

A Study on the Effective Teaching Learning Process in English Curriculum at the Secondary Level of West Bengal

Sanchali Mondal¹, Santinath Sarkar²

¹PhD Scholar, RKDF University, Ranchi, Jharkhand, India

²Assistant Professor, Department of Education, University of Kalyani, Kalyani, West Bengal, India

ABSTRACT

“One Language sets you in a corridor for life. Two languages open every door along the way” - Frank Smith

English as a foreign language or as a second language has been ruling in India since the period of Lord Macaulay. But the question is how much we teach or learn English properly in our culture. Is there any scope to use English as a language rather than a subject? How much we learn or teach English without any interference of mother language specially in the classroom teaching learning scenario in West Bengal? By considering all these issues the researcher has attempted in this article to focus on the effective teaching learning process comparing to other traditional strategies in the field of English curriculum at the secondary level to investigate whether they fulfill the present teaching learning requirements or not by examining the validity of the present curriculum of English. The purpose of this study is to focus on the effectiveness of the systematic, scientific, sequential and logical transaction of the course between the teachers and the learners in the perspective of the 5Es programme that is engage, explore, explain, extend and evaluate.

KEYWORDS: Teaching Learning Process, English Curriculum, Secondary Level

INTRODUCTION

Every curriculum has a definite goal to reach its potentialities on the basis of practical implications of all the ingredients of that curriculum in the future life of the learners. English plays a vital role in the curriculum of school at every stage from pre-primary to higher secondary level. The importance of English in the womb of the school curriculum lays on making the students able to compete with others in every field at present scenario of society whether it is related to either sociological or psychological, scientific issues, either potential skill oriented or job oriented. More or less, we can say position of English in school curriculum plays a tricky role among the learners to express themselves for connecting with everything worldwide. But the learners are instructed through the teaching-learning process to develop their four linguistic skills; they are listening, speaking, reading and writing. Now question arises how the curriculum of West Bengal Board of Secondary Education works in the field of English with proper modern advanced teaching-learning strategies to fulfill the demands of the learners in their practical life. ESL or English as a

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Second Language learners in our state have to seat in the examination based on first, second and third summative test evaluation system. But the present curriculum scenario judges the learners on their written and comprehension skills, in this case their listening and reading skills are neglected to be evaluated by the board of secondary education.

Review of related literature-

Reyneke. M (2014) in her article entitled as “English Language in Education: a Lesson Planning Model for Subject Teachers”, focused on the efficiency of the teachers in the field of teaching-learning process as the learners’ linguistic development depends on the teacher’s acquisition of proper academic language skills by providing the learners the opportunities for using the medium of English throughout the class. The researcher highlighted the proper coordination of language integration and content instruction through the lesson planning model of content, assessment, uses of resources etc. in the teaching-learning process.

Harmaini. F (2015) in her study entitled as “The Possibility of using the New Cutting Edge at the Senior High Schools in Indonesia”, has given importance to the need of course books specially related to listening and reading skills in the Indonesian classrooms of English curriculum by pointing to the inclusion of pre-use evaluation in the classroom settings. Through the evaluation of the “new cutting edge” issued in the course books for the learners, the author tried to focus on language practices both for the teachers and students in the field of task performances.

N. T. Hong et.al. (2014) in their article entitled as “Factors Affecting English Language Teaching and Learning in Higher Education”, through their class observation, interviews, questionnaire, have reported that the proper quality of the teaching -learning process of English language in a classroom always depends on some factors related to the teaching strategies, teaching-learning environment, background of the students, infrastructure etc. The authors highlighted the major strategies in language teaching such as direct method, audio lingual method, communicative language teaching method etc. particularly to develop the four skills among learners.

Em. S (2022), in his article entitled as “Challenges of English Language Learning and Teaching in Cambodia: a Case Study of Kith Meng Brasat High School”, attempted to focus on the challenges or barriers of the teaching learning process of English curriculum through a case study of 250 students of a Cambodian school with the help of mixed method design where 52.40% were females, two principals and three English teachers. With the help of SPSS or Statistical Package of Social Science, the quantitative data was analysed and qualitative data was analysed with the help of content analysis in the terms of words, concepts, meanings, themes and correlation of the certain words with practical perspectives.

