

English Language Achievement in the Context of Structural and Communicative Language Curriculum

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Abstract: *Learning to communicate with clarity through a variety of media help students to thrive in the world beyond school. Students use and develop language skills as they read and think about topics, themes, and issues in various subject areas. The present study is focused to understand language achievement in the context of the structural and communicative language curriculum. The study also focused to understand which of the two elements (communicative part or structural part) affects most students on language achievement. The study was conducted on 300 state board (CGBSE) and 300 central board (CBSE) students of the Durg district of Chhattisgarh. Overall students achieved more in the structural aspect rather than the communicative aspect. In the communicative aspect, the achievement of CBSE students inclined more than the CG Board students whereas, in the structural language aspect, CG Board students claimed better achievement than the CBSE students.*

Keywords: *English Language Achievement, Structural and Communicative Language Curriculum.*

1. INTRODUCTION

English is a language, which has vast reach and influence; it is taught all over the world under many different circumstances. English as a foreign language indicates the use of English in a non-English-speaking region. Study can occur either in the students home country, as part of the normal school curriculum or otherwise. The language curriculum is based on the belief that literacy is critical to responsible and productive citizenship, and that all students can become literate. The curriculum is designed to provide students with the knowledge and skills that they need to achieve this goal. The related studies on gender differences in performance of students report that gender has a significant effect on English language achievement. Agarwal (1983) disclosed that females showed a higher reading ability and academic achievement than males. Kaur & Gill (1993) revealed that achievement in English and total achievement was independent of sex, but boys scored higher than girls in achievement in Punjabi, Mathematics and Science. Harker (2000) investigated gender differences in achievement of boys and girls and showed that the achievement of girls in English language was significantly higher than that of boys both in terms of mean curriculum coverage and examination learning outcomes. Suneetha & Mayuri (2001) stated that boys and girls differed significantly in drill, interaction and language. English language achievement stands as a base for a better future of the students in the society which reflects the total knowledge, abilities, attitude, behaviour and skill of the students which lays the foundation for higher education.

SIGNIFICANCE OF THE STUDY

Degeneration of language is a problem faced by the world at all levels due to the development of the technology. There are new patterns of language originating, for e.g. SMS language; computer language etc students are more inclined to short cuts in language usage. In this day and age there seems to be a move towards secondary school subjects which have a strong link to a tertiary course of study. For that reason, some parents and some students feel that the compulsory study of English Literature is disadvantageous to students, particularly if they are second language learners of English. However, there are still good reasons for the study of English Literature. An enjoyment and appreciation of Literature will give students the ability to develop this into an interest in books and reading as they move away from their studies and into their adult lives. They will have the confidence to approach and tackle new forms of books and writing, since they were exposed to a range of literature during their school days.

When studying Literature, students can learn not only language aspects such as vocabulary items but also that language can be used for specific and aesthetic purposes. Finally, the study of Literature can provide students with a fresh and creative angle with which to approach their studies in particular and their lives in general. Hence, the study focuses on the status of language achievement on usage of language and literature.

OPERATIONAL DEFINITIONS

Structural Language Curriculum: Structural language is classical and conventional. It is rich in language literary skills and has technicalities of writing structural into different forms of literature.

Communicative Language Curriculum: Communicative language is rich in grammar specifically meant for transforming information of knowledge by the forms of literature.

English Language Achievement: In this study English language achievement term is considered as academic language achievement because the language achievement is measured on the basis of the students' curricular content.

OBJECTIVES OF THE STUDY

- To study the English language achievement in terms of structural and communicative language curriculum of 11th grade students.
- To study the achievement of structural language with respect to CGBSE and CBSE curriculum.
- To study the achievement of communicative language with respect to CGBSE and CBSE curriculum.
- To study the achievement of structural and communicative language curriculum of 11th grade students approved by CG (Chhattisgarh) Board of secondary education.
- To study the achievement of structural and communicative language curriculum of 11th grade students approved by Central Board of secondary education.

HYPOTHESES OF THE STUDY

H₀₁: There would be no significant difference in the English language achievement of structural and communicative language curriculum of 11th grade students.

H₀₂: There would be no significant difference in the achievement of structural language with respect to CGBSE and CBSE curriculum.

H₀₃: There would be no significant difference in the achievement of communicative language with respect to CGBSE and CBSE curriculum.

H₀₄: There would be no significant difference in the achievement of structural and communicative language curriculum of 11th grade students approved by CG Board of secondary education.

H₀₅: There would be no significant difference in the achievement of structural and communicative language curriculum of 11th grade students approved by Central board of secondary education.

DELIMITATIONS OF THE STUDY

- The study is limited to Durg district.
- The study is limited to the sample size of 600 students.
- The study is limited to understand the academic language achievement in 11th grade students by using a self made inventory.
- The study is limited only to 11th grade English medium students of CGBSE and CBSE schools where English is opted as first language.

TOOLS

A self-made test was prepared and employed to measure the English language achievement of 11th grade students keeping in view the objectives of the teaching of English language based on structural and communicative language curriculum.

