



AN ANALYTICAL STUDY ON STUDENTS' ACQUISITION OF ENGLISH LANGUAGE THROUGH WORKBOOK LEARNING

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ABSTRACT

At the modern outset of the language English acquisition as a second language in the Indian context with a special focus on the grammar and vocabulary is always found challenging. The workbook prescribed as one part of the textbook for an undergraduate level plays a paramount role in improving the students' language English. The paper focuses mainly on the assessment of the grammar learning in the guise of workbook exercises prescribed for an undergraduate course. It is also a survey based analytical study on the fulfilment of the objectives of the workbook which intends to provide the practical exposure to learning and understanding process. The findings of the research can be utilised for the improvement/inclusion of certain additional skill based activities and teaching hours.

Key Words: Grammar, Undergraduate level, Workbook, Practical based Learning, Competent Language.

INTRODUCTION

In English language teaching and learning for the undergraduates, there is always a need for both explicit and Implicit grammar teaching and learning (Z.H.E.N.G., 2015). Without learning the grammar of any language, it is difficult to produce grammatically accepted



sentences in writing or communication, especially in case of second language learners, as they learn the second language in the classroom.

Making them equipped with the right usage of the language is one of the important tasks of the English Language teachers. The topics of grammar content has been revised regularly over these years to keep the students updated with the requirements of the competent global professions. The grammar part is included under the guise of Work book, Job Skills etc. The basic objective of the works book is to improve the writing skills and the speaking skills of the students. In order to achieve the objectives, various activities, exercises like correction of sentences, letter writing skills, composing the paragraph with coherence, logical sequential sentence formation, presentations, persuasion writing, expansion writing exercises has been included. The research is completely taken up from the students' perspective of whether the text book is supplementing their language or not. To specify even more. The faculty opinion is not at all included.

Objectives:

1. To study whether the language English text for the undergraduates is able to train the students in minimizing the language errors.
2. To find out if the workbook content is able to give the comprehensive training for required skill set essential for the global competitive global job scenario.
3. To analyze whether the language English text is able to improve the soft skills like verbal communication, writing skills and error free communication.

Literature Review

Business correspondence to the undergraduate level plays a key role in the development with the focus on their future career. "Business Correspondence English is one of the most practical courses for their work after graduation". (Wang Zhaohui, 2016,) Teaching grammar to the undergraduate level students should be practical oriented (DR J. JOHN SEKAR) stresses in his paper that instruction of grammar through constant interactive sessions and task based. (Shabina, March-2013) emphasizes that the process of teaching grammar should be yielded in isolation and it should be done under a holistic perspective on language learning. Jean & Simard conclude their study with the finding that grammar teaching/learning is necessary, but teachers and learners don't enjoy doing it. (Simard, 10 August 2011). Bill Van Patten argues that grammar must be taught communicatively with learners being engaged in speaking and writing (VanPatten, (1993))

Need for the Study:

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This Paper attempts to get an overview of the students' opinion about the workbook, which is a part of the textbook prescribed for an undergraduate course. The main purpose is to find out whether the objectives of the text book framers has been met and to figure out what are the other expectations of the students to make the workbook learning more fruitful and result orientated. This paper also figures out what mode of teaching-conventional or activity based practical learning is anticipated by the student community.

Scope of the study:

Language English is a compulsory part of the syllabus which is studied by every under graduate. The study has focussed only on a survey conducted by a set of students studying in one college. This research is completely taken up from the students' perspective of whether the text book and the workbook has improved their language or not. To specify even more, the faculties opinion is not at all included. The alumni students' opinion too is not included which we may consider as the research gap.

