

IMPACT OF CURRICULUM STRATEGIES IN AMELIORATING COMMUNICATIVE SKILL IN ENGLISH

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ABSTRACT

The Study investigated the problems of the students in improving communicative skill in English at standard VII and found the impact of creative competency (new curriculum strategy) to eliminate the problem of it. Eighty eight subjects were involved in the study. Achievement test was considered as instrumentation for the study. Creative competency strategy in the curriculum of English is more effective than traditional curriculum strategy in learning communicative skill.

INTRODUCTION

The NCERT as a professional organization realizes that the curriculum of school education should be developed continuously to incorporate social, pedagogical and other changes. Therefore, the National Curriculum Framework for School Education (NCERT 2000), says that young girls and boys should be empowered to enhance their capacity. School curriculum hence, therefore, should help to generate and promote the learners. Language abilities of listening, speaking, reading, writing, thinking and communicative skills, verbal and visual skills are needed for social living and effective participation in day to day activities. Traditional curriculum strategies failed to provide opportunity to enhance the communicative skill in English at upper primary level. New curriculum has been framed and introduced in Tamilnadu since 2003, in which innovative strategies such as creative competency and occupational competency activate the learners of standard VII to ensure the attainment of communicative skill in English. Rural students have learning impediments in achieving communicative skill due to illiterate parents. Hence using the innovative curriculum strategies such as creative competency and occupational competency will motivate the learners of rural and urban to learn communicative skills effectively and generate pleasant atmosphere in the classroom.

Need and significance

During the school visit, it was found that the pupils of

standard VII at Panchayat Union Middle School, Sundarakkottai faced problems in communicative skill in English. The learning impediments could be eliminated by using the innovative curriculum strategy.

Definitions of Operational Terms in the Study

Standard VII refers to upper primary level which is used in Tamilnadu Educational system.

Creative Competency refers to stimulating the students to produce new ideas in communication.

Occupational Competency refers to the functions of demonstration skill by using technical terms in communicative skills.

Objectives of the study

1. To assess the learning impediments of the learners in learning communicative skill in English at standard VII in panchayat Union Middle School, Sundarakkottai.
2. To find out whether there is any significant difference between the controlled group and experimental group in achievement through creative competency in learning communicative skill in English.
3. To assess the impact of creative competency in learning communicative skill in English.

Hypotheses

1. Students of standard VII at Panchayat Union Middle School, Sundarakkottai have learning impediments in communicative skill in English.
2. There is no significant difference between the

controlled group and experimental group in achieving mean scores in learning communicative skill through creative competency.

3. Creative competency strategy is more effective than conventional strategy in improving communicative skills.

Sample

Eighty eight students studying in standard VII at Panchayat Union Middle School were taken as subjects. Forty four students were taken as experimental group and the other forty four were taken as controlled group.

Tools used for the study

Researcher's self made question paper was used as a tool for the study. The same question paper was considered for the controlled group and experimental group.

Activities given in the study

Displaying pictures, miming activities, interactive learning, peer discussion, role play activities, life-oriented activities and discussions about their family were the activities given to improve communicative skills.

Strategies used in the study

Creative competency and occupational competency were the strategies followed in the study.

Data Analysis

The data has been collected from controlled group and experimental group by administering achievement test which was valued by using the scoring key and the scores were tabulated.

Statistical Technique

't' test was used as a statistical technique in the study.

Analysis and interpretation of data

Hypothesis 1

Students of standard VII at Panchayat Union Middle School, Sundarakottai have learning impediments in communicative skill in English.

Achievement mean score of the controlled group was 28.35 and achievement mean score of the experimental group was 79.59. New Creative Competency curriculum strategy was adopted for experimental group in

achieving communicative skills. Traditional curriculum strategy was adopted for controlled group in achieving communicative skill. Achievement mean score of the controlled group was 28.35. Hence the students of standard VII studying in Panchayat Union Middle School, Sundarakottai had learning impediments by using traditional curriculum strategy in achieving communicative skill in English.

Hypothesis 2

There is no significant difference between the controlled group and experimental group in achievement mean scores in learning communicative skill through creative competency.

Group	Mean	S.D	N	t value	Significance
Controlled	28.35	26.7	44	10.94	P<0.05 Significant
Experimental	79.59	15.9	44		

Table showing achievement score, SD and 't' value for controlled group and Experimental group.

From the table, calculated 't' value is 10.94 which is greater than the table value 1.99. Null hypothesis is rejected at 0.05 level. Hence there is significant difference between controlled group and experimental group in achievement mean scores in improving communicative skill through creative competency strategy in English at standard VII.

Hypothesis 3

Creative competency is more effective strategy than conventional strategy in improving communicative skill in English.

Achievement mean score of the experimental group is (79.59) greater than achievement mean scores of the controlled group (28.35.) Hence the creative competency curriculum strategy is more effective than conventional strategy in improving communicative skill.

RESEARCH PAPERS

Questionnaire used in the study

Name of the Student : _____



Write ten sentences about the Picture

Findings of the study

1. Learners of standard VII studying in Panchayat Union Middle School, Sundarakottai are assessed to have problems in learning communicative skill in English.
2. There is significant difference between the controlled group and the Experimental group in achievement mean scores in learning communicative skill through creative competency.
3. Creative competency is more effective strategy than conventional strategy in improving communicative skill.

Educational implications of the study

1. Creative competency is recommended to eliminate the problems in learning communicative skill in English.
2. It may be extended to higher classes also.
3. Interactive learning may be encouraged to maintain the class room.
4. Free chatting session may be arranged in the classroom.
5. Activity bank may be prepared on the basis of improving communicative skill.
6. Innovative methods may be framed on the basis of

curriculum.

7. New strategy may be adopted to achieve the curriculum.
8. Curriculum should be child centered.

Conclusion

Creative competency is more effective strategy to ameliorate the communicative skill in English among the students of standard VII at Panchayat Union Middle School, Sundarakottai. It is taught through some activities such as displaying pictures, miming activities, interactive learning, peer discussion etc. Learning impediments of the learners in communicative skill can be eliminated through creative competency. Hence implementing creative competency in the curriculum of standard VII in English could be helpful to the learners to enhance their communicative skill to a better level in a pleasant atmosphere.

References

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ABOUT THE AUTHOR

Dr. G. Singaravelu is a lecturer in the Department of Educational Technology, Bharathidasan University, Coimbatore, Tamil Nadu. He is specialised in primary education. He got NCERT award for his innovative gadgets used in mathematics and trained more than two thousand teachers in Activity Based Learning.

