

EFFECTIVENESS OF TEXTBOOK BASED
ELT PROGRAMME TO TEACH
SELECTED CHAPTERS OF ENGLISH

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Abstract

There were many research studies carried out in the field of English Language Teaching but talking about the applicability and use of such research studies in real life situation is very difficult. Keeping this in mind, the researcher tried to carry out a need based research which would surely help the teachers and the students to do well in English language learning. The target group of the study was 10th standard board examination students and selected chapters and grammar items which are placed in the blue print of 10th standard board examination. The two schools were randomly selected for the experimental study. The students of control group were not given any treatment as they studied such contents from their regular school teacher. The pre test was administered to equal the groups. The students were made to study through activity based sessions and the target goal was to learn the selected points in interactive manner and get high achievement in English. The most important findings of the study was the positive response of the students. All of them and their teachers opined that the students learnt better and they liked the researcher's style of making the teaching need based. Instead making it more traditional and rhetoric, the researcher made it interactive. Further, this style of teaching was compared with the tutor of coaching classes as it avoided all the formalities in language teaching. The textbook based ELT programme was effective in developing language competencies among the students of experimental group and the females and males have developed equal language achievement. Both males and females developed various language and soft skills to answer the questions correctly.

Keywords: *Language achievement, Textbook based programme, skills, Competency*

Since English plays an important role in 21st century Education, it is inevitable for the learners to learn the English language. The students are having the fear of getting good score in the examination. The nature of English language teaching is varied from place to place in schools. It has been rightly said by J Krishnamurti, Know your learners for effective classroom teaching. Most of the classroom teachings are prescriptive in nature whereas the classroom teaching must be designed by the individual teacher. Most of the teachers are in the race of completing the syllabus and finishing the works assigned to them. As a result the students fall into stress of passing the examination. In fact there is no pedagogy for various types of learners. It is said each learner is different at IQ SQ and EQ, then how one common pedagogy works in the classroom. The researcher found this on the contrary aims to create stress among the students. There could be no fixed pedagogy there could be fixed goals to achieve. Suppose the goal is to achieve good score, then whatsoever pedagogy you use it has to help them to get good score. There are many foreign classroom teaching

pedagogies for teaching foreign language such as direct method, grammar translation method, structural approach, communicative approach, functional approach and many more.

Rationale of the Study

In order to get high score in English achievement, the researcher aimed to prepare a textbook based ELT programme with some specific constraint and selected chapters. There are many challenges and fear observed in both the teachers and students minds for getting better result in English subject. As English is a foreign language and providing wide range of exposure to among the students of rural area is a big challenge. Further, establishing love among them for the English language is time taking task. Various observation for getting less marks and poor results are dislikings, writing skills, foreign language, no exposure, lack of resources, society environment, school culture etc. Keeping the above points in mind the researcher prepared a programme based on chapters which are given more weightage in board examination so that students would get good score in the examination. Further the research is based on developing their need based language so that they perform well in the examination. Nowadays, the textbooks are based on communicative approach and the poor scenario of rural area is like riding a bicycle without wheels. Students are not having basics of English language and the school expects him/her to speak fluently. The major reasons/needs to carry out the research in this area are high scores in English subject, developing English speaking skills, removing fear and stress of English subjects, connecting the learning with real life, learning to form sentences and paragraph, developing writing skills, understanding various forms and structures of language, rectification of basic language errors, dialogue building, need based activities and its solutions, understand and use various language functions and techniques to get good scores. The researcher prepared 10 lesson plans based on the selected chapters and components of grammar for the treatment. The research is one of the most useful studies than any other research as it helps students to get better result in the English paper. The researcher while interacting with the school teachers came to know the dire need of such programme to implement. There are innovative techniques and pedagogies to be used by the school teachers keeping in mind the needs and potentials of the students. The 10 lessons were taught using communicative approach and method, eclectic method, functional approach, task based learning teaching method and structural approach.

The research brought various suggestions and innovative techniques to develop good scores among the average students. Further the study is useful for all the three types of learners. They are highly attentive, average attentive and inattentive. The program is useful in summarizing the important components and chapters to highly attentive, to average attentive the programme is useful in unnoticed learning and clarifying their doubts and to inattentive students, this programme will play a role like a boon as it will help to crack to the

examination. The programme also influences in developing the other soft skills like language functions, speaking skills and writing etiquettes.