Qualitative data was collected through the tools like questionnaires, interview etc. from the teachers, principals, students’ perception etc. Through this study, the researcher brought about the facts like improper class size, infrastructure, modern teaching learning strategies, task-based activities of the learners etc.

Operational Definitions:

Teaching-Learning process:

Teaching learning process denotes to the transaction of learned experiences between the teachers and learners in an educational setting through the recognition of individual differences, provision of opportunities, development of skills, emotional stability, diagnostic and remedial applications on the perspectives of teachers. On the other hand, effective teaching-learning process includes proper planning, strategies, assessment of the teachers related to the curriculum criteria. On the basis of English curriculums of West Bengal Board of Secondary Education, proper teaching – learning process always aims to fulfill the development of the four language skills of the learners, so that they can practice these skills in their real life. The teaching learning process in the classroom of English language includes different strategies such as grammar translation method, direct method, audio lingual method, suggestopedia (language pedagogy developed by the Bulgarian Psychiatrist Georgi Lozanov), silent way method (pedagogical approach developed by Caleb Gattegno), total physical response method, communicative language teaching learning method, task-based learning method, lexical approach etc. In this study, the researcher has attempted to focus on the comparative analysis among these above-mentioned strategies to bring about the best of them including the references of modern advanced technologies suitable for the effective teaching learning process.

PARAMETERS		ELT APPROACHES							
		Grammar Translation	Direct Method	Audio Lingual	Suggestopedia	Silent Way	Communicative Teaching Learning	Task based	Natural
Use of Other theories	Behaviorism			✓		✓			✓
	Socio Culture						✓	✓	
Use of TLM, Audio-Visual Aids	Language laboratory			✓			✓		
	Worksheet	✓						✓	
	Books	✓			✓			✓	✓
	Realia							✓	✓
	Projectors			✓			✓		✓

Strategies Used	Translation	✓						✓	✓
	Drills			✓	✓		✓	✓	✓
	Conversation		✓	✓			✓		
	Recitation			✓				✓	
	Role play					✓	✓	✓	
	Project Writing	✓	✓					✓	✓
	Workbook Exercise	✓			✓			✓	✓
	Group work			✓	✓		✓	✓	
	Oral presentation			✓			✓	✓	
	Memorization	✓						✓	✓
	Listening			✓	✓		✓		
	Use of Mother Language	Students are prohibited from using it		✓				✓	
Teachers use it		✓			✓				✓
Students use it as supportive language		✓						✓	✓
Import in learning process		✓						✓	
Students Role	Active participation		✓	✓		✓	✓	✓	✓
	Passive participation	✓			✓				
Teachers Role	Active supporter		✓	✓			✓	✓	
	Passive supporter	✓		✓	✓				✓
	Role play of a guide					✓			

English curriculum:

The word curriculum denotes to the courses offered by an educational institution constituting an area of specialization. Curriculum of English language always demands the development of four language skills - listening, speaking, reading and writing. The topics or the courses in English text books provide the scope of reading, comprehension and writing skill development mainly.

An Evaluation of Cutting-Edge Issues related to English Text Book - Class X

Lesson No	Name	Listening and Reading Skill enhancement programme with proper strategies
1	Father's Help R.K. Narayan (Pg 1-11)	Audio-lingual methodology, Conversation among the learners with role play
2	Fable Ralph Waldo Emerson (P 12-15)	Recitation, Role Play, Word Games
3	The Passing Away of Bapu Nayantara Sehgal (Pg 16-30)	Word pronunciation games, Storytelling method with the events and the biography of Gandhiji
4	My Own True Family Ted Hughes (Pg 31-36)	Recitation with proper pronunciation and body language, intonation, scanning, group discussion on the topics related to environmental issues.

