



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 5.2
IJAR 2018; 4(1): 11-13
www.allresearchjournal.com
Received: 04-11-2017
Accepted: 05-12-2017

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The practice of TESL skills at the senior secondary school-level and non-formal environment of Mahakoshal region: An overview

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Abstract

Teaching as a profession is sacrosanct and carries the highest responsibility. It requires aptitude, temperament, planning and skill development on the part of the teacher. He needs to recognize the needs of the learners as well as to diagnose the constraints of the teaching-learning process. A teacher is a super organized multi-tasker. He faces different challenges every day at the intellectual, creative and emotional levels. He is a friend, a guide, a mentor, a critic and what not. A teacher is strongest pillar of the society. Hence it is all the more important for a teacher to be skillful.

Taking English language teaching-learning in consideration, skills may be defined as habit formation which may further be splitted into the cultivation of listening skills, reading skills, writing skills and speaking skills. At SSC level, a student is generally expected to have cultivated the habit to comprehend, to understand and apply learning. But in actual situation, these things are absent from the curricula in most of the schools whether of Hindi or English medium. On the other hand, the non-formal institutions possess a repertoire of teaching skills in order to make language learning easier. Therefore, the present paper makes an attempt to compare the TESL skills at both stages, expecting to find a solution of the challenges that which are faced at SSC-level and non-formal environment.

Keywords: profession, sacrosanct, aptitude, cultivation of listening skills, reading skills, writing skills and speaking skills, SSC-level and non-formal environment

Introduction

It is a well-known fact that English, as a linking language serves the purpose of connecting people all over the world. Although there are many languages, which have richer cultural and literary heritage like Greek, Latin, Sanskrit and others. They also carry the pride of being the most ancient and civilized languages. Still English is widely popularized. One of the obvious reasons behind it is the expansion of British Colonies. However, English has become the most potential language of not only of conversation but also of higher education in many countries including India. Therefore, teaching of English language from the elementary level is the requisite in such scenario. Keeping this in mind the policy makers included the English language in the curriculum from the primary school level.

Methodology

The survey method was used to collect the information and compare teaching and learning skills of SSC-level and NFE institutions English language course. The ESL learners were selected randomly from Senior Secondary School- level and Non-formal environment. The questionnaire was used as an instrument to collect data.

The questionnaires were administered to four hundred learners including male and female of senior secondary school-level. Similarly, the questionnaires were also administered to two hundred learners (male-female) of non-formal environment. The collected information is tabulate and comparatively analyzed with the help of chart and graph after receiving the requisite responses from the respondents of the senior secondary school-level and non-formal environment of Mahakoshal region.

Data Analysis

The t-test showed the significance of difference was used as statistical tool the questionnaires

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designed for the learners were analyzed at three-point Likert scale i.e., 1) strongly agrees, 2) undecided, 3) strongly disagree.

Research Question

The research question is “Is there any significant difference in the practice of TESL skills at the Senior Secondary Schools and Non-formal Environment?” To answer this research question, the mean scores of the learners’ response were statistically analyzed compared and interpreted

Table 1

Respondents	N	Mean	SD	SEM	t-value
SSC Level	400	23.99	8.41	0.73	9.92*
Non Formal	200	31.23	8.33		

df=298 *Significant at p<0.05 Table value at 0.05 = 1.960

The above 1 table shows the mean scores of SSC-level learners are 23.99 while that of NFE-learners are 31.23. The calculated t-value is 9.92 which are greater than the table value of significance at 0.05 levels. It means that there are significant differences in the practice of TESL skills. The information in table 5.103 reveals that the learners of NFE practice TESL skills more frequently than the learners of SSC-level. Table 2 represents items for which the differences of SSC-level and NF-learners in terms of skill practice were statistically significant or not.

Table 2

Items	Comparison of students' response						SEM	t – value
	SSC-level			Nf-environment				
	N	M	SD	N	M	SD		
01	400	1.6	0.67	200	2.6	0.63	0.057	17.54
02	400	1.5	0.55	200	2.5	0.61	0.061	16.39
03	400	1.4	0.57	200	2.6	0.61	0.051	23.53
04	400	1.2	0.68	200	2.5	0.59	0.056	23.21
05	400	1.7	0.63	200	2.7	0.51	0.051	19.61
06	400	1.4	0.73	200	2.6	0.51	0.058	20.69
07	400	2.4	0.59	200	1.4	0.67	0.053	18.86
08	400	1.2	0.63	200	2.6	0.52	0.052	26.92
09	400	2.4	0.69	200	1.5	0.7	0.060	15
10	400	3.81	1.188	200	3.78	1.34	1.108	0.277
11	400	3.88	0.772	200	3.85	1.1	0.077	0.389
12	400	1.5	0.71	200	2.6	0.54	0.057	19.29
Total		23.99	8.41		31.23	8.33		

As it can be seen from table 2, the difference is meaningful for most of the items that is, item(01) “The students are given an opportunity to speak in English on a current topic” (t=17.54), item(02) “The students talk in English with the teachers in ESL class” (t=16.39), item(03) “The students talk in English with classmates outside the classroom” (t=23.53), item(04) “The learners are exposed to actual spoken dialogues in situation such as shopping and banking” (t=23.21), item(05) “The learners listen to a recorded speech and take down notes to answer the questions” (t=19.61), item(06) “The films in English are shown to the students regularly” (t=20.69), item(07) “The students learn proper stress, rhythm and intonation by reading and reciting a poem” (t=18.86), item(08) “The students are encouraged to read print material other than the text book” (t=26.92), item(09) “The teacher has given a model reading in order to cultivate interest in reading and form a habit of reading among the students” (t=15) and item(12) “The students are given questions from the prescribed text to write answers in

their own” (t=19.29). But there is no significant difference for two items that is, item (10) “The students are encouraged to choose easy topic and also allowed to write freely” (t=0.277), and item (11) “The student can fill form and write application in English” (t=0.389).

