

# EFFECTIVENESS OF BASIC ENGLISH LANGUAGE COMPETENCE DEVELOPMENT PROGRAMME FOR PRIMARY TEACHERS TEACHING ENGLISH

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**Abstract:** In Gujarat State, Communicative approach has been adopted since 2003. The situation of English language teaching has been passing through the drastic change. The text of English language has been prepared keeping communicative competency in the mind. It has been made more joyful and activity based. Here, teacher's role is very important. It is expected that teacher should create such an environment in the class room that students should be reinforced to speak in English language. Earlier, English was taught as other subject. But, now it ought to be taught as one of the skills. In this case it is necessary to prepare more competent teacher who can understand his role in this changed situation. English Language Teaching has become a specialist discipline in view of the growing global demand for the language and the geographical spread of its use for various purposes. English is taught and learnt by speakers of other languages and this involves a larger set of issues in its teaching and learning. Language learning and teaching occur in such varied context that it is difficult to generalize precepts or advocate practices. The present research aimed at developing English language competence of primary teachers working in Government primary school for making them competent enough to make students learn English language easily and effectively.

**Index Terms** - English language, Competence, Primary teachers

## 1. INTRODUCTION

Primary education is the base of language learning. In this phase of education, a child learns language and other subjects. So far as English language is concerned, it has been teaching from standard III since 2014. The textbooks of English of standard III<sup>rd</sup> & IV<sup>th</sup> were framed based on communicative approach. Both the textbooks consist of various activities based on language functions. Primary teachers are teaching their students as they have learnt the way of teaching in their school and in certified course for becoming a teacher in lower primary section i.e. PTC. They are not familiar with communicative approach and how they make students able to learn English with the help of participatory activities. So the aim of framing textbooks based on communicative approach and way of using proper techniques for English language teaching remains far from developing language skills of students. Another problem for language learning kept in mind is PRAGNA project. In this learning by activities project, teachers remain busy in paper work and filling information in textbooks. They keep textbooks of English language aside and teach students alphabets, names of animals, professionals etc. without using textbooks of English. They even do not use teacher edition in order to make their teaching better. This is the real picture of English language at primary level.

The researcher is working in the higher primary section and he is familiar with these problems. That is why in the present research, the researcher has prepared a Basic English Language Competence Development Programme for lower primary teachers on the basis of selected Language functions, expressions, Language skills, Grammar patterns and vocabulary to develop their English language competence and make them familiar with communicative approach. The researcher in this research work did not try to teach teachers but tried to enrich them with various activities based on language functions and how to work with students using different techniques keeping in mind the purpose of learning English language.

## 2. PRIMARY EDUCATION IN GUJARAT

Primary education in Gujarat state is free and compulsory for children belong to 6 to 14 years of age. Primary schools run by district education committee of Gujarat state. Primary section contains standard 1<sup>st</sup> to 8<sup>th</sup>. There are two types of schools running in Gujarat. One is self-financed and other is government schools. When we talk about government schools, there are two levels –one is lower primary level (standard 1<sup>st</sup> to 5<sup>th</sup>) and second is Higher primary level (standard 6<sup>th</sup> to 8<sup>th</sup>). The textbooks were published by GCERT(Gujarat council for Education Research and Training).

The Government of Gujarat has been trying to uplift education process through implementing new trends of education in primary level. Nowadays PRAGNA approach has been implemented in lower primary level with a view to impart education in a meaningful way. Children learn through activities is the motto of this project. Before implementing PRAGNA approach, Minimum Level Of Learning concept was working in primary. Textbooks were designed on the basis of competencies and teachers had to try to make students competent in acquiring basic objectives of subjects. So far as teaching of English language is concerned, it was taught from standard 5 but due to the emerging need of learning English from lower primary and expansion of English medium schools Government of Gujarat decided to teach English as a language from standard 3. Textbooks and teachers navigators for standard 3<sup>rd</sup> and 4<sup>th</sup> were designed on the basis of communicative approach. This is a noticeable change had been taken place in primary education in comparison to English medium schools. It is a direct shift of applying communicative approach in place of structural method. It was need of that hour to introduce communicative approach to make students learn English language through various learning activities. 'Scope' was one such endeavor of Government of Gujarat introduced for teaching of English language in a fruitful way.

