

THE EFFECTIVENESS OF ENGLISH COMMUNICATION USING PEARSON GLOBAL ENGLISH CURRICULUM

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ABSTRACT

In today's world of competition undoubtedly, English communication skills has recently become one of the most controversial issues and a focal-point in the success of students it is of utmost importance. English language is recognized as a most suitable medium of exchanging our thought process and delivering the knowledge, skills, talent etc, to other part of the world. So in this regard, this research is conducted to examine the effectiveness and efficacy of English communication at college level. Successful implementation of English communication workshop will be of great benefit to the students, and can reap the benefit of increasing their skills, talent and experience through better workshop, training and classes obtaining higher quality knowledge gaining access to information and student satisfaction and above all, ensuring long lasting success of students. The main objective behind this research is to inspect the faculty's Perception on the training module provided by Pearson Training Curriculum at GITS. In this study researches takes some parameter that influence the satisfaction among faculty members. Tests to be used in this research are Reliability test, frequency distribution, descriptive analysis and One-sample t-test.

1. INTRODUCTION

This study aims to investigate the teachers or faculty member's perception for the Training provided by Pearson Global Curriculum, its usefulness, its structural competencies, its appropriateness related to subject matter and its effect of applying the concepts of this training on teaching learning methodology of the teachers also how it will be benefited to the students who are the ultimate gainers. The particular study titled with **“THE EFFECTIVENESS OF ENGLISH COMMUNICATION USING PEARSON GLOBAL ENGLISH CURRICULUM”** is aimed to examine the Lecturers perception for the special Training session which they underwent provided by Pearson curriculum. For this study, researchers have chosen for the sample selection the faculty of Geetanjali institute of technical studies. Geetanjali Institute of Technical Studies, popularly known as GITS was established by Geetanjali Education Society in the year 2002-03.

In the fast-paced world of competition undoubtedly, English communication skills have recently become one of the most controversial issues and a focal point in the success of students it is of utmost importance. So it is required to do advancement in the channel of delivering the expert advice on how to improve student's communication skills. The English language is recognized as a most suitable medium for delivering the knowledge, skills, talent etc, to another part of the world. So in this regard, the successful implementation English communication workshop will be of great benefit to the students, and can reap the benefit of increasing their skills, talent and experience through better workshop and classes obtaining higher quality knowledge gaining access information and student satisfaction and above all, ensuring long-lasting success of students.

This research is an effort to fill the gap between the faculty researchers and students conducted on the same issue and majorly focused on the perception of GITS students. This report presents the results of statistical analysis of survey data and analysis of the collected data under various questions framed for achieving the established objectives. Therefore, data and information on which the study is based are both qualitative and quantitative. The presentation of analysis performed was categorized systematically and ordered.

This report is an effort to evaluate the efficacy of one such training curriculum provided by Pearson a brand name in training. It helps pupils make sense of the world in which they live

and understand their role in a global society. They have a team of selected members to provide training. They work with experts and leaders in the education sector to maintain high standards across qualifications. The Pearson Education Limited Board is a World Class Qualifications Expert Panel and the Qualifications and Standards Committee are a key part of their commitment to these standards.

Therefore, data and information on which the study is based are both qualitative and quantitative. The presentation of analysis performed was categorized systematically and ordered. The presentation of the research starts with analyzing the Knowledge of the subject matter and the Ability of the training module to explain and illustrate. It also enquired about the teaching methods are appropriate to stated objectives. In the same section rating of the content of the training is done, also the structural analysis of these program sessions are performed along with the evaluation of its usefulness and benefits to students.

Several types of tools were used for statistical analysis or calculation of the questions listed in the questionnaire like descriptive encoding, Frequency distribution, and one-sample t-test. Reliability of data captured through entire questionnaires was measured through Cronbach alpha (α) reliability test. One sample t-test was used to evaluate the hypothesis formulated to evaluate the significance of variables of training module under consideration.

This section is **to find out Student's familiarity with English communication classes and the likelihood of implementing English workshop at their College campus in the future.** In this section, the respondents (Faculty) were asked questions related to the services offered by Global Group in their college on the basis of their response analysis has been done to ascertain the level of satisfaction among the faculty members that arises due to services offered by them.