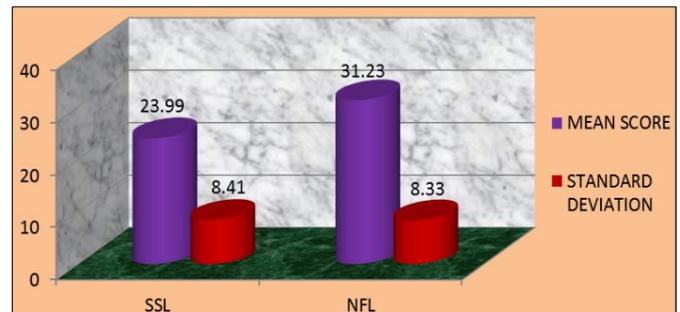


Fig 1: Responses of Learners of Senior Secondary School-Level and Non-Formal Environment

Findings

1. The calculated t-value of students was 17.54 at 0.05 levels which was greater than the table value. It means that the students gave an opportunity to speak in English on a current topic at Non-formal environment as compared to SSC-level.
2. The calculated t-value of students was 16.39 at 0.05 levels which was greater than the table value. It means that the students talked in English with the teachers in ESL class at Non-formal environment as compared to SSC-level.
3. The calculated t-value of students was 23.53 at 0.05 levels which was greater than the table value. It means that the students talked in English with classmates outside the classroom at Non-formal environment as compared to SSC-level.
4. The calculated t-value of students was 23.21 at 0.05 levels which was greater than the table value. It means that the students were exposed to actual spoken dialogues in situation such as shopping and banking at Non-formal environment as compared to SSC-level.
5. The calculated t-value of students was 19.61 at 0.05 levels which was greater than the table value. It means that the students listen to a recorded speech and take down notes to answer the questions at Non-formal environment as compared to SSC-level.
6. The calculated t-value of students was 20.69 at 0.05 levels which was greater than the table value. It means that the films in English were shown to the students regularly at Non-formal environment as compared to SSC-level.
7. The calculated t-value of students was 18.86 at 0.05 levels which was greater than the table value. It means that the students learnt proper stress, rhythm and intonation by reading and reciting a poem at SSC-level as compared to Non-formal environment.
8. The calculated t-value of students was 26.92 at 0.05 levels which was greater than the table value. It means that the students were encouraged to read print material other than the text book at Non-formal environment as compared to SSC-level.
9. The calculated t-value of students was 15 at 0.05 levels which was greater than the table value. It means that the teacher has given a model reading in order to cultivate interest in reading and form a habit of reading among

the students at SSC-level as compared to Non-formal environment.

10. The calculated t-value of students was 0.277 at 0.05 levels which was less than the table value. It means that the students were encouraged to choose easy topic and also allowed to write freely at SSC-level and Non-formal environment.
11. The calculated t-value of students was 0.389 at 0.05 levels which was less than the table value. It means that the students filled form and write application in English at SSC-level and Non-formal environment.
12. The calculated t-value of learners was 19.29 at 0.05 levels which was greater than the table value. It means that the students were given questions from prescribed text to write the answers in their own at Non-formal environment as compared to SSC-level.

Conclusion

The comparison of the data of both the groups supports the fact that the TESL practice in the non-formal institution ranks better than that of the senior secondary school. Here learners are given an ample opportunity for speaking English and thus they develop speaking skills. Pronunciation, stress and intonation and other aspects of spoken English are the part of the course. The responses indicate that the listening skill is a major component of language learning in such institutions. Learners are exposed to the actual spoken dialogues and such activities like role playing and extempore speeches help them to give up their hesitation in speaking English. Fundamental and corrective grammar is also taught in such institutions. The writing and reading skills are paid comparatively less attention. But on the whole the practice of TESL skills in the non-school institution rank better than that of the senior secondary school. It can be said that non-school institutions carry out greater degree of skill practice, specially the speaking and the listening skills.

The response of the learners of senior secondary school shows that their learning skills of English fall in the category of being less effective. The analysis of the responses reveals the fact that the four skills namely reading, writing, speaking and listening receive less attention in comparison to the contents of English. Opportunities of the speaking skill are noticeably lacking. Segmental and supra-segmental features like pronunciation, stress and intonation and other important components of the speaking skill do not form core component of the syllabus and do not figure in the language classroom practice of ESL teaching-learning process.

In the senior secondary school, English language was found to be taught more or less as a content subject for examination but the secret of language teaching-learning lies in skill practice. The practical aspects of language were found being overshadowed by the theory and rules of the language. The speaking and listening skills were not being emphasized. The responses also indicate that the skill of listening is not a major component of English language study. It is the skills of reading and writing which form the core of the teaching-learning activities. This is clear from the responses related to reading of comprehension, writing answers of the questions from the prescribed texts in their own words.

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