2. METHOD OF CONSTRUCTION OF ACHIEVEMENT TEST IN ENGLISH LANGUAGE

The test was constructed keeping in view the objectives of the teaching of English language at the higher/senior secondary stage. In order to develop the achievement test in the context of structural and communicative language curriculum based on the syllabus prescribed by the Chhattisgarh board and Central board of Education were read thoroughly. The items prepared for the achievement test of English has been taken from the content of class 11th and only that content was taken which was already learnt by the students. The present study will explore the students learning basic skills (i.e. vocabulary and grammar) of English language. Before constructing the items, the investigator had discussions with English teacher of different schools to identify the main concepts of English language of 11th grade. After that following areas were selected by the investigator for preparing the final format of achievement test. This English achievement test have divided into two sections. In which section-A consists of vocabulary and section-B consists of grammar comprehension from 11th grade syllabus of C.G board and Central board schools.

Validity of the Test

To determine content validity the test items and a list of outcomes were given to the panel consisting of 10 experts in subject matter as well as test items. The panel was asked to identify which test items correspondent to which outcomes. Opinions of expert were taken to ensure content validity of this test.

Reliability of the Test

Test – re test method is used to assess the reliability in terms of stability i.e. coefficient of stability. The present test was re-administrated on 50 students of same group on an interval of 2 months. The Pearson’s product moment correlation was computed between the two sets of scores obtained on final 60 items, which was found to be 0.76. This co-efficient of correlation is fairly high, which testifies the soundness of the test.

SAMPLE

The sample was consisted 600 school students of 11th grade out of which 300 students taken from CG board schools and 300 students from CBSE schools. By using Simple random sampling technique the sample has been drawn from different schools of state and central board schools of Durg District of Chhattisgarh. The age of the subject ranged between 16 and 17 years.

3. RESULT AND DISCUSSION

H₀₁: There would be no significant difference in the English language achievement of structural and communicative language curriculum of 11th grade students.

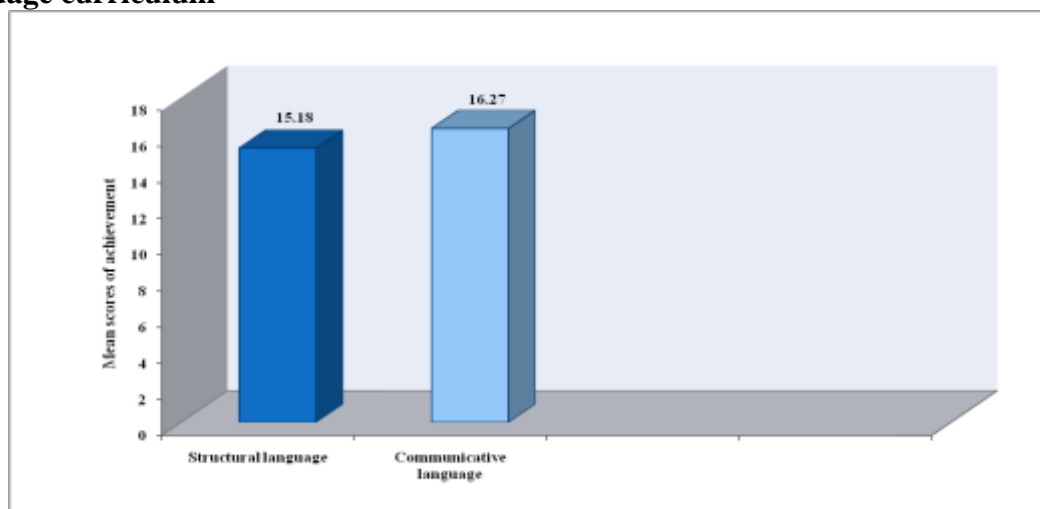
To test the above hypothesis ‘t’ test was computed. ‘t’ value, mean score and S.D. value is given in the Table-1

Table # 1: Difference in the achievement of structural and communicative language curriculum

Description	N	M	S.D	‘t’	Remark
Structural language	600	15.18	4.74	3.30	Significant
Communicative language	600	16.27	6.59		
df=1198		P<0.01			

The table indicates that the mean scores of achievement of structural language and communicative language of students studying in CGBSE and CBSE schools are 15.18 and 16.27 respectively. The ‘t’ value obtained is 3.30 which is found to be significant at 0.01 level of significance with df=1198. Hence the proposed hypothesis is not accepted. Thus it can be inferred that both the curriculum shows significant difference in achievement. Further, the mean scores say that communicative language achievement is slightly higher than the structural language achievement. The result can be viewed on the given below figure.

Graph showing the mean scores of achievement of structural and communicative language curriculum



H₀₂: There would be no significant difference in the achievement of structural Language with respect to CGBSE and CBSE curriculum.