Research Methodology:

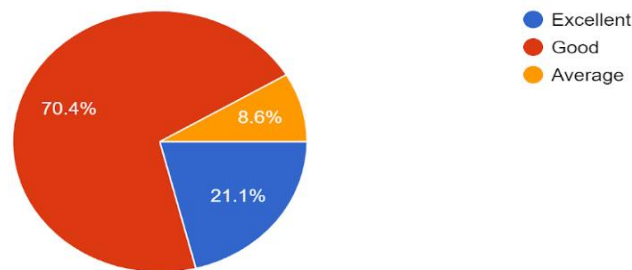
The data for this paper is collected through primary and secondary sources. A Survey has been conducted through a questionnaire prepared keeping in mind the objectives of the workbook. The survey has been conducted through Google form. The respondents are the students belonging to an undergraduate course from the Bengaluru City University. The above students have studied the workbook in detail which enables them to be eligible respondents.

The demographic details of the survey are as follows, of the total 152 responses 72 are boys and 80 are girl students. This makes us understand the survey has almost equal representation from both the genders. Majority of the students belong to the age group of 19-20.

Data Interpretation and Analysis:

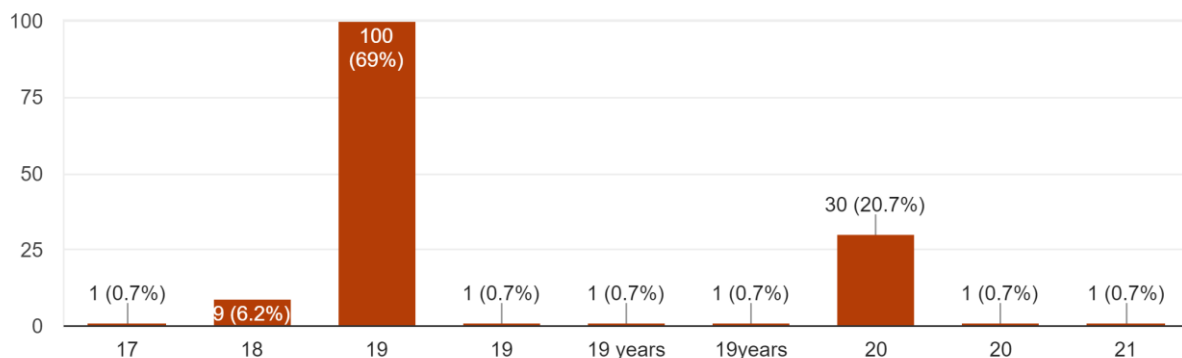
1. How do you rate your English language workbook content?

152 responses



Age

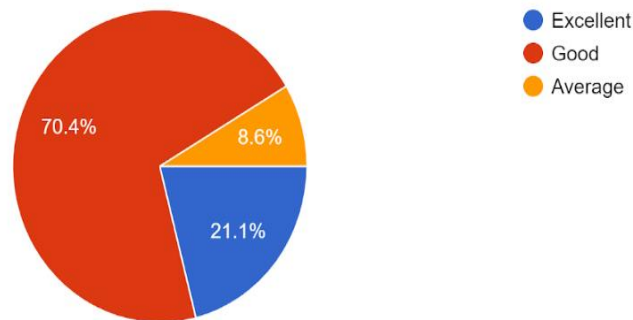
145 responses



To give the gender wise and age wise segregation of the survey, of the 152 eligible responses 72 are boys and 82 are girl students. This makes us understand the survey has almost equal representation from both the genders. Majority of the students belong to the age group of 19-20.

1. How do you rate your English language workbook content?

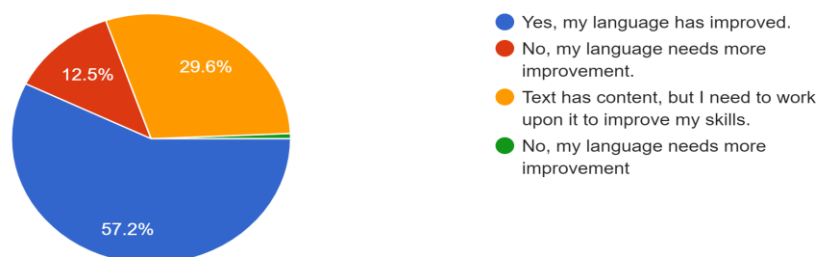
152 responses



Out of the 152 respondents, 21.1% of the students have expressed the workbook activities as excellent, while 70.4% have rated it as good and 8.6% of the students have rated it as average. From the above response we can conclude that majority of them (70.4% + 21.1%) are happy about the workbook content. Only 8.6% have rated it as average which indicates that it needs a revision or

