

Influencing The LSWR Methods In Telangana Schools With Reference To Sociological Factors

Mahaboob Fatima

Research Scholar, Shri JJT University
fatima.sjjt@gmail.com

Dr. B. K.Kiran Kumar

Professor, Dept of Sociology, Shri JJT
University, Rajasthan

Abstract:

The paper focused on the teaching methods as a panacea for effective curriculum implementation in the classroom in Telangana. Teaching methods denote various strategies that the teacher uses to deliver his/her subject matter to the students in the classroom based on the instructional objectives to bring about learning. Teaching methods aids learning and help to communicate ideas and skills to the students. There are several teaching methods to use in the classrooms; it is left for the teacher to use the ones most appropriate for the lesson. These methods if properly used will enhance teaching and learning and bring about desired changes in the students. While the teacher's task is to ensure that learning is effective, one major way to achieve this is the use of appropriate teaching methods. This paper examines the concept of teaching, the teacher, learning, and discussed various teaching methods that can be used in the classrooms. The paper further discussed curriculum implementation and its implication for teaching methods and proffered the way forward for an effective use of teaching methods for better results in the classroom teaching and learning process. Immigrant and language-minority students and those from homes of lower social status may need much more language instruction and more opportunities for practice. Which is becoming more meaningful in today's society as teachers increasingly teach groups of young learners having different learning styles and ability levels. These learners primarily come from the northern part of India and have not been properly exposed to the learning of English because of varied linguistic, cultural, schooling and social backgrounds.

Key words: LSRW, Social Factors, language, Teaching Methods.

1.0 Introduction:

To educate is to impart knowledge, positive judgment and a well developed wisdom to the learner through a learning process. Formal education is the application of pedagogy, a body of theoretical and applied research relating to teaching and learning. Imparting of knowledge lately comprises a complex mingling of factors as political, social, economic and cultural, due to the fact that the logistics of education are constantly changing, and education presently engages creatively with the transformation of the society, and partakes in it. Therefore, it is necessary that this aspect of modern education be reflected in the models of teaching with its constant evolving needs.

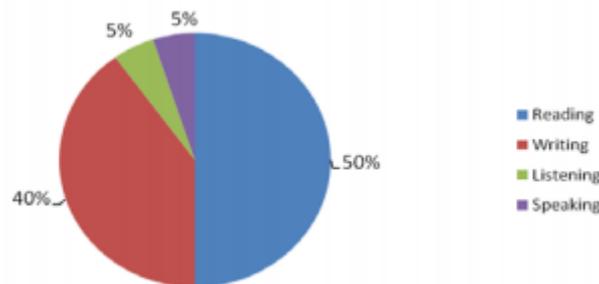
In constructively criticizing others, learners can learn to apply criteria for good speech and employ tactful social skills. In doing so, they can increase and improve their own speaking

skills. Students can also learn speaking and social skills by suggesting possible improvements to one another's practice speeches.

Development of Skills:

Language is best learnt through the development of four skills – the skills of speaking, listening, reading and writing. It was seen that teachers consider skill development as an integrated practice; integrated in the sense that they feel listening and speaking are automatically learnt during reading and writing. Listening and speaking do not require separate exercises, games or activities, but can be learnt while practising reading skills by reading aloud. A uniform pattern of methods of skills development was noticed in sampled schools in Telangana which is being presented in the following chart:

Figure 1: Distribution of Skill development in sampled Schools



Very few teachers made efforts to develop the four skills – the skills of speaking, listening, reading and writing with equal emphasis on all in all the Schools in Telangana as manifested in this chart.

2.0 Literature Review:

Alan J. DeYoung, (1991), This paper discusses how historical influences have transformed community schools, both rural and urban, through the decades.. The social and cultural impacts of educational reform movements and how they have affected rural schools I examined, With emphasis being placed on the importance of understanding the various roles a school holds in a rural community.

Gillian Considine, (2002) The relationship between family socioeconomic status (SES) and the academic performance of children is well established in sociological research. Another important dimension is the factors that may influence educational outcomes within low SES families. This paper presents new data from a sample of over 3000 students from financially disadvantaged backgrounds to estimate the extent of socioeconomic, family, individual and contextual factors on school educational performance. Results obtained using binomial logistic regression techniques indicate that gender, unexplained absences, parental educational attainment, housing type, ethnicity and student age are all statistically significant variables and predictors of academic performance. In contrast, family structure, the main source of family income and geographical location do not significantly predict outcomes in school performance once other factors are controlled for.

