



## Effectiveness of the ELT Module to Develop Academic Language among EFL and ESL Learners

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### Abstract

Teaching a language is considered as an art of education and even a challenge when it comes to the teaching of foreign or second language. The role of the teachers concerned with the pre-schooling and primary sections is to introduce the language to the students with all its contextual usages and forms. On the other hand, the teachers of secondary and higher secondary schools are expected to develop and construct a building of the linguistic knowledge of the students. In this chain, the teachers concerned with colleges, for instance, Graduation and Post-graduation institutes, are expected to shape and enrich the linguistic knowledge of the students which would be considered the hard-hitting task as the students have different levels and perplexities based on their schooling to last grade teaching and learning. The present study is an attempt to enhance the academic English language of the PG students by applying the self-prepared ELT Module. Further, the paper presents the overview of the essentials of research, for instance, research questions, hypotheses and the rest to understand the nature of the research through which the findings of the study would have been analysed appropriately.

**Keywords:** Enhance, ELT module, contextual usage

### Introduction

The English language has diverse roles to play in different frameworks at universal level. The distinctiveness of the English language has different labels and different position to be comprehended. For instance, the English language used in general settings is dissimilar from the English language that can be utilized for academic purposes. In this context, it is required to understand the scope and structure of academic English to achieve the academic and professional goals. The academic language should preferably be practiced by graduate and postgraduate students as they would enter in higher education and in vocational fields after their study. The understanding and apposite utilization of academic language should be centralized to achieve high esteemed results in education.

### Overview of the Current Research

The study was based on the designing and implementation of the ELT Module to enhance the academic language of Post-Graduation students wherein the writing skills were engrossed. This research paper is limited to the conclusions of only one research variable that is the medium of instruction: EFL and ESL students. The researcher, as a part of the research, studied the problems of teachers and students while dealing with academic language and grounded on the replies of teachers and a few reviews from concerned literature, the ELT Module was designed. The ELT Module was executed on the particular sample of 54 students and their progress was documented through diverse tools of data gathering. The intervention programme was conducted through e-platform named Google Meet as a result students from different

colleges were admitted to the programme which assisted the researcher to and to find the effectiveness of the ELT Module.

### EFL and ESL Students for the Present Research

For the present research, EFL and ESL students are considered under the Secondary Independent variables. Here, the data of the pre-test and post-test of experimental as well as control group were analysed and compared to comprehend the impact of the ELT Module on the EFL and ESL students. The EFL and ESL stand for English as a First Language and English as a Second language students. The total number of students were divided into these two entities based on their medium of instruction in their schooling. In other words, all the students of English Medium were entitled as EFL students and the students of Vernacular medium, that is Gujarati medium, were entitled as ESL students.

### Understanding the Views of the Scholars

The process of developing Academic English language is crucial at the same time challenging for both the teachers and the students. Prabhin, A. (2021) <sup>[2]</sup> stated that, the expected standard of writing language at higher studies is perplexed compared to the writing in schools. She further explained that the students need more time and effort to display their writing skills at university level.

In addition to this, to understand the needs of the students and assist them through guidance and opportunities to grab the language, it is significant to provide the students with an appropriate environment and understand their expectations from a teacher. Tarone, E. and Yule, G. (1989) <sup>[1]</sup> clearly

stated the roles of teachers while dealing with the students at a higher level. They stated, “we simply cannot ignore the fact that many learners are used to an educational setting in which teachers overtly control the activities of the group in a relatively formal manner, emphasize the memorization of grammatical rules...”. To understand the other side of the coin, they further explained that, “If students from such a background are thrust into a much more informal setting in which teacher assumes a less authoritarian role, ... and generally acts as if students should be responsible for their own learning, then they may feel that their teacher just doesn't know how to do the job properly...” (p.9).

For the successful Implementation of any syllabus, module or course, one should keep in mind the selection of the pertinent and innumerable materials to provide knowledge and practice with entertainment. The use of different types of materials, for instance, printed materials, online materials and the rest, can assist the facilitator to survive successfully in a language classroom. Singh, S. (2018) [3] found in his study that the use of technology in the language learning classrooms assisted the students with the innovative and creative ideas through which the students can enhance the language.

### Research Objectives

The objectives of any research assist the researcher to understand the steps of research, the suitable research methodology and can provide the researcher with an idea about the limitations of the research. The major objectives of the current study are

1. To study the effectiveness of the ELT Module with reference to the independent secondary variable: Medium of Instruction (EFL and ESL)
2. To provide the teachers and students with a few suggestions regarding academic language teaching and learning

### Research Questions

Research questions are the second significant element of any research as the research questions promote the researcher to understand what exactly the problem is and assist the researcher with the area/s to be excavated in. The research questions for the present study are as underneath:

1. How will ELT Module impact the students of Post-Graduation?
2. What is the impact of the ELT Module on the Experimental group with reference to the independent secondary variable: the medium of instruction?

