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LANGUAGE PROGRAM EVALUATION IN TEACHING AND LEARNING ENGLISH

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ABSTRACT

The intention of the existing research is to examine, critically, the actual situation of English language teaching particularly in Kurnool, Andhra Pradesh. It's an attempt for evaluation of English language teaching programs in general, its effectiveness, its weak points and how it can attain the aspirations of English language teaching course especially in Kurnool, Andhra Pradesh.

Keywords: Importance of English Language, Teaching of Language, Responsibility of Teacher's, SPSS.

1. INTRODUCTION

English Language is actively playing a dominating role in today's world as a global village. In Andhra Pradesh, English is educated from fifth standard to twelfth standard. Due to the fact Telugu language is the medium of teaching for all government schools, English actually is among the subjects to be taught.

The present study aims to approach the English Language Teaching (ELT) situation in the Secondary Schools in Andhra Pradesh. The method is to begin with from the purpose of examine teachers who will be teaching English and also the method is secondly from the purpose of examine students who are learning English as being a subject at Upper Secondary School level. The main task of the study is to obtain data related to independent variables such as the aims of ELT in Andhra Pradesh and the procedure for teaching English which is functioning to satisfy the desired goals of English language teaching.

This research also aims at studying the instruction process, problems and needs of the

English teachers in the Upper Secondary Schools in Kurnool, Andhra Pradesh

2. RESEARCH METHODOLOGY

Population

The populace under study was of 43 teachers who taught English subject in six different schools and 259 students who were studying English subject in the first semester of the academic year 2011 at 10th-12th Standards in Kurnool, Andhra Pradesh. Out of the 259 students, 79 students were from Class X, 100 from Class XI and 80 students from Class XII.

Samples

The study determined the samples by using Krecie and Morgan's table. The subjects in the study were 43 teachers and 259 students. The samples were being randomly selected from the small, medium and large-sized schools.

Educational Scenario

The Ministry of Education is responsible for promoting and supervising all levels and types of education under the administration of the state. Educational administration and management in Andhra Pradesh is conducted by the state, local

administration organizations, and the private sector.

It is as follows -

1. Education in Andhra Pradesh is administered and managed by the government through central agencies, educational service areas, and by educational institutions at all levels of education. The state is responsible for supervising administration and management as well as for monitoring the quality and structures of private educational institutions, both providing general education and those offering vocational education.
2. Administration and management of Education by the Private Sector. There are two categories of private educational institutions:
 - a. Private educational institutions that provide general education which range from kindergardens to primary school, secondary school, college and universities; and
 - b. Private educational institutions that provide vocational education. At present, most private educational institutions are missionary schools, with a few prestigious schools still associated with Christian denominations.

In Andhra Pradesh, there are two patterns of schools:

1. The Government Schools
2. Private Schools

To make a fairly representative sample, the researcher has selected six Upper Secondary Schools in Kurnool, Andhra Pradesh where the questionnaires for the teachers are distributed. The schools comprise the teachers belonging to Government, Private, and different socio-economic backgrounds. Both male and female teachers are represented.

Preparation of Tools

The method for studying the ELT in Andhra Pradesh is based on the survey of English language teaching. The researcher states that the survey is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed. Data are usually collected through the use of questionnaires of the English teachers and students. Surveys are probably the most common

form of research method. Nick Moore (1987:p.33) says,

“The primary function of surveys is to collect information which can be analyzed to produce conclusions and results.”

Preparation of Questionnaires

The questions are divided into two parts; one is questionnaires for the English teachers and the other is questionnaires for the students. Two data collection instruments were administered in this study. The first instrument was the teacher questionnaire designed to investigate the information regarding the teaching personnel, the conditions of English language learning- teaching, the planning of teaching English, measurement and evaluation of learning, problems and needs of teachers who teach English etc. The second instrument was an individual semi- structured questionnaire conducted with the sample Upper Secondary School teachers. It was used to explore their English language teaching practices. The questionnaire is used to explore the English language teaching. Conceptualization of the English teachers in part one has divided into sub-five parts. Part 1 consisted of checklist items concerning background information of the teacher participants, such as gender, age, educational level, level of the classroom taught, English teaching experience, participating in seminar or training courses for teaching, abilities of English language usage. Part 2 consisted of 6 items concerning curriculums and teaching materials. Part 3 consisted of 2 main items and 11 subheading items concerning the contents of English subject as a foreign language. Part 4 consisted of 3 main items and 12 subheading items concerning teaching- learning activities of the English teachers and Part 5 consisted of 4 main items and 28 subheading items concerning the problem and need of the English teachers.

The conceptualization of students under the present study in part two has divided into two sub-parts. Part I consisted of 7 items consisting of the background information of the respondents. Part II consisted of 30 items consisting of the English teaching-learning as a foreign language.

