SACRED HEART COLLEGE (AUTONOMOUS)

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*Ready for
Every Good Work*

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A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

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BEST PRACTICE - I   COMMUNICATIVE ENGLISH

ANALYSIS ON THE EFFECTIVENESS OF THE COMMUNICATIVE ENGLISH PROGRAMME AT SHC

Aim

This analysis seeks to evaluate the effectiveness of the 'Communicative English Programme' as one of the best practices of Sacred Heart College.

Objectives

- To understand the level to which students were able to improve their vocabulary.
- To highlight the extent to which they were able to improve their listening and comprehension ability.
- To determine the level of improvement in their speaking skills.
- To ascertain their reading and comprehension skill as a result of the Communicative English Programme.
- To highlight the extent to which they were able to improve their writing skills.
- To understand the overall impact and effectiveness of the Communicative English Programme.

Universe and Sampling

This research has been broadened to include undergraduate students in their final year who successfully completed three years of rigorous training in the Communicative English Programme administered at SHC. The census method was applied by which statistical investigation in the data are collected for each element/unit of the population as a result 937 students were chosen as research participants for the study

Tools of Data Collection

A questionnaire was developed and reviewed utilising an online platform to allow students to submit feedback. The rating scale utilized in this study is a five-point 'Likert' scale with five dimensions that include questions on the development of students vocabulary, listening and comprehension skills, speaking ability, reading and comprehension and their writing skills.

Case Processing Summary

Infrences		N	%
Cases	Valid	937	100.0
	Excluded^a	0	.0
	Total	937	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.943	5

The reliability of the instrument was tested and found to be .943 Cronbach's Alpha which is a way of assessing reliability by comparing the amount of shared variance, or covariance, among the items making up an instrument to the amount of overall variance.

Analysis and Interpretation

The presented analysis provides a methodological investigation using both descriptive and inferential statistics on the distribution of data carefully analyzed using SPSS V.21.

Table 1

Distribution of respondents with regard to various departments

Departments	Frequency	Percent
Biochemistry	42	4.5
Chemistry	96	10.2
Commerce	71	7.6
Commerce-CA	71	7.6
Computer Applications	47	5.0
Computer Science	80	8.5
Economics	50	5.3
English	125	13.3
History	32	3.4
Maths	118	12.6
Microbiology	57	6.1
Physics	90	9.6
Tamil	58	6.2
Total	**937**	**100.0**

The table above shows the distribution of responses from the various departments involved in the survey. The distribution of responders may appear disproportionate, however this is due to the variance in the number of students in each class. It is evident from the table that more than one-tenth of the respondents were from the department of English (13.3%), Mathematics (12.6%) and Chemistry (10.2%); while less than one-tenth of the respondents were from the department of Physics (9.6%) and Computer Science (8.5%).

An equal distribution of respondents (7.6%) were from the department of Commerce and Commerce-CA respectively. A meager representation of respondents were seen from the departments of Tamil (6.2%), Microbiology (6.1%), Economics (5.3%), Computer Application (5.0%), Bio-Chemistry (4.5%) and History (3.4%).

Table 2

Distribution of respondents based on their gender

Gender	Frequency	Percent
Male	562	60.0
Female	375	40.0
Total	937	100.0

The present table highlights that majority (60%) of the respondents were male and two-fifth (40.0%) of the respondents were female.

Table 3

Distribution of respondents based on their age

Age	Frequency	Percent
Less than 18	15	1.6
19 to 20	792	84.5
Above 21	130	13.9
Total	937	100.0

It is evident from the given table that a significant majority (84.5%) of the respondents were between the age group of 19 to 20 years. More than one-tenth (13.9%) of the respondents were above 21 year of age while a very meager (1.6%) of the respondents were less than 18 years old.

Table 4

Distribution of respondents based on their age

Edu. Qual.	Frequency	Percent
UG III	937	100.0

As stated from the universe and sampling technique adopted, table-4 further reveals that cent percent (100%) of the respondents were final year undergraduate students.

Table 5

Distribution of respondents with regard to their domicile

Domicile	Frequency	Percent
Rural	532	56.8
Town	305	32.6
Urban	100	10.7
Total	937	100.0

The table states that more than half (56.8%) of the respondents are from rural areas. Less than one-third (32.6%) of the respondents were from nearby towns, while only little more than one-tenth were from urban localities.

Table 6

Distribution of respondents with regard to their high school board

School Board	Frequency	Percent
Matric	248	26.5
State Board	676	72.1
CBSE	12	1.3
ICSE	1	.1
Total	937	100.0

It can be understood from the above table that less than three-fourth (72.1%) of the respondents were from state-board, while more than one-third (26.5%) of the respondents were from matriculation schools. A meager (1.3%) of the respondents were from CBSE, while a futile (0.1%) were from ICSE.

Table 7

Distribution of respondents with regard to their medium of instruction

Medium of instruction	Frequency	Percent
Tamil	475	50.7
English	456	48.7
Others	6	.6
Total	937	100.0

The purpose of the Communicative English Programme can be better understood through this table as it is evident that more than half (50.7%) of the respondents were from Tamil medium of education. Less than half (48.7%) of the respondents were only from English medium, while a futile (0.6%) were from other mediums of instruction.