2. Do you feel the workbook exercises has enabled you to use competent English language ?

152 responses



57.2% of the respondents have expressed that the work book has enabled them to use competent English language. 12.5% have expressed that their language needs still improvement. 29.6% of the respondents have made it clear that the textbook has content to improvise which has to be better utilized by the students. 12.5% of the students have expressed in negative that their English language needs more improvement, which can be

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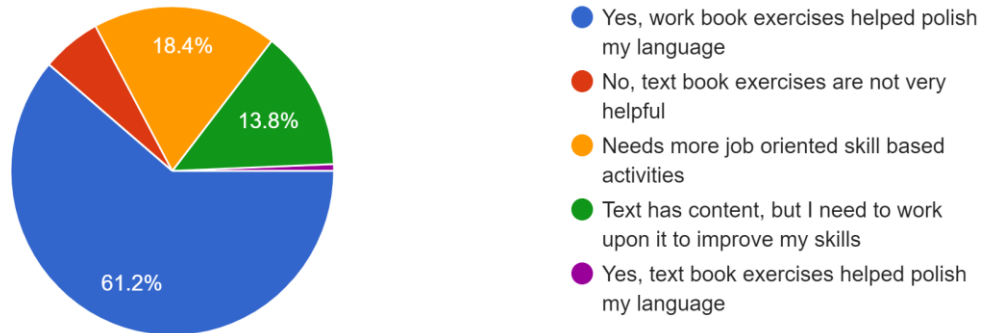
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understood and interpreted that they need more practice exercises to improve upon.

3. Are you able to frame error free and an efficient, fluent and meaningful sentences?

152 responses



Out of 152 respondents, 61.2% have expressed that the workbook has enabled them to frame meaningful and error free sentences. 18.4% respondents have expressed that they need more exercises and practice and new set of skill based exercises should be introduced. 13.8% of the students out of respondents have accepted that they have not worked out, otherwise the text has content for improvisation. 5.9% of the students have answered that the text book exercises are not so helpful. 1% of the students have expressed that their language has indeed improved.

4. Are you able to frame a coherent passage with proper sentence formation and Logical sequence?

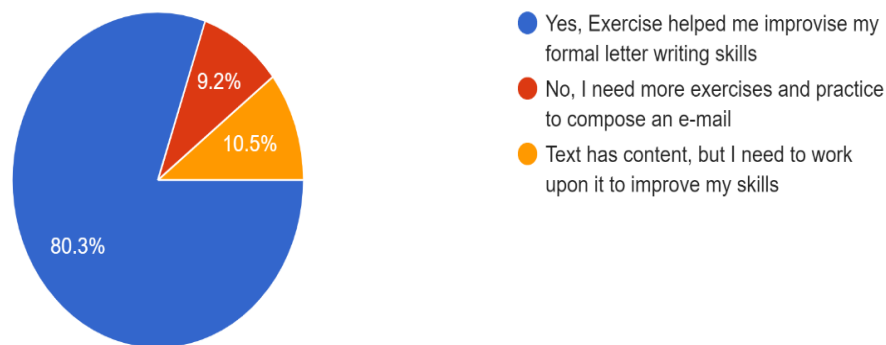
152 responses



Out of 152 respondents, 62.5% have expressed that the workbook has enabled them to frame logical sentences. 24.3% respondents have expressed that they need more exercises and practice and new set of skill based exercises should be introduced. 9.9% of the students out of respondents have accepted that they have not worked out, otherwise the text has content for improvisation. 3.3% of the students have answered that the text book exercises are not so helpful.

