OPINIONS REGARDING MORE USEFUL TECHNIQUES**

No.	Technique/Activities	No. of Teachers	%
1.	Micro Teaching	25	25
2.	Activities in Adrian Doff's Model	75	75
	Total	100	100

**TABLE 2**  
**THE MEANS AND THE STANDARD DEVIATIONS OF THE COMBINED SCORES OF THE PRE-TEST AND THE POST-TEST**

No.	Statistical Measurement	Pre-test	Post-test
1.	Mean	30.20	54.70
2.	Standard Deviation	14.10	21.02

**TABLE 3**  
**STAGEWISE MEANS AND STANDARD DEVIATIONS OF THE PRE -TEST AND THE POST-TEST SCORES OF ALL FOUR STAGES**

No.	Stages	Mean(M)		Standard Deviation (S.D.)	
		Pre-test	Post-test	Pre-test	Post-test
1.	Preparation	17.25	19.60 (2.35)	6.14	9.219 (+3.079)
2.	Presentation	10.15	13.60 (+3.45)	4.672	8.377(+3.705)
3.	Practice	6.50	9.20 (+2.70)	3.705	6.993 (+3.88)
4.	Product	5.30	7.70 (+2.40)	3.62	7.33 (+3.288)
5.	Total Score	39.20	54.70 (+15.50)	14.10	21.02 (+6.92)

(N.B. : Figures in the brackets indicate increase)

### Calculated t-Values

**TABLE 4**  
**THE t-VALUES THAT HAVE BEEN CALCULATED**

No.	Stages	t-values	Table t-values at 0.05 level	Table t-values at 0.01 level
1.	Preparation	2.12	1.98	2.63
2.	Presentation	3.60	1.98	2.63
3.	Practice	3.41	1.98	2.63
4.	Product	2.94	1.98	2.63
5.	Total Score	6.12	----	----

### TESTING OF HYPOTHESES

(A) The first hypothesis, viz. Adrian Doff's model affects the opinion of teachers about communication approach is accepted.

(B) The sub-hypothesis, viz. Adrian Doff's model significant communicative competence among teachers during the preparation stage, is accepted at 0.05 level of significance since its t-value, 2.12 is greater than the ideal t-value, 1.98.

(C) The sub-hypothesis, viz. Adrian Doff's model significant communicative competence among teachers during the presentation stage, is accepted at 0.05 levels of significance because the calculated t-value is greater than the respective t values of 1.98 at 0.05 level and that of 2.63 (at 0.01 level).

(D) The sub-hypothesis, viz. Adrian Doff's model significant communicative competence among teachers during the practice stage, is accepted as the calculated t-value of 3.41 is greater than the ideal t value of 1.98 (at 0.05 level) and that of 2.63 (at 0.01 level).

(E) Since t-value of 2.94 is greater than the ideal t-value, 1.98 (at 0.05 level) and that of 2.63 (at 0.01 level) hypothesis, viz. Adrian Doff's model development of significant communicative competence among teachers during the product stage, is accepted.

(F) The main hypothesis, viz. Adrian Doff's model development of significant communicative competence among teachers is accepted because the t-value calculated is greater than the ideal t-value, 1.98 (at 0.05 level) and that of 2.63 (at 0.01 level).

## CONCLUSION OF THE RESEARCH

Adrian Doff's model is useful to develop communicative competence among teachers during the preparation stage.

Adrian Doff's model is useful to develop communicative competence among teachers during the presentation stage.

Adrian Doff's model is useful to develop communicative competence among teachers during the practice stage.

Adrian Doff's model is useful to develop communicative competence among teachers during the product stage.

Adrian Doff's model is useful to develop communicative competence among teachers.

Teachers have favourable opinion towards Adrian Doff's model for developing communicative approach.

## SUGGESTIONS AND RECOMMENDATIONS

The researcher recommends the following to teachers, training institutes, colleges of education and universities.

### Recommendations to teachers

(i) Teachers of English should follow Adrian Doff's model to develop their own communicative competence.

(ii) Teachers should use communicative activities in their classroom teaching.