Objectives

The research Objectives are as follows - To study the effect of the Textbook based ELT Programme; To Study the gender differences with reference to the achievement of Textbook based ELT Programme; To study the students' expressions for the enhancement of the English achievement; To provide suggestions to improve the quality of teaching; To develop set of lesson plans to teach selected chapters and grammar points; To construct an English Achievement Test to evaluate students' achievement.

Variables of the Study: Independent variable: Textbook based ELT Programme; Secondary Independent Variable: Gender (Boys and Girls); Dependent variable: English Achievement; Control Variables: 10th Standard second language students and selected chapters of the textbook.

Hypotheses: Ho₁ There will be no significant difference between the post-test mean scores of the students of Experimental group and control group in English achievement; Ho₂ There will be no significant difference between the mean scores of boys and girls of Experimental group in English achievement through Textbook based ELT Programme.

Research Questions: What is the effect of Textbook based ELT programme to develop English achievement? What are the reflections of the students after getting the treatment of the programme? What are the changes brought among the students of experimental group? How do students learn the English through the programme? What are the challenges and suggestions of teaching- learning English at 10th standard students?

Research Methodology: It was a qualitative and quantitative type of study and an experimental type of research study. The population for the study comprised standard 10th students of all Second language learners of English of Anand district which are affiliated to Gujarat State Education Board during the academic year 2019-20. The researcher used random sampling technique to select the sample of the study. The students of standard 10th of Sarvajanik High School, Tarapur and J M Patel High School, Gada, Anand district, Gujarat State comprised the sample of 89 students. The researcher took two group pre test programme post test design for the study. In which a pre- test was administered to both experimental and control group. The researcher designed Textbook based ELT Programme keeping in mind the pre test score. The course was implemented to the experimental group only. After a week time of the administration of the programme again, the researcher administered the post test to both control and experimental group.

Procedure of the Research

The researcher prepared the strips of various schools of Tarapur taluka and randomly two strips are taken up for the selection of the sample. The researcher visited the schools and implemented the pre test keeping in mind the selected

chapters of 10th standard English Textbook of second language to the students of both the schools. Out of these two schools one was kept as experimental and the other was control. The students of experimental school was given the treatment of textbook based ELT programme having the activity based activities whereas the control group was not given this treatment. The post test was administered to both the groups. There were 15 sessions kept in the programme. The design of the test was as under.

Table 1 : Nature of English Achievement Test

Components	Chapters	Weightage (Marks)
Contents	1,2	15
Language in Use	Words, Jumbled sentences, Do as Directed, Fill in the blanks	25
Writing Skills	Email, Report Writing	10
Total		50

The design of the textbook based ELT programme was as under.

Table 2 : Nature Textbook based ELT Programme

Sr. No.	Activity/Tasks	Grammar Points & Textbook Chapter
1.	Pair work /Dialogue Formation	Textbook chapter
2.	Preparing Report/Letter	Types of Tenses
3.	Learning by Doing	Textbook Chapter
4.	Individual Practice	Singular, Plural
5.	Writing Emails	Types of Pronoun
6.	Reporting events and Practice	Direct Indirect speech
7.	Demonstration and practice	Textbook Chapter
8.	Discussion	Textbook Chapter
9.	Debate and Discussion	Textbook Chapter
10.	Individual Activity	Change the Voice

Tools of Data Collection: The researcher used English Achievement Test for collecting data as pre and post test. The researcher implemented a Textbook based ELT Programme among the students of the experimental group. The researcher also collected feedback from the students.

Data Analysis and Interpretation: The researcher analysed data quantitatively and qualitatively using percentage analysis, t test and content analysis techniques. The following are the details of quantitative data analysis and interpretation.

H_{01} There is no significant difference between the post test mean scores of the students of Experimental group and control group in English achievement.