5. Has your e-mail composition skills improved after working out Letter writing exercises from the Text?

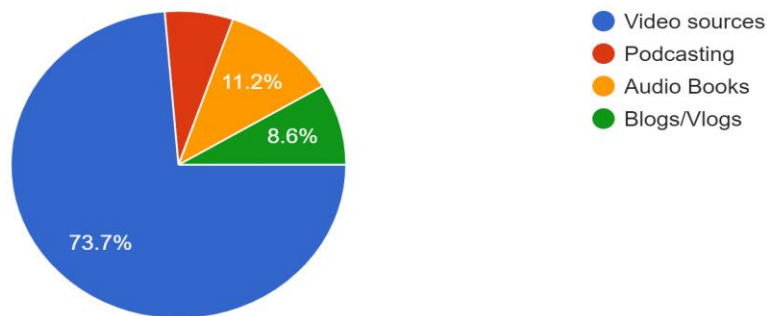
152 responses



80.3% of the respondents have expressed that e-mail composition skills have been improvised through the letter Writing exercises. 10.5% of the students have accepted that the text has content to improvise the mail compositions, but needs to be practiced more by the students. 9.2% of the students are not happy with the improvement and they feel that there is little improvement.

6. Which other sources do you look for you language English improvement?

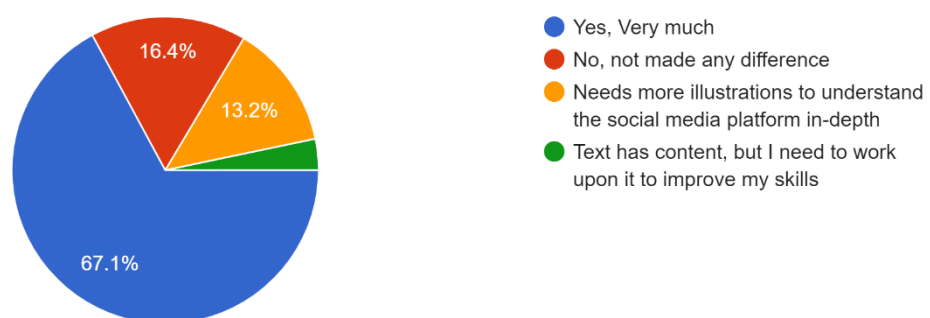
152 responses



The students have opted few other sources suggested through the survey where they can improve their English language. 73.7% of them have expressed through videos, 11.2% have felt through Audibooks, 8.6% of the students have felt the blogs/vlogs too help them to improvise their language. 6.6% of the students have expressed that listening to podcasting could improve their English.

7. Has the social media skills thought you Do's and Dont's in expressing your language at the social media platforms?

152 responses



67.1% of the students responded that the information from the unit Social Media skills, they have got an idea of do's and don'ts at these platforms. 16.4% of the students have answered that the unit didn't make any difference. 13.2% of the respondents have expressed that they need more

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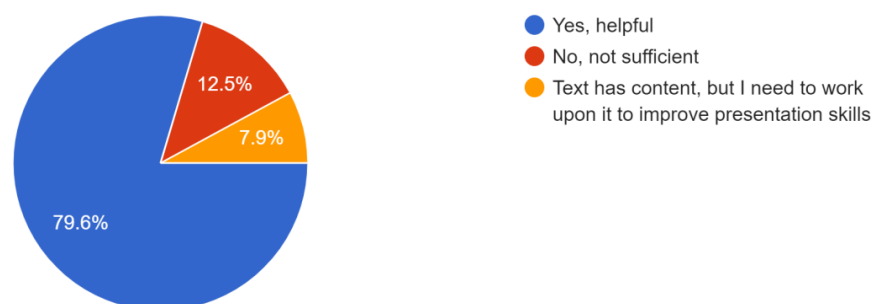
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illustrations to understand it better. 3.3% of the students have felt the text has content, but they have to understand it in a better way to use these platforms.

