



Application And Impact of Various Techniques in English Language Acquisition Amongst Tribal Students with Special Reference to The Private Schools of Ambikapur

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Abstract

“English in India today is a symbol of people’s aspirations for quality education and fuller participation in national and international life. Its colonial origins were now forgotten or irrelevant, its initial role in independent India, tailored to higher education (as a “library language”, a “window on the world”), now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena”. The topic of the research “Application and Impact of various techniques in English language acquisition amongst tribal students with special reference to the private schools of Ambikapur,” has emerged as one of the central issues of contemporary educational debate as studies have consistently demonstrated poor standards of student achievement across all levels. The research aims to identify the following objectives: To identify various techniques in English language acquisition, to find out the impact of various techniques in English language acquisition amongst tribal students, to find out the application of various techniques in English language acquisition amongst tribal students, to differentiate various techniques in English language acquisition and to study the perception of students on learning difficulty in English language acquisition. Sampling Method of the Study: Sample has selected randomly from 5 private English medium school students. The study explores the teaching methodologies being adopted in the ELT in classrooms of higher secondary schools and attempts to investigate the learning difficulties faced by the learners. One of the surprising revelations from this research would be the mismatch between the student’s belief of their learning difficulties and the teachers’ perception of the same. Until the area of the problem is identified, the solutions are challenging. The Application and Impact of various techniques in English language acquisition amongst tribal students with special reference to the private schools of Ambikapur may be found to be significant. The findings suggested that the students have to be more focused on enhancing their English language skills right from the beginning and seek adequate help wherever required. There can be a variety of learners in a classroom and their learning styles might vary. Thus, the teachers should plan their lessons accordingly.

801

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Introduction

English in India today is a symbol of people’s aspirations for quality education and fuller participation in national and international life. Its colonial origins were now forgotten or irrelevant, its initial role in independent India, tailored to higher education (as a “library language”, a “window on the world”), now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its

overwhelming presence on the world stage and the reflection of this in the national arena. It was predicted that by 2010, a surge in English-language learning will include a third of the world’s people (Graddol 1997). The opening up of the Indian economy in the 1990s has coincided with an explosion in the demand for English in our schools because English is perceived to open up opportunities (Das 2005).



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Need and Scope of the Study

The topic of the research “Application and Impact of various techniques in English language acquisition amongst tribal students with special reference to the private schools of Ambikapur,” has emerged as one of the central issues of contemporary educational debate as studies have consistently demonstrated poor standards of student achievement across all levels. Since the current era is epitomized by the ubiquitous use of technology, it follows that technology has penetrated the field of teaching on a worldwide scale. In fact, since most educational institutions have now absorbed such technology into current and future curricula, technological and/or media-based pedagogies have assumed considerable prominence due to proven enhanced learning outcomes, especially in comparison with traditional teaching methods.

Review of related literature

Al-Rawi, I. (2013) in his study lists lecture method, discussion, and dialogue method, practical demonstration, group learning, a problem-solving method, online teaching methods, etc. find that traditional teaching methods have become not so effective due to the current advancement in technology. The strengths and weaknesses of various methodologies are also mentioned. David Gradol’s “The Future of English”(1996) mentions that “a more sensitive approach will be needed in the future which recognizes that English is not a universal panacea for the social, economic and political ills, and that teaching methods and materials and educational policies need to be adapted for the local context.” The indications of the study show that English will continue to enjoy the status of being special in a multilingual society and it will be probably the only language to appear in the language mix in all the parts of the country. English Next India (Graddol, 2010) brings out how a country with its liberalized economy addresses the demand for English language education and English as a medium of learning. The huge demand, real or overstated, could not be catered to with its diverse contexts and categories in terms of resources for schooling and school systems. How English language education needs to be planned for complementing and supplementing Indian

languages in a multilingual country and meeting the social demand for upward mobility is seen as a major challenge given the diversity in curriculum planning and schooling. Typology of schooling and the quality of English language teaching could be seen from the determinants of the English language environment in schools, the English language teacher, and her proficiency and pedagogical processes in the classroom (Kurien, 1997; Nag-Arulmani, 2000, 2005; NCERT 2006b). This creates hierarchies in the way the schools ‘deliver’ English language education.

Methodology

A method is an artificial system that comprises the general principles used in the language classroom. Methods differ according to their view on language teaching materials, the content of teaching, the roles of the teacher and learner, and the type of activities and tasks. Methods can be categorized according to orientation to student-centered, teacher-centered and content-centered methods. They can be distinguished by the level of dominance of the teacher who can be highly controlling and dominant or liberal and the teacher’s and student’s roles.

Sampling Method of the Study

Sample will be selected randomly from 5 private English medium school students.

Findings

The result found to be in pilot study of our research proposal is that there is a significant difference between the traditional methods and applied various techniques in English language acquisition amongst tribal students. There is a significant difference between traditional method in English language acquisition amongst tribal students’ class wise and gender wise. There is no significant difference between the perceptions of students on learning difficulty in English language acquisition amongst tribal students’ class wise. There is a significant difference between the perceptions of students on learning difficulty in English language acquisition amongst tribal students based on gender. There is a significant difference between early introduction or late introduction of English



language teaching amongst the tribal students.

Conclusion

The study explores the teaching methodologies being adopted in the ELT in classrooms of higher secondary schools and attempts to investigate the learning difficulties faced by the learners. One of the surprising revelations from this research would be the mismatch between the student's belief of their learning difficulties and the teachers' perception of the same. Until the area of the problem is identified, the solutions will be challenging. The Application and Impact of various techniques in English language acquisition amongst tribal students with special reference to the private schools of Ambikapur may be found to be significant. The findings will suggest that the students have to be more focused on enhancing their English language skills right from the beginning and seek adequate help wherever required. There can be a variety of learners in a classroom and their learning styles might vary. Thus, the teachers should plan their lessons accordingly. A well-devised mechanism to gauge the learning progress during the course and learning outcome at the end of the course can enhance the quality. The students can be thus segregated on the basis of their English language proficiency and this can also help the teachers plan their further course of action to make the students better than their best. Higher secondary schools can incorporate a global assessment for their students. A change in the existing teaching methodology, if it is not so instrumental in attaining the desired result can be tried. English can be split into creative and innovative activities. As COVID 19 has brought the world to a halt and yet the process of teaching and learning is uninterrupted, the role of ELT has grown leaps and bounds.

Today, many online portals have been opened for teachers and learners to access freely. Most of the study materials developed during this period are available online and otherwise also, is in English. Even to reap the maximum benefit out of the freely accessible resources, a learner of any domain has to gain a certain level of proficiency.

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