### 3. IMPORTANCE OF TEACHING ENGLISH AT LOWER PRIMARY LEVEL

As time passed noticeable changes have been occurred in the field of teaching English as a language at lower primary level. Textbooks were designed on the basis of communicative approach. It is a major shift from structural approach to the communicative approach. The change is occurred keeping in mind the need of teaching English from standard 3 for making children able to learn English language. The emergence of English medium schools in Gujarat changes the mind set of parents for learning English from 1<sup>st</sup> standard. In order to cope up with the requirement of learning English Government of Gujarat implemented English textbooks from 3<sup>rd</sup> standard. New textbooks were framed with a purpose of making students learn through various activities based on language functions. The objectives of teaching English in lower primary level are as under:

- To enable students to learn the basics of the English language that would form the foundation for its mastery in the future.
- To enable the students to learn core vocabulary assigned for this stage.
- To enable the students to listen to and understand simple English.
- To enable the students to speak English.
- To enable the students to express themselves orally using simple English.
- To enable the students to read and understand simple written English.
- To enable the students to write simple guided sentences in English.
- To enable the students to develop interest in English.

Textbooks of English of standard 3<sup>rd</sup> and 4<sup>th</sup> were designed to provide maximum listening and speaking practices to students. These textbooks helped students in making familiar with Basic English. They provide a platform for learning English which can be helpful to students in future also.

### 4. RATIONALE OF THE STUDY

Classroom ambience plays very important in language learning. It is depend on teacher how he can make students able to learn a language. He is a creator of classroom climate. When we talk about how to make students able to learn English language we have to make ourselves competent and have knowledge about communicative approach. The reason behind making known of communicative approach is present textbooks of English. The textbooks of English language have been framed based on communicative approach. In lower primary section English has been taught from standard III<sup>rd</sup>. Textbook of standard III<sup>rd</sup> was designed keeping in mind language functions and for teaching students a teacher has to familiar with communicative approach. But the pin point is teachers working in lower primary sections do not familiar with communicative approach so they are competent enough to teach English language. They are only able to make students learn alphabets and some rhymes.

One another point is implementation of PRAGNA project. In such activities based learning teachers are remain busy in teaching three main subject i.e. Maths, Gujarati and Environmental studies. Hindi is taught in standard IV<sup>th</sup> from second semester. So lower primary teachers teach English but with less attention. It is for the sake of teaching a language. The researcher is working in higher primary section. He is aware of condition of making students able to learn English language. That is why he has decided to make lower primary teachers competent and making them familiar with communicative approach.

In the present research work the researcher has prepared Basic English Language Competence Development (BELCD) Programme keeping in mind selected language functions. The main objective of conducting experimental study was to make lower primary teachers competent for teaching English language. In this study, a group of 40 primary teachers of standard of 3<sup>rd</sup> and 4<sup>th</sup> working in Government primary schools in Anand district were selected as a sample. The researcher has taken pre-test before applying Language Competence Development Programme on the said sample. The primary teachers have been taught with the help of programme. Post-test has been administered after implementing the programme. The comparison of pre-test and post-test was worked out in relation to selected variables. The researcher used t-test of significance for data analysis and hypotheses were tested on the basis of acquired t-value.

### 5. OBJECTIVES OF THE STUDY

As the title of the research indicates the researcher wanted to implement the Basic English Competence Development Programme keeping in mind following objectives which are as under-

- To study syllabus of English at lower primary level and the competence of teachers of English.
- To identify competencies covered in learning English at lower primary level.
- To select competencies for teaching English at lower primary teachers.
- To prepare a Basic English Language Competencies Development Program for teaching English based on selected competencies, expressions, Language skills, Language Functions and Vocabulary.
- To get the Basic English Language Competence Development Programme validated for teaching English at lower primary teachers teaching English.
- To try out Basic English Language Competencies Development Programme for teaching English.