8. Is the Presentation skills - a part of the text book helpful to you in understanding and executing a successful presentation?

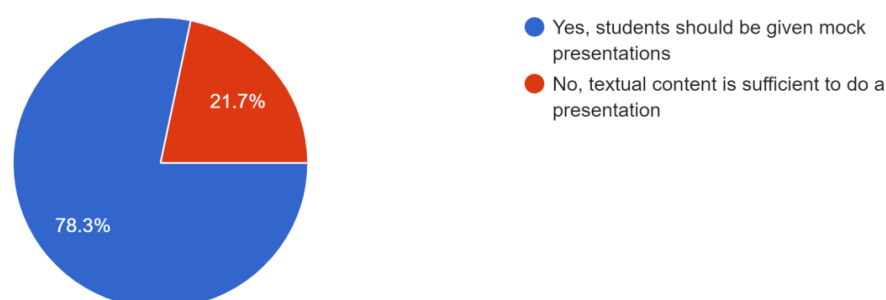
152 responses



As per the data out of 152 respondents 79.6% of the students feel the presentation skills as a part of the textbook is helpful in understanding and executing of a presentation successfully, whereas 12.5% of the students responded as not sufficient. But, only 7.9% students feel that text book has a sufficient content, which should be utilized for the betterment of presentation skills.

9. Do you feel mock presentations for students in the class should be conducted for better understanding of presentation skills?

152 responses

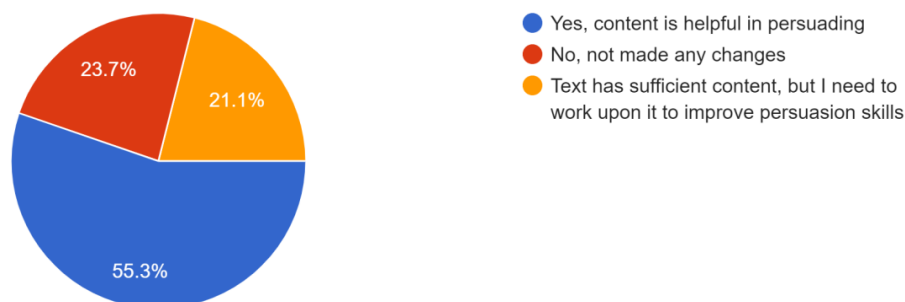


Relating to the previous data collected, a further extended question was asked about the need of mock presentation in the class room has received

the data with 78.3% of the students strongly agree and said Yes. Whereas, 21.7% feels textual content is sufficient to do a presentation without a mock presentation in the class room.

10. Are you able to influence someone through your writing after understanding persuasion skills from the text book?

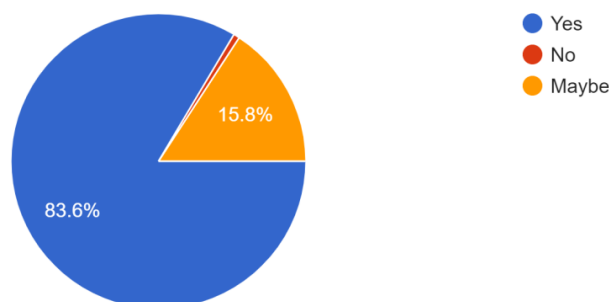
152 responses



A survey on the persuasion skills prescribed in the text which is analysed as 55.3% were satisfied and found helpful in persuading, whereas 23.7% were with the opinion as the content did not brought any changes to their understanding. But, 21.1% feel that text book has the content to understand but, it takes individual learning to improvise.