To conclude, the aim of the questionnaire from Part 1 is to get information on actual

occurrences of teachers who teach English at Upper secondary school level. The aims of questionnaire from Part 2 are to investigate into co-curricular activities used to develop English language proficiency, and to suggest the ways in solving the problems of English language teaching and learning at upper secondary school level. The aims of questionnaire from Part 3 are to study the aims and objectives of English language teaching in Andhra Pradesh, to investigate into methods of teaching ELT, to study the availability and use of audio-visual aids, and to study the methods of evaluation and assessment. The aims of questionnaire from Part 4 are to understand the advantages of teaching English language at Upper Secondary School level, to offer useful suggestions for development of the English language teaching, and to develop an eclectic method to enhance the quality of teaching of English language. The aims of teacher questionnaires from Part 5 are to survey the opinions of teachers in language learning theory or language acquisition, to know the situation of ELT in Andhra Pradesh at present, and to understand the advantages and disadvantage of the Methods and Approaches used in ELT at Upper Secondary School level.

The questionnaire of the teachers illustrates the characteristics of the items used in Part 1. They are as follows;

1. Questionnaire for the English Teachers

The Questionnaire for the English Teachers specially designed for the present research work has five parts. The first part of the Questionnaire seeks responses on the respondent teacher's background information. There are eleven questions in this part which have the multiple choice pattern. The eleven questions are meant to make a survey of the background details of the respondent teachers. The first three questions seek information on personal details like gender, age and educational qualifications. The next three questions are concerned with teaching experience. The intention behind teaching English, the length of teaching experience and the classes taught are the areas which are covered by these three questions from 4 to 6. The seventh question is on the size of or the numbers of students in the class. The eighth

question is about the person or other source consulted by the teacher concerned in the times of difficulty. The next two questions are about the participation in seminars or training courses by the teachers. The eleventh question seeds self-assessed rating in respect of the proficiency in the four basic language skills.

The second part is about Curriculum and Teaching Materials. There are six questions which seek responses in the five-point scale. The six questions are about the knowledge and understanding of the 2008 Curriculum, suitability, adequacy and use of curriculum materials, the use of language in teacher's handbook and research on content and techniques of ELT in Andhra Pradesh.

The third part is about the Contents of English as a Foreign Language (EFL). There are two main questions the first on knowledge and understanding of the contents of English as a subject and the second on areas that are problematic to the students. The second question has listed eleven such areas- nouns, articles, adverbs, adjectives, tenses, voices, sentences, clauses, relative clauses, question tag and punctuation.

The fourth part of the Questionnaire is about Problems in Teaching-Learning Activities. There are three main questions on studying teacher's handbook for preparation to teach, problems in students' language practice in the four basic skills and students' interest in the activities. The second question has twelve items related to the listening, speaking, reading and writing skills.

The fifth part of the Questionnaire is about Problems and Needs of English Teachers. It has four sections. The first section is often questions on problems in the preparation for teaching. The second section is of six questions on problems of media and equipment. The third section is of five questions on need of help from others and the fourth section has seven questions on techniques or tools in managing English teaching activities. There are three questions at the end of the Questionnaire which seek suggestions from the teachers on the content of the course of English as a foreign language, the teaching and learning activities in schools and on the organization of individual skills, syllabus, lessons and activities. The Questionnaire

seeks seventy-four responses in all from the teachers.

2. Questionnaire for the Students

The Questionnaire for the students has two parts. The first part contains seven questions on personal information. The information collected will offer facts about gender, age, class, faculty, duration, the first person to teach English and liking for English. The second part consists of thirty statements and the students' responses on the five-point scale indicating (5) always, (4) frequently, (3) moderately, (2) little, (1) least.

This type of tool is selected for accomplishing the survey as

"Questionnaires are extremely flexible and can be used to gather information on almost any topic from large or small numbers of people."

Best J.W. and Kahn J.V. (1992: p.10) consider a questionnaire as the "Most appropriate and useful data-gathering device in a research project."

This survey is conducted through the questionnaires. It is designed in such a way that it enables the researcher to ascertain English language teachers' academic and professional qualifications, the student's academic qualifications, the aims and priorities in teaching-learning different aspects of English language, the curriculum used in its teaching-learning and the extent to which teaching-learning facilities are adequate or otherwise.

Validation of the Questionnaires for the Teachers and Students

The questionnaires were prepared and administered in various parts of Kurnool, Andhra Pradesh. This ensured that an adequate representative rate of response will reflect the true state of views among those most directly involved in the teaching and learning of English in the province. The researcher has made all attempts to administer the questionnaires through personal contact. Forty three copies of questionnaires were sent to the school teachers and two hundred and fifty nine copies were sent to the students. All the questionnaires had been returned. The percentage of responses is 100 %.

According to Babbie E.R. (1973:p.193)

"Response rate of 50 percent is adequate, 60 percent good, 70 percent very good."

Therefore, the rate of response, in general, is 'very good' as far as the Upper Secondary School level is concerned and it helped the researcher to derive the required generalization concerning the teaching and learning of English in Kurnool, Andhra Pradesh

Table 01: A table showing Number of Questionnaires Administered and Received

| Item | No. Administered | No. Received | %of Return |
|------------------|------------------|--------------|------------|
| English Teachers | 43 | 43 | 100% |
| Students | 259 | 259 | 100% |

Scoring Criterion

The data from questionnaire were then being scored. The questionnaire was developed to explore the status of English language teaching of the teachers conducted on a five-point rating scale. The rating scale in the questionnaire was based on Likert's idea (Best and Kahn, 1993: 246-250).

