

# Effect of ELT Programme to Develop RACE

Mr. Chirag Darji<sup>1</sup>, Dr. N V Bose<sup>2</sup>

<sup>1</sup>Research Scholar, Department of English, Sardar Patel University, Vallabh Vidyanagar

<sup>2</sup>Research Guide, Sardar Patel University, Vallabh Vidyanagar

## Abstract

India has completed more than 180 years of learning English, however the people of India are frightened of English language teaching and learning. There have been many reasons pertaining in this. The major reasons listed in the research studies are overcrowded classes, infrastructure and foreign pedagogies of teaching English. Thus, the present research study aims to make use of the natural and constructive pedagogy of teaching English rather than making use of Grammar translation, structural approach and other foreign pedagogies for teaching English. The students of one Gujarati medium school were selected through simple random sampling technique. The researcher made use of single group pre test programme post test method. Self constructed English competency test was constructed and implemented as a pre and post test. Five activities were included in the programme to develop English language competency. The activities were taught through constructivist approach of teaching in a natural learning style. The findings of the study explain there is a major effect on developing rapid acquisition of competency in English through teaching in a constructive method. All the students admired and reflected the natural style of learning English.

**Keywords:** Constructivist Pedagogy, RACE, English Language Teaching and Learning

## Introduction

Everyone is familiar that the people of India are not confident in making the proper use of English. Many a time, the students make silly mistakes in using the language. English is a global language and plays an inevitable role in everyone's life. Further, in order to exchange goods and services across the globe, knowledge of English is prerequisite. **Bajaj, S. (2020)** found that there are plenty of reasons in failure of English learning. Quality of physical and human resources are not up to the mark. India requires many changes to adopt for quality teaching and learning English right from the school level. Generally in Indian school education, textbook is prepared in such a way where students have to answer the questions and a few questions based on LSRW and English language. Thus, the experts of English need research and decide what to teach and how to teach so that the students would construct and use their personal space for learning English. Thus, the study focuses on teaching English language through constructivist approach so that the learning becomes fast, original and natural.

## Rationale of the Study

There have been research studies on how English be taught to the Indians. However, people have not made use of Modcom approach or constructive approach of teaching English. There has been a popular approach i.e. communicative approach of teaching English. But this approach carries many errors and loopholes.

Further, the evaluation of language learning in India is based on the silly blue print prescribed for all the subjects. Thus the researcher in this, study used constructive pedagogy of teaching English so that the Indian context and natural setting for teaching English can be used. There are very few studies carried out on alternative pedagogies of teaching English. Anandanad, K(2014) found the second language learners could be taught more effectively through the constructivist and natural pedagogy of teaching English. Teaching through this way would enable the students to develop their knowledge, contents and attitude. Thus, the study aims to measure the effect of the ELT programme based on constructivist pedagogy in teaching English. How this approach helps students to develop the English competency rapidly is the major question of the study.

### **Objectives of the Study**

1. To construct ELT programme to develop Rapid Acquisition of Competence in English
2. To construct English Competency Test to measure the competencies of the students
3. To study the effect of the ELT programme on RACE
4. To study the expressions of the learners pedagogy of teaching English

### **Variables of the Study**

**Independent variable:** English Language Teaching Programme

**Dependent variable:** English Competencies

**Control Variables:** 7<sup>th</sup> Standard students, Second Language Learners

### **Hypotheses of the study**

1. There will be no significant difference between the mean achievement score of pre test and post test of students' RACE.

### **Delimitations of the Study**

- The study was conducted on upper primary level of second language learners of English.
- 7<sup>th</sup> Standard students of one Gujarati medium school affiliated to Gujarat state education board of the academic year 2021-22 was selected as a sample for the study.

### **Research Methodology**

It was an experimental study and both qualitative and quantitative study.

### **Research Design**

The researcher selected a single group pre-test post-test design for the study.