2. REVIEW OF LITERATURE

For a long time, the focus of policy debates relating to the reading education of English language learners (ELLs) has actually been on the question of the language of guidance, contrasting bilingual and English-only approaches. As important as language of instruction is, however, there has been an increasing recognition in recent times that quality of instruction is at least as important

as language of instruction in the greatest success. This informative article systematically reviews research on elementary reading programs for English language learners and other language-minority students. It places great importance on studies that in comparison to experimental and control groups on quantifiable reading measures. (**Cheung and E. Salvin, 2005**)

Research conducted by (**Ghasemi and Hashemi, 2011**) A range of researchers have observed the qualities of effective teachers both inside and outside, the domain of foreign language education. These qualities include several underlying constructs including subject matter knowledge, pedagogical knowledge, and socio affective skills. The extremely high achievement students reported different characteristics from the poor achievement students in pedagogical knowledge and socio-affective skills, whereas the male students demonstrated different characteristics from the female students in socio-affective skills. The findings provide implications to knowledge-based teacher education and learning for current and prospective English teachers.

According to **Turkan, Bicknell and Croff (2012)** this study review the literature showing educational strategies—based on normative as well as empirical arguments—which demonstrated to be effective in discovering what all teachers need to know and be able to do to teach English language arts (ELA) to English language learners (ELLs). The research studies chosen for review address what is particular to teaching ELA to ELLs. This paper was divided into two main parameters (a) teachers' linguistic practices and (b) teachers' pedagogical practices. Study discussed two broad pedagogical skills (a) the teachers' ability to help ELLs assemble meaning from the texts or speech symbolized in the ELA classroom and (b) the teachers' ability to engage ELLs in actively learning to read and write.

Work done by **Ninsuwan, (2015)** this investigation describes the overall effectiveness of teaching English by using reading aloud technique towards EL beginners centred on learning English language. Students were chosen as samplings to perform the research based on reading aloud technique in order to evaluate the learner's capability of learning and knowledge of English language concentrated on reading comprehension skill. English language will be essential in term of communication.

Darabie (2011) this research aims to discover the learners' motivation for studying English and additionally their opinions on useful and satisfying activities to help current and future

language educators to cultivate a learning environment, which encourages the successful and enjoyable learning of a foreign language. Results have proved that learners' beliefs and their learning experience have an influence on their opinions of learning activities and teaching methods. In regards to enjoyment of such practices, there was an obvious potential towards interactive and communicative approaches rather than traditional, non-communicative ones, whereas no diverse style was favoured in regard to efficacy.

Mayda (2015) put some light on the effective instructional strategies for English learners. There is an increased English Language Learners (ELL) student population in Canadian schools. Research suggests that the teacher's support and assistance is a significant part in English Language Learner's (ELL) success. It is essential that ELL students be supplied with enough so they can much better learn the language. In order for ELL students to succeed, they need to be supported and guided by ELL teachers in all of their subjects. This study examines how ELL teachers in Canadian elementary schools identify effective ELL instruction. And it further investigates the ways of promoting effective ELL instruction and the high quality indicators of ELL instruction.

3. RELIABILITY FOR COLLECTED DATA FOR TEACHERS

Reliability coefficient tested by using Cronbach's alpha (α) analysis. In order to measure the reliability of a set of two or more constructs, Cronbach's alpha is a commonly used method where alpha coefficient values range between 0 and 1 with higher values indicating higher reliability among the indicators (**Hair, et al., 1992**).

An alpha value of 0.60 and 0.70 or above is considered to be the criterion for demonstrating internal consistency of new scales and established scales respectively. Reliability of the measurements was determined using Cronbach's Coefficient alpha. In this research, following are the analysis of the data collected from teachers and faculty members.

Table 1: Case Processing Summary for the Respondents

Case Processing Summary		N	%
Cases	Valid	52	98.1
	Excluded ^a	1	1.9
	Total	53	100.0
a. Listwise deletion based on all variables in the procedure.			

Source: Author's Compilation

From the above **Table 1**, it can interpret that total case followed under examinations which were found valid were 53. Total numbers of cases were 53. Only one case was missing or excluded recognized. All the responses collected through respondents and governed by the questionnaire were systematically filled and specific attention was given to all the respondents if required so that proper and confirmed responses about the issues could be collected.