5	Our Runway Kite Lucy Maud MontgoMery (Pg 37-47)	Audio-lingual method, communicative language teaching method, conversation with classmates in the different forms of dialogues by making WH questions, speech on the value of relationship among family members.
6	Sea Fever John Masefi (Pg 48-52)	Audio-visual teaching approach, sea voyage related story or English novel should be visualized by the learners through projector such as Pirates of Carribean, Poseidon etc., Newspaper reading etc.
7	The Cat Andrew Peterson (Pg 53-61)	Word games related to the pet animals, group discussion on the advantages and disadvantages of the pet animals.
8	The Snail William Cowper	Recitation Skill with proper intonation, scanning etc., Conversation with own self to value our own emotions, decisions etc.

Objectives of the study:

- To focus on the present teaching-learning process in the classroom of English as a second language on the basis of present curriculum scenario of English of West Bengal Board of Secondary Education.
- To make a comparison among the different teaching- learning strategies for bringing the effectiveness in the classroom situation of English language.
- To highlight the advanced educational technologies and teaching -learning strategies that are necessary to make the English language classroom more effective and motivational both for the teachers and learners.
- To develop the four linguistic skills that are listening, speaking, reading and writing through the 5Es program; that is, engage, explore, explain, elaborate and evaluate in teaching-learning process of English curriculum.
- To encourage both the teachers and students through the advanced strategies by eradicating the major challenging issues in the path of the effective teaching learning process.
- To suggest better options for enhancing the teaching learning environment.
- To study the English curriculum at the secondary level of West Bengal whether it fulfils the requirements of English learning at the secondary level specially for using the four skills in their practical life.

Delimitations:

The study was delimited to the Government and Government aided schools of West Bengal Board of Secondary Education at Murshidabad district of West Bengal.

Research methodology:

Sample

The author has included the students of both classes 9 and 10 of Govt. and Govt. Aided co-educational schools of West Bengal Board of Secondary Education along with their subject teachers. Simple random sampling has been used for the learners and snowball sampling technique has been used for the teachers.

Tools

The author has used semi structured questionnaires, structured interview along with direct observation for collecting data both from the teachers and students. The questions are based on the criteria related to the curriculum structure, assessment of the teaching-learning process, qualification of the teachers, implication the modern technologies such as projector, computer, smart classrooms etc., using different types of approaches with proper student interaction, interference of mother language, proper infrastructure, student and teacher ratio, time duration of a class for English, attitude of both the learners and teachers towards English, formative and internal assessment of the learners' achievement organised by the teachers etc.

Data Analysis:

Table No. 1 shows the frequency, percentage and geographical presentation of the students' perception about the effective teaching- learning process where 75% students accept English only as a subject, 67% students admit that they are not provided with any kind of language laboratory, 100% students admit that there is no course book or work book except their English text book, 55% students refer that there is no verbal communication in

their term-based assessment. On the other hand 70% students admit that they are flexible in communicating with others in English and 57% students have attended workshop, seminars, group discussions etc. 62% students admit that they are not properly technologically advanced in using English language in their practical life.

SHOWS THE FREQUENCY AND PERCENTAGE OF STUDENTS' PERCEPTION ABOUT EFFECTIVE TEACHING-LEARNING PROCESS				
Q NO.	Frequency		Percentage	
	YES	NO	YES	NO
1	15	25	37.50%	62.50%
2	10	30	25.00%	75.00%
3	13	27	32.50%	67.50%
4	30	10	75.00%	25.00%
5	25	15	62.50%	37.50%
6	23	17	57.50%	42.50%
7	0	40	0.00%	100.00%
8	28	22	70.00%	55.00%
9	23	17	57.50%	42.50%
10	18	22	45.00%	55.00%