To test the above hypothesis ‘t’ test was computed. ‘t’ value, mean score and S.D. value is given in the Table-2

Table # 2: Difference in the achievement of structural language of CGBSE & CBSE curriculum

Description	N	M	S.D	‘t’	Remark
Structural language (CGBSE)	300	16.12	4.52	4.98	Significant
Structural language (CBSE)	300	14.23	4.76		
df=598		P<0.01			

The table indicates that the mean scores of achievement of structural language of students studying in CGBSE and CBSE schools are 16.12 and 14.23 respectively. The ‘t’ value obtained is 4.98 which is found to be significant at 0.01 level of significance with df=598. Hence the proposed hypothesis is not accepted. Thus it can be inferred that structural language of both the types of school curriculum shows significant difference in achievement. Further, the CGBSE students show better achievement in structural language part than their CBSE counterparts.

H₀₃: There would be no significant difference in the achievement of communicative Language with respect to CGBSE and CBSE curriculum.

To test the above hypothesis ‘t’ test was computed. ‘t’ value, mean score and S.D. value is Given in the Table-3

Table # 3: Difference in the achievement of communicative language of CGBSE & CBSE curriculum

Description	N	M	S.D	't'	Remark
Communicative language (CGBSE)	300	14.73	6.18	5.87	Significant
Communicative language (CBSE)	300	17.81	6.62		
df=598		P<0.01			

The table indicates that the mean scores of achievement of communicative language of students studying in CGBSE and CBSE schools are 14.73 and 17.81 respectively. The 't' value obtained is 5.87 which is found to be significant at 0.01 level of significance with df=598. Hence the proposed hypothesis is not accepted. Thus it can be inferred that communicative language of both the types of school curriculum shows significant difference in achievement. Further, the CBSE students show better achievement in communicative language part than their CGBSE counterparts.

H₀₄: There would be no significant difference in the achievement of structural and Communicative language curriculum of 11th grade students approved by CG (Chhattisgarh) board of secondary education.

To test the above hypothesis 't' test was computed. 't' value, mean score and S.D. value is given in the Table-4

Table # 4: Difference in the achievement of structural & communicative language curriculum of CGBSE

Description	N	M	S.D	't'	Remark
Structural language	300	16.12	4.52	3.14	Significant
Communicative language	300	14.73	6.18		
df=598		P<0.01			

The table indicates that the mean scores of achievement of structural language and communicative language of students studying in CGBSE schools are 16.12 and 14.73 respectively. The obtained 't' value is found to be 3.14 with df=598 which is significant at 0.01 level of significance. Hence the proposed hypothesis is not accepted. Thus it can be inferred that structural and communicative language curriculum has different effect on achievement of CGBSE school students. Further, the mean scores say that structural language achievement is higher than the communicative language achievement in CGBSE students. This may be due to the special focus given to structural aspect than communicative aspect in syllabus of CGBSE.

H₀₅: There would be no significant difference in the achievement of structural and Communicative language curriculum of 11th grade students approved by Central

board of secondary education.

To test the above hypothesis ‘t’ test was computed. ‘t’ value, mean score and S.D. value is given in the Table-5

Table # 5: Difference in the achievement of structural & communicative language curriculum of CBSE

Description	N	M	S.D	‘t’	Remark
Structural language	300	14.23	4.76	7.61	Significant
Communicative language	300	17.81	6.62		
df=598		P<0.01			

The table indicates that the mean scores of achievement of structural language and communicative language of students studying in CBSE schools are 14.23 and 17.81 respectively. The obtained ‘t’ value is found to be 7.61 with df=598 which is significant at 0.01 level of significance. Hence the proposed hypothesis is not accepted. Thus it can be inferred that structural and communicative language curriculum has different effect on achievement of CBSE school students. Further, the mean scores say that communicative language achievement is higher than the structural language achievement in CBSE students. This may be due to the special focus given to communicative aspect than the structural aspect in syllabus of CBSE.

4. CONCLUSION

Achievement for the sake of grades is different from achieving language skills to communicate in the social context. The different board curriculum differs in their focus of development in which part of the language is important. Now a day’s communication is given stress than the literature of the language especially in English language/second language. Students are losing inclination to appreciate the literary aspect of the language. This is an important issue which should be considered by the curriculum constructors and language teachers. The study focused to understand which of the two elements (communicative part or structural part) effect most in students on language achievement. The result shows some relation between the two variables, even though not very significant. Students achieve more in structural aspect rather than communicative part. CBSE students inclined more to communicative aspect than the CG Board students while in structural language aspect CG Board students claim better achievement than the CBSE students.

Recommendations

As the significance of English language is growing day by day across the nations, the English language teachers are recommended to create an encouraging atmosphere in the English classes to promote the students’ positivity towards English. They should also motivate the students to learn English, highlighting its importance. This can be achieved by implementing the appropriate methods and activities of teaching English effectively. Furthermore, they

should integrate up-to-date materials and supplementary resources in addition to the English text books. This can help them capture students' attention to learn English successfully. They are also recommended to teach the English curriculum as it is supposed to be taught, focusing on the communicative approach. The English Language teachers must be aware that communicative approach encourages English Language learners to collaborate and discuss their experiences and other issues regarding language learning. This can increase their interest, enthusiasm and motivation to acquire the language. Furthermore, curriculum makers should review the content and the design of the curriculum to meet the needs of the students. The syllabus and textbooks of language essentially needs to be supplemented with exercises and instructional material that will increase the interest of the students and allow them to express their views.

5. REFERENCES

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