Table 2: Reliability Statistics for the responses of Respondents

Reliability Statistics	
Cronbach's Alpha	N of Items
.796	8

Source: Author's Compilation

From above **Table 2**, it could be recognized that Cronbach value for the responses of the 53 respondents of the study was found to be 0.796 which is an excellent representation of the quality of data and confirms approx 79% reliability of the collected data. Cronbach's α (alpha) is an important psychometric instrument or tool to measure the reliability of data. The reliability coefficient indicates that the scale for measuring trust and commitment is reliable. So, various statistical tools can be applied and tested.

4. ANALYSIS OF QUESTIONNAIRE

Here in this part, the questionnaire is analyzed to find out the information regarding the feedback of teachers for students who underwent training about the training module by seeking their perception about the Pedagogy adopted by the trainer and the Study material and content programme is fruitful and able to explain. It also enquired whether the teaching pedagogy is appropriate to stated objectives or not. In the same section rating of the content of the training is done, also the structural analysis of these program sessions are performed along with the evaluation of its usefulness and benefits to students. For analyzing all these ratings are done from excellent-good-average-fair-poor.

Table 3: Encoding of the parameters

S. No.	Parameters	Encoded As				
		Excellent (5)	Good (4)	Average (3)	Fair (2)	Poor (1)
A1	Pedagogy adopted by the trainer is fulfill the stated objective					
A2	Study material and content is upto the mark					
A3	Training session is well structured					
A4	Utility of information					
A5	Training session is useful					
A6	Will the programme is fruitful and profitable for the students.					

Source: Author's Compilation

In **Table 3**, Descriptive encoding of all the 53 Respondents is given. Here question number 1 is to the Pedagogy adopted by the trainer is fulfill the stated objective, question no. 2 is about the Study material and content is up-to the mark, question no. 3 is whether Training session is well structured, question no. 4 is to evaluate the utility of information, question no. 5 is about Training session is useful, question no. 6 is will the programme is fruitful and profitable for the students assess the efficiency of the training module by evaluating its benefit the student and all these questions are given on five point likert scale as excellent-5, good-4, average-3, fair-2, and poor-1.

Table 4: Descriptive Statistics of the parameters

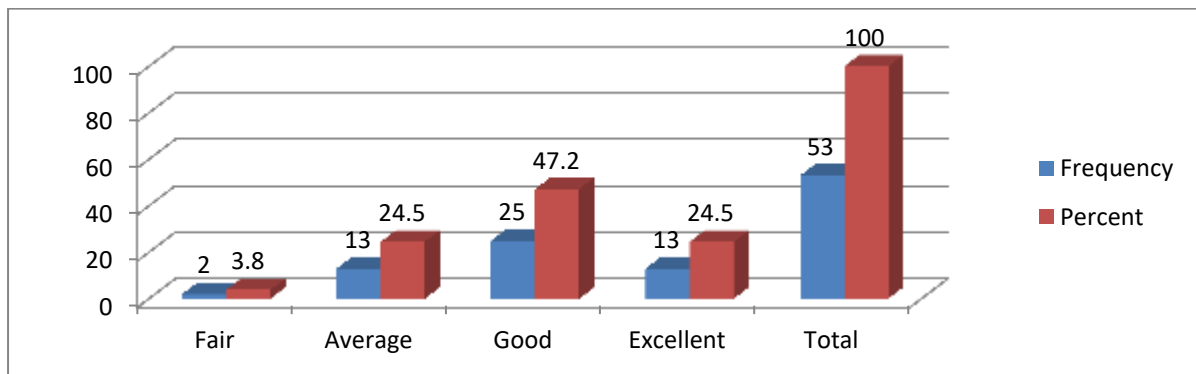
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pedagogy adopted by the trainer is fulfill the stated objective	53	2	5	3.92	.805
Study material and content is up-to the mark	52	2	5	4.08	.788
Training session is well structured	53	2	5	3.81	.735
Utility of information	53	3	5	4.23	.724
Training session is useful	53	2	5	4.19	.878
Will the programme is fruitful and profitable for the students.	53	1	5	4.15	.969
Valid N (listwise)	52				

Source: Author's Compilation

Table 4 represents that a total number of respondents taken under observation and filled the questionnaire and also chosen for the study purpose were 53.