12. Do you feel improving your language English will help place yourself in the best profession

152 responses

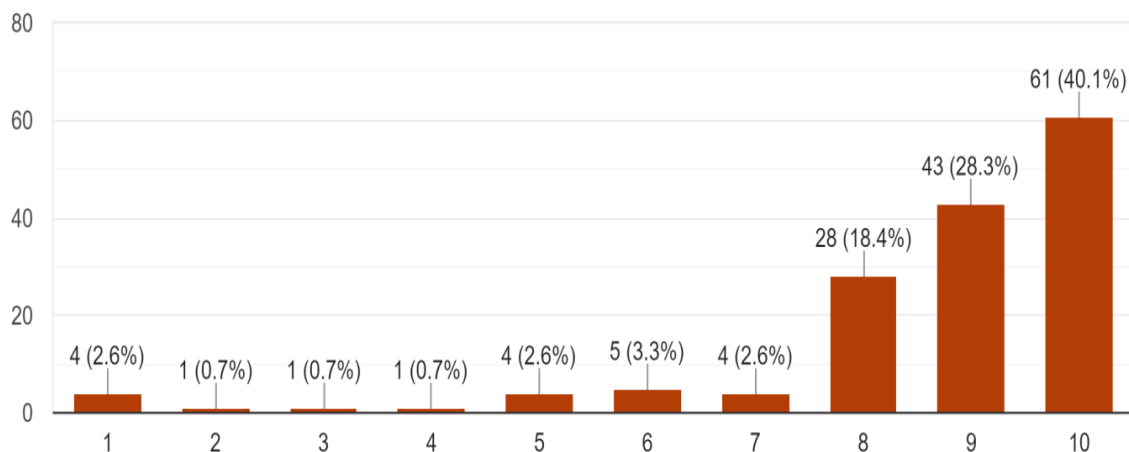


The above data was collected based on the role and importance of language English at the professional level. At the higher rate 83.6% strongly feel the requirement of the language and 15.8% are under a confusion about the

role of the language and only 0.6% feel that language English do not have any role to play at the professional level.

13. How important it is to learn language English for your future competitive exams at the undergraduate level? (top rating suggests highly important)

152 responses

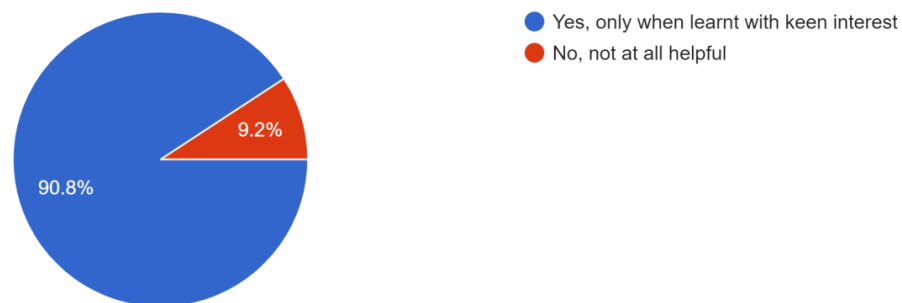


The above data was collected based on the role and importance of language English at the professional level. At the higher rate 83.6% strongly feel the requirement of the language and 15.8% are under a confusion about the role of the language and only 0.6% feel that language English do not have any role to play at the professional level.

The data was collected based on the ratings as per the importance of the language English at the undergraduate level for their competitive examinations in future. The highest ratings were calculated from 10 to 1 from the data. 61 have rated 10 which are scaled at 40.1%, 43 students rated 9 with 28.3%. 28 students have rated 8 with 18.4%. Rest of the students have scaled less than 7.

14. Do you feel your current language English syllabus is helpful to make you competent enough for the competitive exams in future.