The descending order was as follows:

| | | | |
|------------------|----------------------|-------------------|----------|
| For the teachers | The most problematic | was equivalent to | 5 points |
| | Very problematic | was equivalent to | 4 points |
| | Slightly problematic | was equivalent to | 3 points |
| | Problematic | was equivalent to | 2 point |
| | No problematic | was equivalent to | 1 point |

For the students- 5- Always, 4-Frequently, 3- Moderately, 2-Little, 1-Least

Preparation of Research Instruments

The research instrument was the questionnaires prepared by the researcher based on concepts, textbooks and related researches. The questionnaire concerned learning and teaching English, problems and needs of the English teachers in the stated province.

The steps followed in the preparation of research instruments are explained step- wise in the seven steps. The theory and related ideas on the problems and needs of the teachers of English and

the students were studied. The related research works on the problems and needs of ELT were studied. Two comprehensive questionnaires- one for the teachers and the other for the students - were prepared under the guidance of the Supervisor. Completed questionnaires were checked by the researcher. The corrected questionnaires were then tried out with 30 non-sample teachers. Individual items were analyzed to find out discrimination power. The questionnaires were then analyzed by the means of Pearson's product moment correlation. The items with the .20 discrimination power upwards were selected. The questionnaires were analyzed to find out confidence power by using Alpha co-efficient of Cronbach. (Cronbach, 1990:pp.202-204).The entire confidence was .92. The questionnaires were then used to gather data. In the preparation of research instruments, seven steps followed were: (i) study of the problems and needs of the teachers of English and students, (ii) study of related research on the problems and needs, (iii) preparation of questionnaires, (iv) checking contents validity and appropriateness of language of each item of the questionnaires, (v) tryout and analysis of discrimination power through Pearson's product moment correlation, (vi) analysis of confidence power through Cronbach; Alpha co-efficient and (vii) the use of the two questionnaires for collecting data.

Data Collection

The researcher distributed the questionnaires to be completed by respondents in the schools under study and then collected the completed questionnaires.

The researcher collected the questionnaires for analysis. All the questionnaires had been returned, accounting for 100% feedback.

Data Analysis

For Data Analysis, the researcher had undertaken the following steps:

1. Examining the completion of all 43 questionnaires of English teachers and 259 questionnaires of students that were distributed.
2. Categorizing the questionnaires according to the respondents' information to find out frequency and percentage.
3. Evaluating part two main parts of the

questionnaires to get statistics by using SPSS for Window.

4. The criteria in examining the problems and needs of the teachers are as follows:

| | | |
|-------------|-------------|----------------------------|
| Mean Scores | 4.50 - 5.00 | means the most problematic |
| Mean Scores | 3.50 – 4.49 | means very problematic |
| Mean Scores | 2.50 – 3.49 | means slightly problematic |
| Mean Scores | 1.50 – 2.49 | means problematic |
| Mean Scores | 1.00 – 1.49 | means no problems |

5. The criteria in examining the problems and needs of the students are as follows:

| | | |
|-------------|-------------|------------------|
| Mean Scores | 4.50 - 5.00 | means always |
| Mean Scores | 3.50 - 4.49 | means frequently |
| Mean Scores | 2.50 – 3.49 | means moderately |
| Mean Scores | 1.50 – 2.49 | means little |
| Mean Scores | 1.00 – 1.49 | means the least |

Statistics in Data Analysis

The data collected is to be presented through the statistical procedure.

1. Frequencies of the responses are to be recorded. Each response along with the details of its frequencies should be recorded, tabulated and to be presented graphically.
2. Percentages of the frequencies highlight the data presentation through its proportionate percent-wise display of the relevant data and its break-up in percentage.
3. The statistical finding of the Mean (X) and The next significant statistical finding is to calculate Standard Deviation (S.D).

3. CONCLUSION

It is accepted in the National core Curriculum of 2008 that the English language has played and will be playing a dominant role in transforming the world of today and the world of tomorrow into a compact global village. It is therefore intended to view from a critical perspective the present situation of English

language teaching in Andhra Pradesh. The approach has made use of the dual perspective of viewing the present English language teaching situation from both the points of view- firstly from the point of view of teachers who are teaching English and secondary from the point of view of students who are learning English as a subject at Upper Secondary School Level. The methodology of the study is the procedure followed in obtaining the data related to the processes involved teaching and learning English in Andhra Pradesh. The methodological details about the population of the study 43 teachers and 259 students from six Upper Secondary Schools in Kurnool of Andhra Pradesh in Andhra Pradesh – are given. Sampling and surveying are the methods used in the study. The preparation of tools is stated step-wise right from the selection of the topic of research. The research tools used are the two Questionnaires prepared- one for the teachers and the other for the students. The research instruments are briefly described and the stages of the preparation of the Questionnaires have been presented. The details of data collection, data analysis and the use of statistical methods are given to bring out the methodology of the study. The two Questionnaires have been responded with a 100 % feedback which has enabled the researcher to present and analysis the data methodically.

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