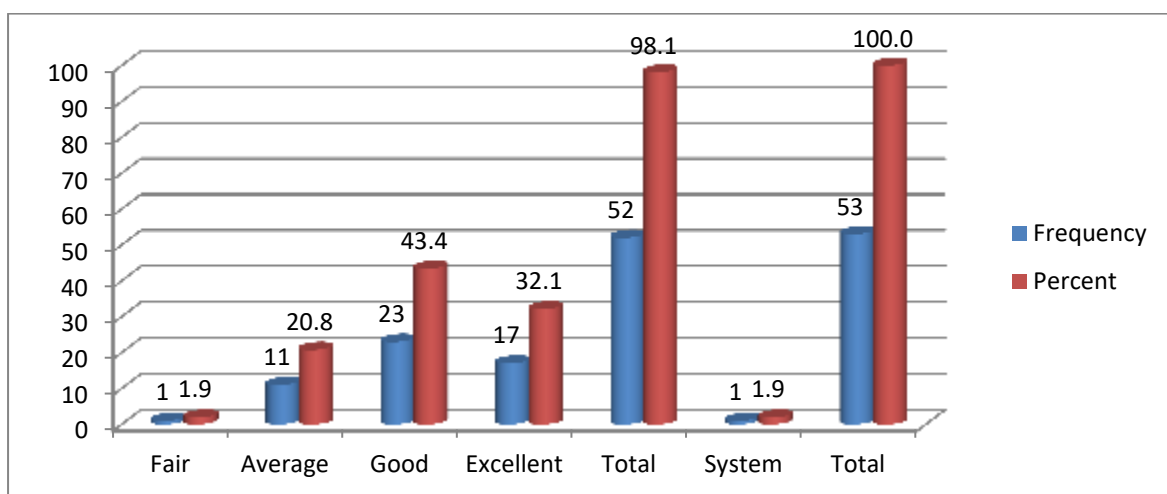
All questions from 1 to 6, gives us the information related to the efficacy of pearsons training module from the perception of the respondents. Above table represents the mean, standard deviation and number of cases under consideration (N).

Graph: 1
Frequency Graph of Pedagogy adopted by the trainer is fulfill the stated objective



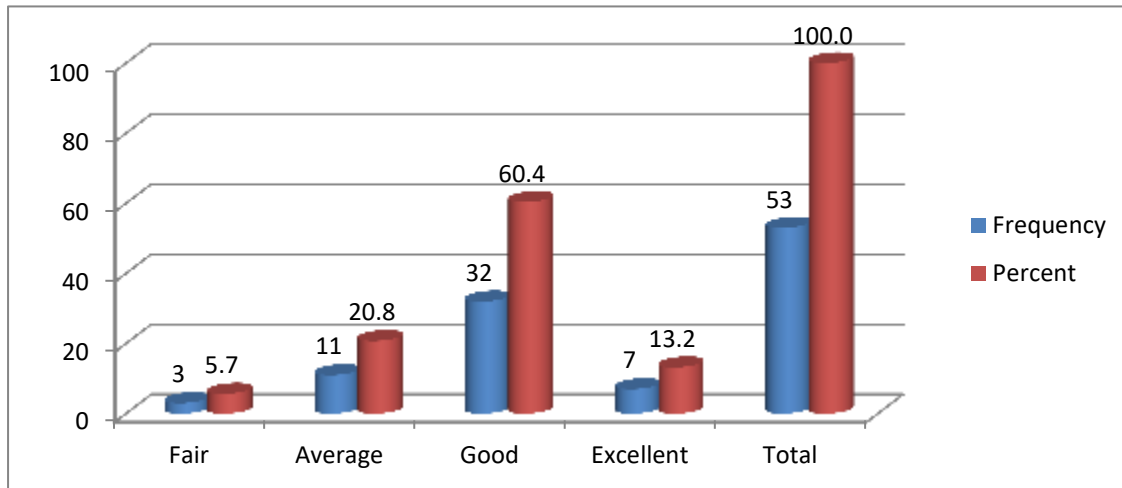
According to **and graph 1**, Under the classification on the basis of choosing appropriate teaching pedagogy/ methods out of 53 respondents 13 (24.52%) rated as excellent, 25 (47.16%) respondents were as good and remaining 13 (24.52%) were rated as average. The mean value was 3.92, Standard Deviation was .805. From above statistics, we can say that teaching method are appropriate and fulfill the stated objectives.