Shazi Shah Jabeen, (2015) Education is considered an investment in human capital which in turn contributes to knowledge economy and development of a nation. Education is a diverse and dynamic sector and has been ever changing as per the needs of society. Such diverse,

dynamic and unpredictable environments make the process of decision making increasingly complex. This study presents a conceptual framework of decision making process undertaken at various levels of education. It further provides an overview of decision behaviors of the expatriate community in the United Arab Emirates (UAE) pertaining to the education and integrating psychological, social, and economic perspectives.

3.0 METHODOLOGY

To achieve the aims of the study, both quantitative and qualitative research instruments were used to collect data from an EFL Access classroom. The quantitative instruments comprised a pre and post-test on LSWR skills. An observation schedule was also employed to examine the use of the English language by the students. The quantitative data were processed statistically and the descriptive results were based on the statistical differences of the pre-test and post-test. Semi-structured interviews enabled students to reconstruct the details of their learning experiences while working on the project. To investigate the English proficiency of different levels, the students were divided into three groups, high, medium and low, based on the raw scores collected from the results of the pre-tests on LSWR skills.

An Interdisciplinary work: An Access class of twenty five students of fourteen females and 11 males during the second quarter of the two year integrated program in 2011-12 was the locus of this research As a course requirement one interdisciplinary project was planned to allow the students to apply both their knowledge of the content as well as their English language skills. The teacher asked the students to work in groups of four to five to execute community service.

LSWR Test and Observation schedule (Quantitative)

To evaluate student’s proficiency in LSWR skills at the beginning of the project, the students took pre-tests as part of a quantitative instrument developed by the researcher. The test included questions related to listening and reading comprehension, and written expression. Two hours were allotted to complete the test. In addition, students were asked to take a speaking test sometime during the second or third week. Based on the raw scores of the pre-test the teacher determined the level of the students as low, medium and high and formed a basis for evaluating three different leveled students’ acquisition of LSWR skills towards the next phases of the project. All 25 participants also undertook the LSWR post-test during the last weeks using the same test format as the pre-test with the same amount of time allocated.

Table 1: Comparison of the pre and post-test of LSWR for Low, Medium, and High level (Quantitative Instruments):

	Listening		Speaking		Reading		Writing	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
High 5 Students	40/50	41/50	38/50	48/50	39/50	41/50	40/50	47/50
	S.D: No significant change		S.D: +10		S.D: No significant change		S.D: +07	
Medium 9	62/90	74/90	58/90	71/90	63/90	77/90	66/90	77/90
	S.D: +12		S.D: +13		S.D: +14		S.D: +11	

students								
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Low 11 Students	68/110	84/110	60/110	77/110	65/110	85/110	62/110	77/110
	S.D: +16		S.D: +17		S.D: +20		S.D: +15	

In order to investigate the effect of the Language performance of the target learners and to understand the student’s gains, the quantitative data derived from the comparison of pre-test and post-test scores were analyzed. The data, available only in numerical form allow the researcher to see simple numerical figures for start and end points with the statistical difference.

Table 2: Semi-structured interview: Responses to the open-ended questions

	Listening	Speaking	Reading	Writing
High	I enjoy listening to my peers and giving them feedback.	I feel confident and energetic to have conversation in English using various expression	It was yet another opportunity to read the relevant material on the topic	Project Journals and presentations helped me to take notes and improve my writing skills
Medium	I can listen to select content that I am looking for and able to respond to questions	I have developed Speaking skills. I can respond to the questions asked during my presentation	I was not able to comprehend The text. With the help of the teacher I gradually developed and used the strategies of reading	Reading comprehension in turn helped me to improve my writing skills
Low	I have improved listening comprehension during discussions and interviewing people.	I have improved my pronunciation and feel confident while speaking	It took a long time to find the main and supporting idea. While reading I went through information many times to comprehend. At least I tried instead of giving up	Teacher helped me to review my Journals and identify the errors in the grammatical structure of my written work.