(iii) Teachers should use authentic material for training their pupils.

(iv) Teachers should be given proper training for communicative language teaching.

### Recommendations to training institutes

(i) Training institutes such as DIET, SCERT, RT should organize in-service training programmes for teachers.

(ii) High motivation should be given to the teachers commencing the training programme.

(iii) Well-qualified resource persons should be used to train school teachers.

(iv) Follow-up should be taken after every teacher training program.

(v) The opinions of teachers should be taken into consideration while organizing the next training program.

(vi) Workshops for teacher-educators in Colleges of Education should be organized.

(vii) Supporting material should be kept ready before commencing the training programme.

(viii) There should be continuity and a series of activities in the training programmes.

(ix) Classwise rigorous training programmes should be arranged periodically at the district and taluka levels.

### (C) Recommendations to Colleges of Education

(i) Colleges of Education should incorporate Adrian Doff's model in the methodology of teaching English.

(ii) Colleges of Education should organize workshops and seminars for teacher-educators teaching English.

(iii) Colleges of education should organize some workshops for teachers in order to make them understand and follow new approaches in teaching English.

(iv) Communicative approach to English language teaching is the recent challenging development. It is need-based, goal-oriented and beneficial to pupils in learning English with confidence. Hence pupil teachers should be motivated to teach English with the help of Adrian Doff's model.

(v) Colleges of Education should suggest to universities to add communicative activities in their syllabus for the methodology of English.

(vi) Teacher-educators should take up projects or conduct experiments related to Adrian Doff's model for teaching communicative language in the Indian context.

(vii) Pupil-teachers who have taken English as one of their subjects should be guided regarding utilization of Adrian Doff's model in their practice teaching.

### (D) Recommendations to Universities

(i) Universities should develop short term programmes for teaching communicative language.

(ii) While framing the syllabus of the B.Ed. course in general and the syllabus of the methodology of school subjects in particular, new methods and approaches should be included in the syllabus.

(iii) Universities should accept Adrian Doff's activities as practical work in the teaching of English.

(iv) Universities should organize some workshops/seminars on the communicative approach of Adrian Doff's model in order to give clear-cut ideas to the teacher-educators. So that they implement it in B.Ed colleges.

### (E) Suggestions for schools and teachers

(i) Schools and teachers should be very curious to

know the recent developments in teaching and redirect their teaching methods accordingly if they find them beneficial for better learning outcomes.

(ii) The teachers should participate in the training programmes willingly. They should take part in every activity and complete the work assigned to them punctually during the training period.

(iii) English teachers should adopt Adrian Doffs' model to teach communicative language. They should study the text well, prepare supporting material and organize a series of activities based on Adrian Doffs' model to present the text.

(iv) The Headmasters should allow their teachers to participate in-service training programmes and later support them in all respects connected to their teaching.

(v) The Headmasters should also be given training of Adrian Doffs' model so that they can observe the teaching of English teachers in schools.

(vi) Universities should encourage and motivate research scholars to conduct more research in communicative language teaching and utilization of the remaining 19 activities of Adrian Doffs' model for effective teaching of English.

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individual's social attitude, and it may be the significant difference among the six groups in case of attitude towards vocation.

#### b) Temperament Variables

The temperament variables had significant difference among the six groups. The significant level of gregariousness, 0.01 for thoughtfulness, and maladjustment (Vide Table 2). The analysis shows a clear indication of the influence of the unemployment among the six groups on temperament. It may be mentioned here that distinction among the six groups is possible on the basis of gregariousness, thoughtfulness, and maladjustment.

#### CONCLUSIONS

The present investigation was carried out to study the social attitudes and temperament of the unemployed. The major conclusions of the study are as follows:

1. The unemployed differ significantly from the employed in social attitude, the unemployed have a less favourable attitude than the employed.

2. The unemployed differ significantly from the employed in temperament. The unemployed are less gregarious, less thoughtful and more maladjusted.

3. Significant difference exists among the unemployed subjects in social attitude. The unemployed differ significantly in gregariousness, thoughtfulness and maladjustment.

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