Graph: 2- Study material and content is up-to the mark



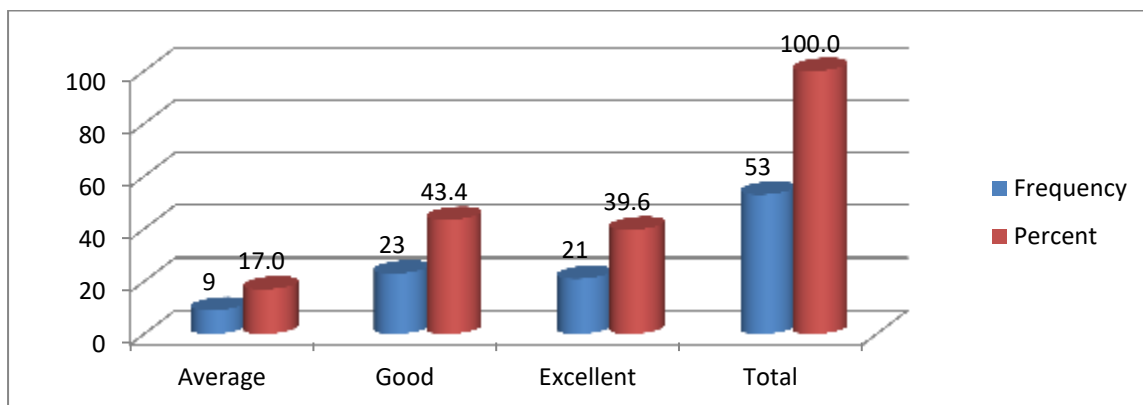
From **Graph 2** when rating of the content of training is done it was perceived that for 1 respondent the data is missing and for rest 52, maximum number of them rated for good 23(43.4%), followed by excellent rating with a count of 17(32%), average rating was given by 11(20.8%) of them and at the end just 1 gave fair rating. The data reveals that content of the training was also rated as good by the respondents.

Graph: 3- Training session is well structured



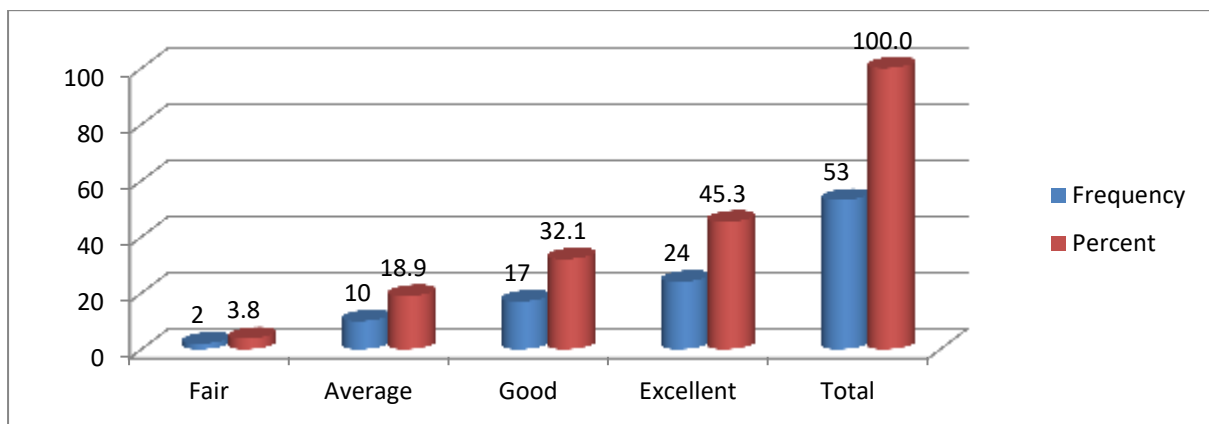
From **Graph 3**, it was observed that when structural constituents of the program was monitored the results shows that maximum number of respondent rated it as good 32(60%), average rating was given by 11(20%) , just 7 of them gave excellent rating and only 3 gave fair rating. Thus it can be concluded that the structure of the program session was good and up to the standard.