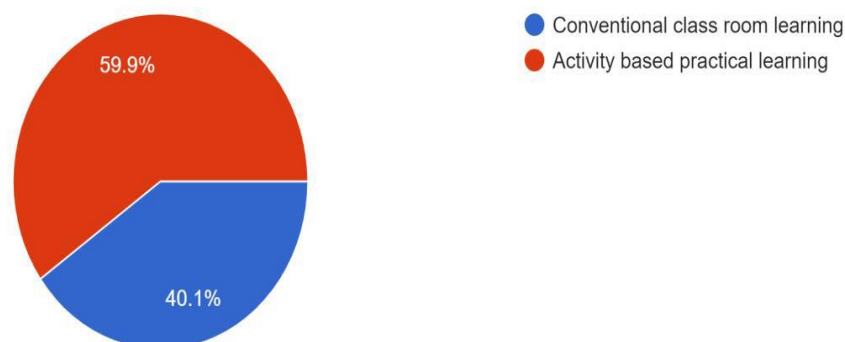
152 responses



A data was collected relating to the significance of the current syllabus being helpful or not in nurturing them to the competitive level examination. As per the data 90.8% believe that syllabus is helpful and only 9.2% finds not helpful for their future perseverance towards competitive examination.

15. How do you prefer language English classes should be

152 responses



At the end a very challenging question was posed in the questionnaire which focused on the students' preference towards conventional class room learning by the teacher or their interest is on the activity based learning. As the data states 59.9% has opted and wish for the activity based practical learning. Whereas, it is clearly evident there is interest towards conventional class room learning also in 40.1% of the students.

Findings and Suggestions:

1. From the overall analysis, it can be inferred that the students feel that the most of the objectives of the workbook has been successfully accomplished.
2. It must be taken into account that the survey respondents are only students and from a city college. The survey would be complete with the Alumni and English faculties assessment.
3. Though the survey finds that the workbook exercises are helping them, there are certain areas which are to be considered seriously for the benefit of student's language learning.
4. It's clear from the survey that the student respondents are aware of the importance of the language English at the professional places as well as the competitive examinations. They also feel fluent and competent Language English can place them at a desired good level profession. It's imperative that there should be detailed training with extensive exercises to be worked out. The teaching hours related to this should be extended. The content and topic selected in the textbook are to be dealt with more detailing, keeping in mind the students who find it difficult to improve with the regular number of exercises.
5. Extra extended exercises need to be included in the workbook for practice for those students who are weak and slow learners.
6. For every question, there was an option given to the students to find out whether the student feels that there is adequate no of activities which are given which has to be perfected with more number of exercises. Almost 10% of the students have expressed that students have not fully utilized it for improving their language.
7. From the suggestions proposed, it is understood that apart from the conventional mode of acquiring language, the students have expressed that the learning happens with other means like watching Videos, listening Podcasts, audio books and watching blogs/vlogs. If this kind activity is included along with the regular classes, the faculty would be more successful in achieving the objectives.
8. The unit Social Skills has been appreciated by the students as it is relevant and important in the present day. The awareness of the do's and



don'ts at these platforms will definitely make them more responsible and learned citizens.

9. The data collected from the students' state that the workbook has a sufficient exercise which improves persuasion and presentation skills especially at the undergraduate level. So it is recommended that presentation skills that are theoretically lectured must be to take up one compulsory mock presentation in the classroom for every student as a part of assignment to make them more skilled in the presentation boosting their confidence level for the future.

10. It is also found through the survey that majority of the students strongly has an opinion that classroom learning should be more activity based practical oriented learning rather than the conventional classroom methodology of learning. Hence, we would like to propose the suggestion as per the survey taken from the students that language English should be made more activity based and practical oriented learning to keep students interest in the class and also that could draw their attention more towards classroom to make them more exposed to the holistic learning process and competent for the future profession.

CONCLUSION:

We would like to conclude the paper by putting forward the thought that the objectives of the workbook are fulfilled to a large extent and with the inclusions of the suggestions we may presume that the benefits to the student community may be enhanced to a larger scale making our students more enabled and empowered with the Language English.

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