### 6. HYPOTHESES OF THE STUDY

1. There will be significant difference between the mean scores on Post-test based on Basic English Language Competence Development Programme (BELCD) in comparison to the pre-test.
2. There will be no significant difference between the mean scores of male and female teachers working in primary in comparison to the post-test.
3. There will be no significant difference between the mean scores of teachers on post-test (working in primary for less than 17 years and for more than 17 years) in context of their experience.
4. There will be no significant difference between the mean scores of primary teachers on post-test in context of their area.

### 7. VARIABLES OF THE STUDY

The present research was experimental in nature. It consisted of two types of variables-

#### Independent variables

Area (Urban/Rural)  
Gender (Male/female)  
Experience in years

#### Dependent variables

Teachers teaching English

## 8. RESEARCH METHODOLOGY

The research method is the most important part of research process. There are various methods of research. Each type of method has its own importance. Method gives the direction to the particular research work of area. In the present study the researcher used experimental research method and content analysis method.

### 8.1 Population

Population is a group of people, incidents or things from which the researcher chooses a sample for the research work. In the present research the population is teachers teaching at standard III<sup>rd</sup> & IV<sup>th</sup> at Government Primary schools in Gujarat comprise the population.

### 8.2 Sample

In this study, 40 teachers teaching at standard III<sup>rd</sup> & IV<sup>th</sup> at Government Primary schools in Anand district were selected as the sample. The following table shows sample of the study.

	Male	Female	Total
teachers	13	27	40
Urban	2	5	7
Rural	11	22	33
Experience(more than 17 years)	11	18	29
Experience(less than 17 years)	2	9	11

### 8.3 Tools

The following tools were used for data collection in the present study.

- Basic English Language Competence Development Programme

## 9.0 DATA COLLECTION AND DATA ANALYSIS PROCEDURE

In the present research work the researcher has prepared Basic English Language Competence Development Programme keeping in mind selected language functions. A group of 40 primary teachers of standard of 3<sup>rd</sup> and 4<sup>th</sup> working in Government primary schools in Anand district were selected as a sample. The researcher has taken pre-test before applying language Competence Development Programme on the said sample and then after he taught the primary teachers with the help of programme he has prepared. Post-test has been taken after implementing the programme. The comparison of pre-test and post-test was worked out in relation to selected variables. The researcher used t-test of significance for data analysis and hypotheses were tested on the basis of acquired t-value. The researcher used content analysis method to analyze the researcher's diary, trainees' diaries and feedback sheets.

## 10.0 QUALITATIVE ANALYSIS AND INTERPRETATION OF DATA ON THE PROGRAMME

In the present research work the researcher has prepared Basic English Language Competence Development (BELCD) Programme keeping in mind selected language functions. A group of 40 primary teachers of standard of III<sup>rd</sup> and IV<sup>th</sup> working in Government primary schools in Anand district were selected as a sample. The researcher has taken pre-test before applying Language Competence Development Programme on the said sample and then the primary teachers have been taught with the help of programme. Post-test has been administered after implementing the programme. The comparison of pre-test and post-test was worked out in relation to selected variables. The researcher used t-test of significance for data analysis and hypotheses were tested on the basis of acquired t-value.