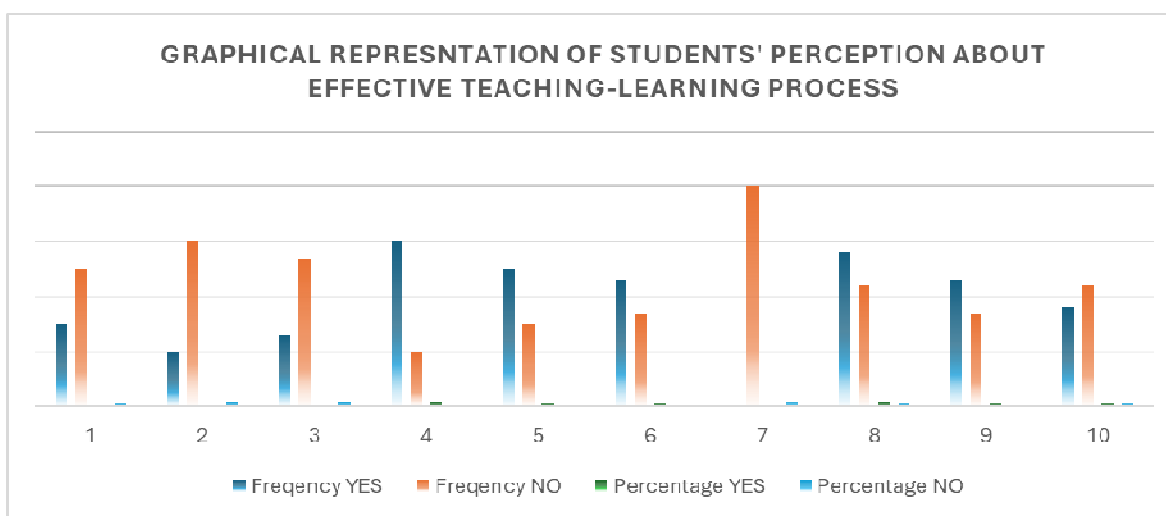
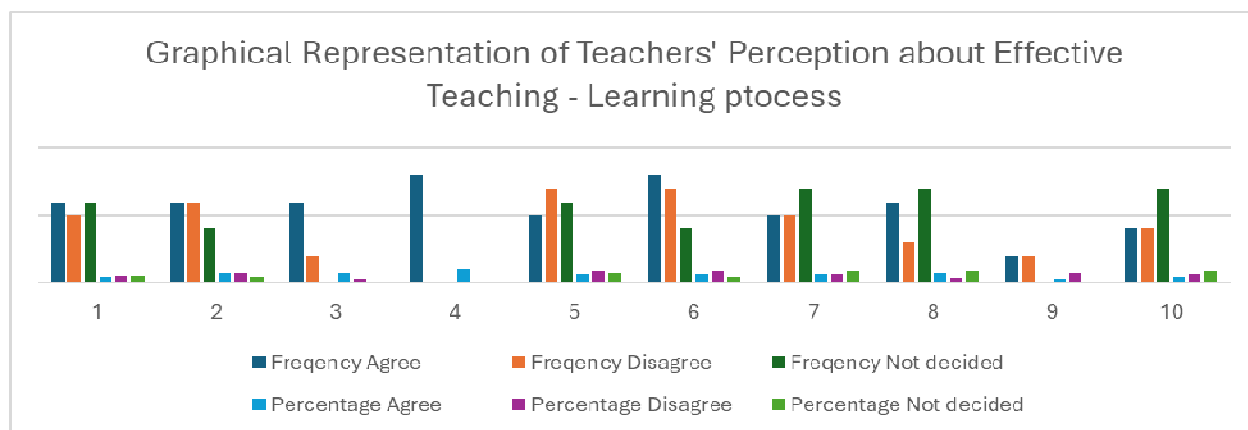


Table no 2 shows the frequency, percentage and graphical presentation of the teacher’s perception about effective teaching learning process where 50% teachers are agreed with fulfilment of the present curriculum and other 60% are not agreed. 75% teachers are disagree with the facts that present curriculum develops four language skills of the learners and other 50% have not decided. 100% teachers accept that they use mother language in classroom, 87.5% teachers are disagreed with the fact that they use modern technologies for enhancing language programme. 87.5% teachers have not decided whether 40 minutes is sufficient for conducting a language class, 70% teachers organised workshop, seminar, discussion etc.