Table 3 : English Achievement of the Students of Experimental and Control Group

Post Test	Mean	N	SD	SEM	df	t
Control Group	24.56	44	6.38	1.13	87	11.00*
Experimental Group	37	45	3.98			

*Significant at 0.01 level

The computed t-value i.e. 11.00 is greater than the table t-value 2.63 at 0.01 level of significance. So, the null hypothesis that there is no significant difference between the post test mean scores of the students of Experimental group and control group in English achievement is rejected. It means, there is significant difference in the mean achievement score of the students' learning through Textbook based ELT programme.

Ho₂ There is no significant difference between the mean scores of boys and girls of Experimental group in English achievement through the Programme.

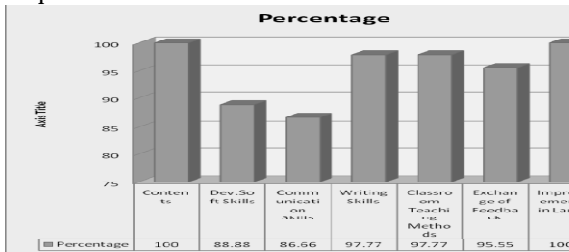
Table 4 : English Achievement of Boys and Girls of Experimental Group

Experimental	Mean	N	SD	SEM	df	t
Boys	36.51	29	4.51	1.07	43	1.26
Girls	37.87	16	2.70			

*Significant at 0.05 level

The computed t-value i.e. 1.26 is less than the table t-value 2.01 at 0.05 level of significance. So, the null hypothesis that there is no significant difference between the mean scores of boys and girls of Experimental group in English achievement through the textbook based ELT programme is not rejected. It means, there is no significant difference in the mean achievement scores of girls and boys learning through textbook based ELT Programme. It can be observed from the result that mean achievement score of girls learning through textbook based ELT Programme is equal to the mean achievement score of the boys which indicates that the Programme is equally effective in developing English Achievement among the boys and girls. The researcher collected the feedback from the students of experimental group. The feedback of the students was collected through a questionnaire which has yes or no option. If the students liked the teacher’s teaching in that particular component then he/she had to put tick mark in yes column and if the students didn’t like that component in researcher’s teaching then he/she had to put a tick mark in No column. In all, 45 students of the experimental group shared their feedback.

Graph 1 : Students’ Feedback on Researcher’s Classroom Intervention



The data mentioned in the above graph explains that the researcher effectively implemented the programme. However, there were certain areas where students gave little less marks because these were not centered by the researcher during the research. It can be observed from the result that the researcher nicely selected the contents and could bring the positive responses on the achievement of the students. The less response received from the students on developing communication skills. As such the programme was not aimed to develop communication skills rather it aimed to develop the language achievement.

Findings of the study

A Textbook based ELT Programme was effective in developing English Achievement among the students than the conventional mode of teaching English Language; A Textbook based ELT Programme made an equal effect in

developing English Achievement among the boys and girls of experimental group; Students responded that the Textbook based ELT Programme was effective in developing their English achievement and score good in the examination; Students developed certain skills and strategies to answer the questions; All the students were engrossed during the teaching learning process of Textbook based ELT Programme; Students developed their confidence, skills and knowledge to answer the questions; Students learnt to frame sentences and write in descriptive formats; Students developed their language skills and basics of writing the answers.

Implications for the Study

The Textbook based ELT Programme could be implemented at all the grades keeping in mind the learning styles and interest of the learners in learning English; The activities included in the Textbook based ELT Programme such as writing report, emails, letters and discussion really helped the students to develop their confidence and language as well; Since the activities were based on the needs and demand of the students, all the students enjoyed and participated enthusiastically; The pair and group activities created positive learning environment in the classroom. As a result the average and poor students got academic support in developing their English achievement; The discussion, debate and letter writing helped the students to develop their skill of language formation and writing descriptively; The effective planning and execution of various language activities definitely leads to the positive learning among the students; Use of authentic materials and objects enable the learners to develop their language and make the practical use of language.

Conclusion

Thus, the research is useful mostly to the students of board examination to crack the exam and get high achievement in English. Further, the result of the study enlightened the teachers and principals that the board examination students should not engaged to need based learning activities. The study satiate the needs of the society. There are many comparisons of schools with tuition classes in classroom teaching. The only reason found through the study was the engagement of students in unnecessary classroom activities while teaching English.

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