### **Population and Sample of the Study**

The population for the study comprised 7<sup>th</sup> Standard students of Gujarati medium upper primary schools of Rajkot. The researcher used simple random sampling technique to select the sample of the study. The students of standard 7<sup>th</sup> Saurashtra School comprised the sample of 80 students.

### **Research Tools**

1. English Competency Test was constructed to linguistic competency of the students.
2. ELT Programme: A set of activities included in the programme.
3. Researcher's Field based Diary: A researcher's field based diary includes the observation and feedback of the students.

### Data Collection

The researcher took the permission from the school and shared the details about the experiment. A pre test and post test were administered among the students. An ELT programme was implemented among the students before administering the post test. Feedback and observation of the students were noted down in the researcher’s field based diary.

### Data Analysis

The quantitative data were analysed through t-test and the qualitative data were analysed through the content analysis techniques.

**Hypothesis-01** There will be no significant difference between the mean achievement score of pre test and post test of students’ RACE.

**Table 1 Student’s RACE in Pre-test and Post-test**

	Mean	N	SD	SEM	df	t
Pre-test	15.92	40	5.48	0.87	78	3.78
Post-test	20.8	40	6.19	0.98		

**\*Significant at 0.01 level**

The computed t-value i.e. 3.78 is greater than the table t-value 2.66 at 0.01 level of significance for 78 degree of freedom.

So, the null hypothesis is rejected. It means, there was significant difference in the mean achievement score of pre-test and post-test of students’ English language competency. It indicates that the English Language Teaching Programme was effective in developing English language competency among the students.

### Findings of the Study

- The mean score of post test was higher than the mean score of pre- test which showed that ELT programme was effective in developing rapid acquisition of competence in English among the students.
- The students opined that the activities on natural setting taught through the constructivist approach were effective in developing RACE.
- The students developed their confidence and started sharing their thoughts with everyone.
- Learning in group and pair gave space to the students in seeking and constructing the new knowledge.
- The language learning has become a natural and students could connect to the real life situations.
- All the students developed various life skills such as cooperation, empathy, sympathy, problem solving while participating in various activities.
- Students developed heuristic thoughts on language learning and teaching in English.

### Implications from the Study

- The ELT programme could be implemented to higher secondary schools or at undergraduate level to enable students to develop rapid acquisition of competence in English.
- Deliberate set of activities in a natural setting would always give the positive result among the students.

- Practical activities where students could construct something on their own always give pleasure to the students in learning the language. Thus, the students need to be provided opportunity to open up and reconstruct the learning.
- The activities like role play, simulation, group discussion, dialogue formation and language games help students in their language development.
- Teaching English to the students through constructive way motivate the learners grow independently.
- Bringing innovation in learning English give space to the students to develop their language and thoughts.

### **Conclusion**

In a nutshell, it can be concluded that the use of alternative pedagogy is necessary to bring the quality teaching and learning. Teaching English language through the foreign pedagogy doesn't provide the positive result. Therefore, the second language learners need to provide the real life like opportunities and learning the language in a natural setting. Thus, the constructive pedagogy was used in the study and the positive result was obtained among the students. This particularly pedagogy helps the students to develop their language, construct new knowledge and learn at their own pace.

### **Bibliography**

1. Pandey S.K (2007) "*Teaching Communication*" Commonwealth Publisher, 4831/24 Prahlad Street, Ansari Road, Darya Ganj, New Delhi, 110 002
2. Littlewood, W. (1981). *Communicative Language teaching*. Cambridge: Cambridge University Press.
3. Natraj S. (2005), "*Developing Communication Skill (A Handbook for Teachers and Learners of English)*", Published by CharutarVidyaMandal, V.V.Nagar – 388 120
4. Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
5. Shaw, J. R., & Shaw, J. (1970). *New horizon ladder dictionary*. New York: New American Library.

[https://en.wikipedia.org/wiki/Functional\\_theories\\_of\\_grammar](https://en.wikipedia.org/wiki/Functional_theories_of_grammar)