### 10.1 Study of Comparison between Pre-test and Post-test of the Experimental Group

In order to find out the effectiveness of Basic English Language Competence Development Programme the researcher administered pre-test before applying the programme and post-test after the application of the programme. Total 40 primary teachers were selected as a sample of the present experimental study. They gave both the tests. Let's see the difference. The t-value was calculated to find out the significance difference of the acquired score. Table 1.0 tests the directional hypothesis No.1:

**H<sub>1</sub>: There will be significant difference between the mean scores on Post-test in comparison to the pre-test.**

**Table -1.0**

**Comparison of primary teachers on pre-test and post-test**

Comparison	N	Mean	Std. Deviation	Std. Error Difference	't' value	Significant at 0.01 level
Pre-test	40	10.62	2.71	0.85	9.56	significant
Post-test	40	18.85	4.70			

df = 78

The study of table 6.1 suggests that there were 40 primary teachers in the group. The group took pre-test and post-test. The mean score on the pre-test is 10.62 and its standard deviation is 2.71 whereas the mean score on post-test is 18.85 and its standard deviation is 4.70. The t-value is 9.56 at df 78, which is very much higher than the significance value. It suggests that this t-value is significant at 0.01 level. So the directional hypothesis **H<sub>1</sub>: There will be significant difference between the mean scores on Post-test in comparison to the pre-test is accepted.** The mean score on the post test is higher than that of the pre-test. It means that the group has achieved significantly higher on the post-test which shows the positive effect of the programme.

### 10.2 Study of Comparison of Scores on Post-test of Male & Female Primary teachers.

To find out the effect of the Basic English Language Competence Development Programme (BELCDP), the researcher has conducted pre-test and post-test on the group. Total 40 primary teachers were selected as a sample of the present study. Among them 13 male primary teachers and 27 female primary teachers were selected randomly for the experiment. Here in this following comparison significant difference on the

mean scores of Post-test of male and female primary teachers is given. The t-value has been calculated to determine whether the scores differ significantly. Table 1.2 tests the null hypothesis.

**H<sub>0</sub> : There will be no significant difference between the mean scores of male and female teachers working in primary in comparison to the post-test.**

**Table 1.2**  
**Comparison between pre-test and post-test of female primary teacher**

Comparison	N	Mean	Std. Deviation	Std. Error Difference	't' value	Significant at 0.05 level
Male	13	19.15	4.25	1.60	0.28	Not significant
Female	27	18.70	4.98			

df = 38

The study of table 6.2 suggests that there were 40 primary teachers in the group. The group took pre-test and post-test. Among them 13 male and 27 female teachers were selected for the experiment. The mean score on the male teachers on Post-test is 19.15 and its standard deviation is 4.25 whereas the mean score of female primary teachers on post-test is 18.70 and its standard deviation is 4.98. The t-value is 0.28 at df 38, which is very much lower than the significance value. It suggests that this t-value is not significant at 0.01 level. So the null hypothesis **H<sub>0</sub> : There will be no significant difference between the mean scores of male and female teachers working in primary in comparison to the post-test is accepted.**

### 10.3 Study of the Comparison between Primary teachers in the context of Experience in years on the Mean scores of Post-test.

To find out the effect of Basic English Language Competence Development Programme (BELCDP), the researcher has conducted pre-test and post- test on the group. Total 40 primary teachers were selected as a sample of the present study. Among them there were 13 male primary teachers and 27 female primary teachers. Here in this following comparison significant difference on the mean scores on post-test of male and female primary teachers in context of experience in years is given. The sample of the study is divided in two groups –more than 17 years of teaching experience and less than 17 years of teaching experience of primary teachers working in lower primary section. The t-value has been calculated to determine whether the scores differ significantly. Table 1.3 tests the null hypothesis.

**H<sub>0</sub> : There will be no significant difference between the mean scores of teachers on post-test working in primary school having less than 17 years and more than 17 years experience.**

**Table 1.3**  
**Comparison Between the Mean Scores On Post-test of Primary teachers in context of their Experience in years.**