SHOWS THE FREQUENCY AND PERCENTAGE OF TEACHERS' PERCEPTION ABOUT EFFECTIVE TEACHING-LEARNING PROCESS						
Q NO.	Frequency			Percentage		
	Agree	Disagree	Not decided	Agree	Disagree	Not decided
1	6	5	6	50.0%	60.0%	60.0%
2	6	6	4	75.0%	75.0%	50.0%
3	6	2	0	75.0%	25.0%	0.0%
4	8	0	0	100%	0.0%	0.0%
5	5	7	6	62.5%	87.5%	75.0%
6	8	7	4	62.5%	87.5%	50.0%
7	5	5	7	62.5%	62.5%	87.5%
8	6	3	7	75.0%	37.5%	87.5%
9	2	2	0	25.0%	70.0%	0.0%
10	4	4	7	50.0%	62.5%	87.50%



So, it can be said that most of both students and teachers above 50% demand proper implementation of modern strategies in English curriculum of WBBSE to make the teaching learning process more effective.

Findings:

This study shows that English Curriculum of West Bengal of Board of Secondary Education has focused more on the development of writing, comprehension along with grammar skill rather than the listening, reading and speaking skill. Teachers prefer to conduct the internal formative assessment through project submission rather oral assessment. Teachers are using most of the time lecture method along with the traditional chalk-duster rather than modern teaching-learning strategies with the help of Information and Communication Technologies such as projector computers, language lab, listening lab and many more teaching- learning activities such as drama, poetry, discussion etc.

Recommendations

1. As the curriculum of English of West Bengal board of secondary education forces on the development of four language skills; the present curriculum should include another course book for listening and speaking skills mainly.
2. On the other hand, the present curriculum should highlight the listening and speaking portion of the present text books of both class 9 and 10 along with the comprehension, grammar and writing skills of the learners.
3. In the present curriculum structure, the teachers should use some oral assessment through audio-lingual techniques in their internal formative evaluation process.
4. The teachers of English language should nourish their knowledge by different kinds of language skill development training program through various workshops, seminars, conferences etc.
5. The teachers should inculcate the advanced teaching-learning strategies along with the traditional approaches in the forms of verbal and non-verbal.
6. The learners should be engaged in both receptive and productive language task-based activities.
7. The learners' achievement should be judged both in verbal forms such as role play, conversation, performance, recitation etc., and in non-verbal forms such as story, essay, notice, report writing, drawing a diagram etc.
8. As infrastructure plays a vital role in teaching-learning process to make it more effective the school should have 'language lab' for both teachers and learners.
9. Teacher-student ratio is a big issue for making teaching- learning process more perfect. As study findings after taking interviews of the teachers and classroom observation show the opposite scenario of the accurate proportion, the teacher-students ration should be 40:1.
10. Workshop, seminar, discussion etc. should be arranged by the teachers in their schools for proper language development.
11. Both teachers and learners should eradicate the same thought that English as a second language is not only a subject based study that we have to finish the syllabus as soon as possible rather than learning it properly for practical use in future.
12. English as an international language should be enhanced with information and communication technologies. Both the teachers and students should be habituated CALL, CAI etc. The learners should be encouraged to do their projects through ppt mode through the proper instructional strategies by the teachers.
13. Workbook should be included along with the text books for practicing the exercises or using the pre-experienced knowledge of the learners.

14. Either govt. Or private universities should impart the UG or PG courses of English language along with the courses of English literature.

Conclusions:

Every corner of teaching – learning process specially in the classroom scenario of our state demands advanced strategies in collaboration with different kinds of traditional approaches. To give a new dimension to the teaching learning process in English curriculum in the light of cutting edge issues the curriculum of WBBSE could adopt some advanced features in the course books of class 9 and 10 to fulfil the demands of language learning to motivate the learners for speaking fluently with proper pronunciation specially colloquial form rather than literary English either in literature or written with the help of modern technologies such as computer assisted instruction, language laboratory etc. Effectiveness always depends on the collaboration of teachers, learners, school authority, policy makers, stakeholders etc.

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