Graph: 4- Utility of information



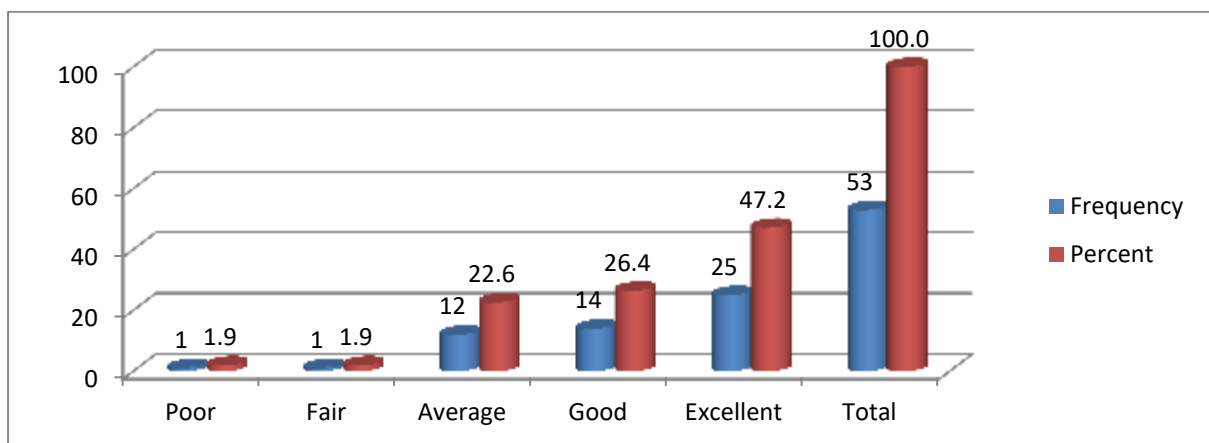
From **Graph 4**, when enquired about the usefulness of the information provided by the module it was observed that the ratings are almost equally distributed between good 23(43%) and excellent 21(39.6%) and only 9 rated as average. Therefore it can be concluded that the information provided by the module was useful for most of the respondents.

Graph: 5- Training session is useful



From **Graph 5**, it can be clearly understood that usefulness of training material provided by the module is rated as good and excellent with a count of 17(32%) and 24 (45%) respectively. Whereas, 10 rated as average and remaining 2 rated as fair. Thus training material has been found to be useful from the point of view of the teachers underwent training.

Graph: 6- Will the programme is fruitful and profitable for the students



According to **Graph 8**, when enquired about whether the training will benefit the students, it was found that 25(47%) voted for excellent, 14(26%) for good, 12(22%) for average and 1 for poor and fair each. Hence the training will benefit the student’s up to a large extent according to teachers.

Thus the data here clearly reveals that the Training provided by the Pearson company is benefitting the students, teachers and ultimately to the institute.

5. HYPOTHESIS TESTING

Following hypothesis has been framed to find out the significance of the variables of Pearson Training Curriculum.

H₀₁:- There is no significant use of teaching pedagogy to the stated objective

H₀₂:- There is no significant use of study material and content

H₀₃:- There is no significant use of structured training programe

H₀₄:- There is no significant utility of information for the students

H₀₅:- There is no significant use of the usefulness of the training materials.

H₀₆:- There is no significant profitability of this programe for the students

Table: 5- One-Sample Statistics

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Pedagogy adopted by the trainer is fulfill the stated objective	53	3.92	.805	.111
Study material and content is up-to the mark	52	4.08	.788	.109
Training session is well structured	53	3.81	.735	.101
Utility of information	53	4.23	.724	.099
Training session is useful	53	4.19	.878	.121
Will the programme is fruitful and profitable for the students.	53	4.15	.969	.133

Table 5 presented the total number of respondents were 53. The mean, standard deviation with standard error mean has been given in the table. Table above depicts that the mean and standard score value of Pedagogy adopted by the trainer is fulfill the stated objective is (3.92,

8.05) Rate the content of the training is (4.0, 0.788), The structure of the program sessions is (3.8, 0.735), The utility of the information is (4.2, 0.724), The usefulness of the training materials is (4.1, 0.878) and will the programme is fruitful and profitable for the students. (4.1, 0.969).

Table: 6 - One-Sample Statistics

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pedagogy adopted by the trainer is fulfill the stated objective	35.491	52	.000	3.925	3.70	4.15
Study material and content is up-to the mark	37.294	51	.000	4.077	3.86	4.30
Training session is well structured	37.736	52	.000	3.811	3.61	4.01
Utility of information	42.478	52	.000	4.226	4.03	4.43
Training session is useful	34.719	52	.000	4.189	3.95	4.43
Will the programme is fruitful and profitable for the students.	31.197	52	.000	4.151	3.88	4.42

Table 14, shows that the mean difference in the population means for A1 to A6 are 3.925, 4.077, 3.811, 4.226, 4.189 and 4.151 ("Mean Difference" column) and the 95% confidence intervals (95% CI) of the difference are 4.15 to 3.7, 4.3 to 3.86, 4.01 to 3.61, 4.43 to 4.03, 4.43 to 3.95 and 4.42 to 3.88 ("Upper" to "Lower" columns). For the measures used, it will be sufficient to report the values to 2 decimal places.