4.0 RESULTS:

This study was conducted by employing mixed methods research with both quantitative and qualitative instruments to determine and gauge Access students’ English language development through Telangana Schools. The data collected from the research instruments were organized into categories. It was then summarized, interpreted and compared, thereby helping the researcher to determine the effect of work on English Language acquisition. Discussion and responses to the interview format or open-ended questionnaires were also shown and reported. The quantitative data revealed that there was a statistically significant effect on the development of low and medium achievers’ English language skills. The high achieving students showed progress in speaking and writing but their listening and reading skills showed no significant improvement at the end of the study. However, through PBL the high achieving students’ enhanced their skills sets such as teamwork, critical thinking, and presentation skills. This was evident from the reflections of the students and qualitative data analysis. The qualitative data revealed that the group of low achievers improved their writing and reading skills through cooperative and collaborative learning and peer feedback. The greatest beneficiaries were the medium level students who improved their overall English language skills, grammar and vocabulary and learned ways of working collaboratively. It should be noted that comprehensively all levels of students received great benefits from collaborative learning as they had formed teams based on their close relationships with each other and their common interest in practicing English language skills.

This paper work had an overall positive effect on the acquisition of English language skills. Table 3 shows this comprehensive and significant improvement based on the data derived from the research instruments.

Table 3: Overall Improvement

Skills	Significant enhancement of the skills			
	Low	Medium	High	Whole Class
Listening	✓	✓	✗	✓
Speaking	✓	✓	✓	✓
Reading	✓	✓	✗	✓
Writing	✓	✓	✓	✓
Grammar	✗	✓	✓	✓
Vocabulary	✓	✓	✗	✓

The teacher’s notes and observations reveal that twenty-three out of twenty five students wanted to learn in a real environment with hands-on activities and teacher’s guidance. Fifteen out of twenty-five students wanted to choose their own routes of learning as they thought that it would give them autonomy. Fourteen out of twenty-five students believed that communicating with friends and teachers could trigger motivation and enthusiasm. In addition, twelve out of twenty-five students showed their interest in experiencing learning activities outside the classroom, especially interviewing people. It is important to note that the low and medium achievers within the groups were encouraged by their peers to use

English and to interact with the teacher and people outside classroom; this was a crucial factor in the development of their English proficiency.

5.0 Conclusion:

The study concluded this work could be an effective means of teaching English as a foreign language and that it could be successfully employed with students who previously had only been exposed and subjected to a background of traditional forms of teaching and learning. PBL had an overall positive effect on the acquisition of English language skills. The study reveals that there was significant effect on the development of low and medium achievers' English language skills. In particular, the low achievers improved their writing and reading skills through cooperative and collaborative learning and peer feedback. The greatest beneficiaries were the medium level students who improved their overall English language skills, grammar and vocabulary and also learned ways of working collaboratively. Through Telangana skills, the high achieving students' enhanced skills such as teamwork, critical thinking and presentation evident from the reflections of students and qualitative data analysis. The high achieving students showed progress in speaking and writing but their listening and reading skills showed no significant improvement at the end of the study.

References:

1. Gudu, O. Benter, (2010). *A study of The 2002 Integrated Approach to Instruction of Speaking Skills in English: A Case of Secondary Schools in Eldoret Municipality- Kenya. Unpublished Masters Thesis, Moi University Press.*
2. Kothari, C.K. (2004). *Research Methodology, Methods and Techniques. New Delhi: New Age International Publishers (P) Ltd.*
3. Kenya Institute of Education, (2002). *Secondary School Education Syllabus. Volume one, Kenya Institute of Education, Nairobi: Kenya.*
4. Lumala, F. M. Peter, (2007). *Towards the reader-text interactive approach to teaching imaginative texts: the case for the integrated English curriculum in Kenya. PhD Thesis, University of Nottingham, United Kingdom.*
5. Mwamba, Richard, (2005). *An investigation into factors that hinder the instruction of oral communication skills in English Kenyan secondary schools: A case of Kisii district''. Eldoret Moi University; (Unpublished M.Phil thesis).*
6. Njagi, M.W., Muriungu, C. K. & Peter, C. .A. (2014). *Effectiveness of professional development on English and Literature teachers in selected schools in Tharaka-Nithi and Meru County, Kenya. Americam International Journal of Contemporary Research Vol. 4 No. 8, 2014.*
7. Tuan, N.H., & Mai, T.N. (2015). *Factors Affecting Students' Speaking Performance at LE Thanh High School. Asian Journal of Educational Research Vol. 3 No.2, 2015.*
8. Bourdieu, P. & Passeron, J.-C. (1970): *Reproduction in Education, Society and Culture. Sage: London*
9. Srikrain, P. (2008). *Project-based learning in an EFL classroom. Journal of Humanities and Social Sciences, Khon Kean University, 25, 85 – 111.*
10. Newell, R.J.(2003). *Passion for learning: How project-based Learning meets the needs of 21stcentury students. Lanham, MD: Scarecrow Press*