### Research Variables

Variables are basically the elements which directly or indirectly have an impact on the outcomes of the research. As rightly mentioned by Kothari, C., (2014) [4], “A concept which can take on different qualitative values is called variable.” In the experimental research, there are two variables however the present research paper covers only one. The focus of the paper is on the Secondary independent variables which are: 1) The medium of instruction and 2) The Achievement level of the students. However, the current research paper is limited to the medium of instruction only.

### Research Methodology

The present study was quasi experimental research. The research design was ‘Two Group Pre-Test Post-test’ Design. The researcher collected both qualitative and quantitative data from the research. It comprised two groups: Experimental

group and Control group consisting of 108 students (54 in each). The researcher applied innovative teaching techniques and implemented the ELT Module on the experimental group. The ELT Module was designed keeping in mind the vivid levels of the students. Henceforth, the Module incorporated a balanced version of easy and challenging tasks to comprehend the concept of academic language and to provide the students with the practice of contextual academic writing. The Module consisted of different components, such as, Grammatical and lexical aspects of academic language, syntactic and semantic aspects of academic language, contextual usage of academic language, Identifying and comprehending the principles and components of academic language and the rest. The research was carried out in an online mode thus, a few tasks were challenging due to technical glitches however the implementation of the ELT Module was successfully completed.

### Population and Sample of the Study

The research was carried out on the students of different colleges of Gujarat state. Thus, the population of the study is all the PG students of English from Gujarat state. Sample is a small segment of the large population. Hence, as mentioned above, 108 students were shortlisted through Simple Random Sampling technique as a sample of the present study and divided into two groups: Experimental group and Control group from which 54 students of the experimental group were given treatment.

### Tools of Data Collection

For the completion of any research, it is mandatory to decide the type of data through the research questions and objectives based on which the tools should be designed. As mentioned above, in the present research, the researcher attempted to gather both types of data: Qualitative and Quantitative. Thus, to gather authentic data the researcher designed Pre-test, Post-test, Researcher's diary and Feedback form as the tools of data collection.

### Analysis of the Data

The data were gathered through the above-mentioned tools and were analysed carefully. The qualitative data were analysed through Content Analysis Technique and the quantitative data were analysed through different statistical methods. The tasks of Pre-test and Post-test were observed critically and assessed through the decided criteria/rubrics of academic language. Further, the tasks performed by the students were analyzed based on the pre-decided rubrics of academic language.

### Major Findings of the Study

- Based on the data received from teachers and the observation of the researcher (through researcher's diary) revealed that teachers and students both had to become additional attendants while they are placed in an academic language classroom, especially Postgraduate students as it is difficult to modify their learning styles and language habits at this juncture.
- The use of innovative teaching techniques with a friendly environment and the freedom for being bilingual for a few days, assisted the students to develop their academic language.
- Throughout the intervention, it was found that the confidence level, clarity and language skills were improved gradually.

- Further, it was recorded that the shy students also started responding to the asked questions and attempted to participate in the classroom discussions gradually.
- The intervention programme was conducted in an online mode henceforth the internet issues and technical issues were the apparent issues.
- While comparing the mean scores of the pre-test of the experimental and the control group, it was observed that the scores were almost identical from each other. On the other hand, the mean scores of the post-test of the experimental and the control group had major differences which represents the effectiveness of the ELT Module which was used for performing the intervention programme on the experimental group.
- The utilization of the different reference materials, the balanced use of Individual, Pair and Group tasks and the friendly environment of the classrooms assisted the students and the researcher to cope up successfully in the mentioned intervention programme.

### **Conclusion**

The conclusions drawn from the major findings depict that teachers and students face perplexities while dealing with academic language based pedagogical set ups. The present research paper focuses on a specific portion of the actual Ph.D. research that is the impact of the module on EFL and ESL students. To bring all ends together, it can be said that the ELT Module is highly diverse with regards to the selection of the references for performing the tasks. The friendly environment of the academic language classrooms assisted the students with the explorations and exposures of their knowledge and provided the students with the immense practice of academic language in different contexts. The difference in the mean scores of the post-test of both the groups and the recorded observations in the researchers' diary led to the outcomes that the ELT Module was successfully designed, implemented and tested through logical and statistical dimensions.

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