The significant value of parameters such as pedagogy adopted by the trainer is fulfill the stated objective, study material and content is up-to the mark, training programme is well structured, utility of information, usefulness of training programme and profitability of this training programme for the students is shown in Table 6 shows that **all significance values are 0.000, which is less than 0.05 (p-value). This means we have to reject the null hypothesis and accept the alternative hypothesis that there is a significant use of all these variables of the training module.**

6. CONCLUSION

The central aim behind organizing this research is to examine the Teachers Perception on the training module provided by Pearson Training Curriculum: A Study of Selected faculty members' perception of Geetanjali institute of technical studies Udaipur in Rajasthan which will help in further inspecting the status of training in affecting the teachers, management, and student development with the help of various analysis and research.

The questionnaire was very well framed to seek answers to various questions pertaining to collect information regarding Knowledge of the subject matter of module and the Ability of the training module to explain and illustrate. It also enquired whether the teaching methods are appropriate to stated objectives or not. In the same section rating of the content of the training is done, also the structural analysis of these program sessions are performed along with the evaluation of its usefulness and benefits to students through different statements related to analysis.

Reliability of collected data was measured by Cronbach's alpha (α) analysis, which is a commonly used method where alpha coefficient values range between 0 and 1 with higher values indicating higher reliability among the indicators. According to this analysis, the captured data was up to mark and can be used for further analysis.

Total 53 Questionnaires were distributed on convenience sampling method, where researcher took care of those respondents who can systematically fill the questionnaire. The researcher gave a brief about the questionnaire and objective of research so that the respondents could better give their responses for the administered question. All the questions seek information regarding the efficacy of Pearson Training module.

Results help in decoding that for almost all these questions teachers mostly responded with ratings as good or excellent. Very few reverted with average and fair ratings. Thus it can be concluded that overall response of the Training was positive.

For finding the significance of the variables of Pearson Training Curriculum following hypothesis has been framed and analyzed with the help of one sample statistics in table 12 and 13.

H₀₁:- There is no significant use of teaching pedagogy to the stated objective

H₀₂:- There is no significant use of study material and content

H₀₃:- There is no significant use of structured training programme

H₀₄:- There is no significant utility of information for the students

H₀₅:- There is no significant use of the usefulness of the training materials.

H₀₆:- There is no significant profitability of this programme for the students

Here the result of the analysis shows that we have to reject the null hypothesis and accept the alternative hypothesis that there is a significant use of all these variables of the training module. Thus training module has been proved to be a useful and efficient tool in providing training to teachers for the ultimate benefit of institute and students.

So it could better conclude that there is a significance of this Pearson Training module under study. This training module is bringing together international assessment and education experts and is developing world-class education that empowers learners to develop important skills to make progress in their lives through learning. Setting a new standard in education, with unparalleled support for teachers and students every step of the way, Pearson is committed to education and achieving long-term learner outcomes. This training module aimed at Students' outstanding spiritual, moral social and cultural development. This module of training is helping to develop critical thinking skills, promote SMSC (spiritual, moral, social and cultural development), and foster values such as respect and empathy.

7. SUGGESTIONS:

Language is a necessary tool used in communication and interaction among people apart from using gestures and postures. For many years, English has been a medium of communication using worldwide. English communication becomes much more vital and it influences people's lives in various ways, for example, to interact with foreigners in business industry, tourism industry, educational field, and so on. The research revealed that with the help of this type of training session and workshops developed their understanding gradually in a form of pronunciation, reading new words, unfamiliar sentence, and also increased students' confidence in reading while students with high level of English proficiency. Global Communication session will definitely increase the communicative competency of the

students. This global module will also improve the employability of students. For the purpose of learning English, one must enthusiastically practice English skills: reading, writing, listening, and speaking. Also individuals must be provoked by teachers with various style of teaching as tool.

8. REFERENCES

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