Comparison	N	Mean	Std. Deviation	Std. Error Difference	't' value	Significant at 0.01 level
Less than 17 years of experience	20	22.05	3.81	1.09	5.84	Significant
More than 17 years of experience	20	15.65	3.06			

df = 38

The study of table 6.3 suggests that there were 40 primary teachers in the group. The group took pre-test and post-test. Among them 40 primary teachers were selected for the experiment. The mean score on the post-test of primary teachers who have less than 17 years of experience is 22.05 and its standard deviation is 3.81 whereas the mean score on post-test of primary teachers who have more than 17 years of experience is 15.65 and its standard deviation is 3.06. The t-value is 5.84 at df 38, which is very much higher than the significance value. It suggests that this t-value is significant at 0.01 level. So the null hypothesis **H<sub>0</sub> : There will be no significant difference between the mean scores of teachers on post-test working in primary less than 17 years and more than 17 years in context of their experience is rejected.** The mean score on the post test of younger primary teachers is higher than that of elder primary teachers. It means that the young teachers have achieved significantly higher on the post-test.

### 10.4 Study of the Comparison between Mean scores of Primary teachers on Post- test in context of their Area.

In order to find out the effect of the Language Competence Development Programme, the researcher has conducted pre-test and post- test on the group. Total 40 primary teachers were selected as a sample of the present study. Among them 7 primary teachers belong to urban area and 33 primary teachers belong to rural area were selected randomly for the experiment. Here in this following comparison significant difference on the mean scores on post-test of primary teachers belong to urban and rural area is given. The t-value has been calculated to determine whether the scores differ significantly. Table 1.4 tests the null hypothesis.

**H<sub>0</sub> : There will be no significant difference between the mean scores of primary teachers on post-test in context of their area.**

**Table 1.4**  
**Comparison between Mean scores of Primary teachers on Post- test in context of their Area**

Comparison	N	Mean	Std. Deviation	Std. Error Difference	't' value	Significant at 0.05 level
Urban	7	22.57	4.27	1.84	2.44	significant
Rural	33	18.06	4.46			

df = 38

The study of table 6.4 suggests that there were 40 primary teachers in the group. The group took pre-test and post-test. Among them 7 teachers belong to urban area and 33 teachers belong to rural area were selected for the experiment. The mean score on the post-test of urban area is 22.57 and its standard deviation is 4.27 whereas the mean score on post-test of rural area is 18.06 and its standard deviation is 4.46. The t-value is 2.44 at df 38, which is very much higher than the significance value. It suggests that this t-value is significant at 0.05 level. So the null hypothesis **H<sub>0</sub>: There will be no significant difference between the mean scores of male teachers working in primary on post-test in comparison to the post-test is rejected.** The mean score on the post test of primary teachers belong to urban area is higher than that of the primary teachers belong to rural area. It means that the area to which teachers belong affect the result of effectiveness of programme.

#### 11.0 FINDINGS DERIVED FROM QUANTITATIVE ANALYSIS

- ❖ The significant difference in the mean scores on post test was seen in comparison with pre-test taken before implementing the experimental programme. This was the remarkable change occurred in after demonstrating the experimental programme. It proved success of doing experimental study for developing English Language Competence of primary teachers.
- ❖ The experimental programme demonstrated significant effectiveness in developing English Language Competence of both male and female primary teachers.
- ❖ The experimental programme does effect equally to the teachers working in rural and urban area.
- ❖ The experimental programme has been proved successful in showing significant difference in the mean scores on post-test of primary teachers in context of their experience in years. The younger teachers have achieved higher score in comparison to elder teachers.

#### 12.0 IMPLICATIONS FOR TEACHING LANGUAGE FUNCTIONS

The researcher has framed various activities for teaching selected language functions to the experimental group of teachers. Input activities, practice activities and production activities for teaching each language function were demonstrated during the experiment. While preparing the activities he has kept in mind certain things-

- ❖ Each activity should differ from other activity.
- ❖ The activities should have variety and should be real life like.
- ❖ Use of language must be taken in to consideration while preparing activities.
- ❖ While preparing activities, group activities and pair-activities should be included because they provide and motivate teachers for demonstrating team spirit.
- ❖ While preparing activities clarity of language, whether related to language function and connected with other activities should be keep in mind.

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