As more than half of the applicants to the college were from Tamil and other languages, it was essential to address this urgent need by implementing the Communicative English Programme to help students better adapt their language and linguistic abilities in English.

Table 8

Distribution of respondents with regard to college shift

College Shift	Frequency	Percent
Shift 1 - Day	415	44.3
Shift 2 - Evening	522	55.7
Total	937	100.0

The presented table denotes that more than half (55.7%) of the respondents were from Shift 2 (Evening College), while less than half (44.3%) were from Shift 1 (Day College).

Table 9

Distribution of respondents with regard to their caste/community

Community	Frequency	Percent
OC	11	1.2
BC	344	36.7
SC/ST	202	21.6
MBC	372	39.7
Others	8	.9
Total	937	100.0

The aforementioned table emphasizes the respondents' caste- and community-based distribution and does not make a distinction between discriminatory practises. The analysis that has been provided is simply meant to understand how the data are distributed. It is evident from the given table than less than two-fifth (39.7%) of the respondents were from most backward communities, while more than one-third (39.7%) of the respondents were from most backward-communities. More than two-tenth (21.6%) of the respondents were from SC/ST and only a very meager (1.2%) of the respondents were from OC. The table also reveals that a very futile (0.9%) of the respondents were from other communities.

Table 10

Distribution of respondents with regard to their religion

Religion	Frequency	Percent
Christian	107	11.4
Hindu	793	84.6
Muslim	35	3.7
Others	2	.2
Total	937	100.0

The presented table reveals that a significant majority (84.6%) of the respondents were Hindus. More than one-tenth (11.4%) of the respondents were Christians. A very meager (3.7%) of the respondents were Muslims, while a very futile (0.2%) of the respondents were from other religious backgrounds.

Table 11

Distribution of respondents with regard to their type of family

Type of Family	Frequency	Percent
Nuclear	656	70.0
Joint	281	30.0
Total	937	100.0

The above table illustrates that a vast majority (70.0%) of the respondents were from a nuclear family type, while less than one-third (30.0%) of the respondents were from a traditional joint family system.

Table 12

Distribution of respondents with regard to the type of employment of their parent

Type of employment of the parent	Frequency	Percent
Government	155	16.5
Private	257	27.4
Own	525	56.0
Total	937	100.0

Table 12, reveals that more than half (56.0%) of the respondents' parents were engaged in their own business. More than one-fourth (27.4%) were working in private firms, while less than two-tenth (16.5%) were government employee.

Inferential Statistics

Findings related to the various dimensions of the questionnaire based on the effectiveness of the Communicative English Programme.

Table 13

Distribution of respondents with regard to level to which they have improved their vocabulary

Improved their Vocabulary	Frequency	Percent
Low	269	28.7
High	668	71.3
Total	937	100.0

The presented table reveals that a vast majority (71.3%) of the respondents have denoted a high rating with regard to their development of their vocabulary through the Communicative English Programme over the period of three years of their study. It was also found that less than one-third (28.7%) had denoted a lower level of inference with regard to the same.

Table 14

Distribution of respondents with regard to level to which they have enhanced their listening and comprehension ability

Improved their listening and comprehension ability	Frequency	Percent
Low	308	32.9
High	629	67.1
Total	937	100.0

It is evident from the given table that majority (67.1%) of the respondents have improved their listening and comprehension ability, while less than one-third (32.9%) have denoted a low rating with regard to the same.

Table 15

Distribution of respondents with regard to level to which they have improved their speaking skills in English

Improved their speaking skills in English	Frequency	Percent
Low	369	39.4
High	568	60.6
Total	937	100.0

The above table denotes that majority (60.6%) of the respondents have improved their speaking skills in English. More than one-third (39.4%) have inferred that the same was not true. This enables us to understand that spoken English continues to be a challenge for students as more than half of them were from a Tamil medium of school education.

Table 16

Distribution of respondents with regard to level to which they have improved their reading and comprehension skills

Improved their reading and comprehension skills	Frequency	Percent
Low	291	31.1
High	646	68.9
Total	291	31.1

It can be inferred from the given table that, majority (68.9%) of the respondents have improved their reading and comprehension skill through the training programme. Less than one-third (31.1%) of the respondents have denoted a low rating with regard to the same. This analysis can be cross-tabulated with that of table 6 which reveals that more than half (50.7%) of the respondents did their schooling in their vernacular language.

Table 17

Distribution of respondents with regard to level to which they have improved their writing skills

Improved their writing skills	Frequency	Percent
Low	232	24.8
High	705	75.2
Total	937	100.0

The given table reveals that more than three-fourth (75.2%) of the respondents have improved their writing skills, while less than one-fourth (24.8%) have inferred a low rating based on the same.

Table 18

Distribution of respondents with regard to overall effectiveness of the communication skill programme

Overall effectiveness of the communication skill programme	Frequency	Percent
Low	378	40.3
High	559	59.7
Total	937	100.0

According to the data in the table, the majority (59.7%) of respondents believe the 'Communicative English' programme is effective. Cross-examination of the various factors contributing to the effectiveness of this programme reveals that students' vocabulary, narrating skills, extempore, reading comprehension, and ability to understand and comprehend the language 'English' has gotten better. Despite the fact that almost two-fifths (40.3%) of the respondents have given a negative rating, it is clear that there is stillroom for growth in catering to the wide range of students from varied backgrounds.