RESEARCH ARTICLE

An Empirical Analysis on the Responses of the Teachers of ESL with Reference to the Practice of TESL Technique at the Senior Secondary School-Level and Non-Formal Environment of Mahakoshal Region

Dr. PRASHANT MAHAJAN

Dept. of P.G. Studies and Research in English

Rani Durgavati University, Jabalpur (MP)

ABSTRACT

Education is the backbone of any kind of development. It is a well-known fact that the growth of a nation directly depends on the contribution of its intellectuals to the society. That is why teaching profession has been considered as the most pious profession since the ages and also the teaching-learning process ought to be at the highest position and importance. Hence an analysis of this process is mandatory for the smooth running of the education system. It further aims to assist the policy makers and the actual teachers in planning and choosing the most suitable TESL techniques for the purpose.

The language teaching-learning process particularly is taken in consideration for in a multilingual, multicultural, multiethnic society like an Indian one; a language plays the most important part for linking people. English has been placed at the position of the linking language, for being its global acceptance.

Therefore this paper will try to investigate the TESL techniques as being used to teach English language, particularly at SSC-level and in Non-formal environment. The reason behind the choice of SSC-level is that during this phase of life a child develops the learning faculty in the most substantial way due to the biological and psychological changes. The knowledge and the mistakes also create a language lasting image on their innocent minds. Hence it is very necessary to teach these minds with extra care and attention.

Key Words: Techniques, multilingual, multicultural, multiethnic society, biological and psychological changes, and innocent minds

A technique is used to make teaching more effective and learning more lasting. Defining the term technique, Richards and Rodgers quote Edward Anthony:

> ... a technique is implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective: Techniques must be consistent with a method, and therefore in harmony with an approach as well. (15)

The term technique can be looked at in different ways namely classroom techniques and teaching techniques. By classroom techniques are meant classroom management techniques. Teaching techniques includes question answer technique, model reading, silent reading, drill technique for pronunciation, answers of

grammar rules and testing techniques also. Teaching techniques are used to make the teaching point clear, comprehensive and focused. Research and studies have been taken in hands by the intellectuals to find out the most suitable techniques of teaching in general TESL in particular. Some of thesetechniques are:-

1. Use of Question-Answer technique
2. Use of Model Reading
3. Use of Dill technique for pronunciation
4. Use of Illustrative technique
5. Use of Explanation technique
6. Use of Stimulus – variation technique
7. Use of Reinforcement Technique

Before providing a field report, let these techniques be introduced for the purpose of an understanding of these terms:

1) Question-Answer technique: - Also known as "Socratic Method of teaching", this technique focuses to achieve the cognitive objectives. By developing this technique the famous philosopher Socrate must have thought to bring knowledge to the conscious level through this technique. The purpose of the questions is to arise curiosity in the minds of the learner in such a way that learners can fed motivated to reveal/ explore the answers. Although it is not easy to prepare good, logical questions, yet this can be useful techniques at all the levels of education if it is mingled with lecture, demonstration and other methods of teaching.

2) Model Reading: - This technique bases on constructing meaning from the text. It also focuses on phonics and decoding of the text. In this way it makes sense of grammar and text clues to figure out unknown words. Through this technique, learners receiveinstructions on sounds and symbols and also on comprehension and reading strategies. In this way ESL learners get an idea on both how to read and how to make sense of what they read.

3) Drill Technique: - This is a teacher-centered technique and is particularly used to practice a new language. In this technique, a teacher provides or models a word or sentence and the learners repeat that. It is especially useful at primary and middle school level but used even at SSC level and sometimes in higher education as learners come for various strata of the multilingual society and various mediums of instruction in order to practice pure / correct pronunciation and further fluency in a language because here learners find an opportunity to practice pronunciation in a non-threatening dynamic.

4) Illustration Technique: - This technique makes use of a variety of techniques, styles and media such as college, pen, brush, stencils, mono-prints, cards and a lot of other illustration vehicles. Learning through illustration keeps a long lasting effect on learners and they also develop / improve the skills needed to use media.

5) Explanation Technique: - This is one of the most traditional as well as popular techniques of teaching. It involves the teacher's capacity to use explanation in such a way that can enable learners to take intelligent interest in the topic. The main purpose behind the use of this technique is to develop the insight and understanding level of the learners so that they may grasp the overall purpose of what is being taught to them. In this way explanation is an attempt to recognize / diagnoses the cause of something.

6) Stimulus Variation: - As the title says, this technique tries to stimulate learner's curiosity by various teaching activities verbal and non-verbal clues or the use of gestures in order to focus learners attention. In this technique a very skillful use ofpitch, pause, intonation, gestures and other audio-visual teaching aids are made. It aims to stimulate learner's active participation and enthusiasm. In this way a teacher improves learning by keeping his learners' attention attentive.

7) Reinforcement Technique:-As articulated by B.F.Skinnner, this technique makes use of praise or punishment that stimulates the learners to give optimum response. As praise motivateESL learner to do the work in a better way. In the same way a punishment also checks or stems the misbehavior of the SSC level learners while learning a language. It claims that a positive or negative stimulus can be

Dr. PRASHANT MAHAJAN

IJELR
www.ijelr.in

used to shape behavior. The technique bases on an enhancement of behavior. It brings desirable change in response rate of ESL learners.

Research Methodology

The survey method was used to collect the dataand compare teaching techniques of SSC-level and NFE institutions English language course. The sample for the present study was selected randomly from Senior Secondary School-level and Non-formal environment. The sample consists of 200 teachers including male and female of senior secondary school-level and 100 teachers (male-female) of non-formal environment.The questionnaire was used as an instrument to collect data.

Data Analysis

After receiving the information from the respondents it was tabulated, compared, analyzed and interpreted in light of objectives of the research questions by using the t-test showed the significance of difference.

Research Question

The research question is "Which are the TESL techniques being used to teach English language at SSC-level and Non-formal environment?" To answer this research question, the mean scores of the teachers' response to the questionnaire items related to the research question were statistically analyzed, compared and interpreted.

Table 1.1

Respondents	N	Mean	SD	SEm	t-value
SSC Level	200	21.83	6.954	0.76	11*
Non Formal	100	30.19	4.1		

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

It is evident from the table 1.1, above that the mean scores of the teachers of SSC-level is 21.83 while that of Non-formal teachers response is 30.19. The obtained t-value is 11 which are greater than the table value of significance at 0.05 levels. It means that there is a significant difference in the use of TESL techniques at the 0.05 level of significance. It means that the teachers of Non-formal environment significantly used TESL techniques more effectively than the teachers of SSC- level. Table 1.2 represents items for which the differences of SSC-level teachers and Non-formal teachers were statistically significant or not.

Table 1.2

ITEMS	COMPARISON OF TEACHERS' RESPONSE						SEm	t-value
	SSC-LEVEL			NF-ENVIRONMENT				
	N	M	SD	N	M	SD		
01	200	3.75	0.908	100	3.59	0.880	0.116	1.384
02	200	4.65	1.113	100	4.14	0.600	0.108	0.883
03	200	1.55	0.248	100	4.49	0.630	0.05	7.64
04	200	2.82	1.408	100	4.42	0.58	0.15	10.7
05	200	4.30	0.510	100	4.45	0.59	0.092	1.634
06	200	2.77	1.257	100	4.57	0.41	0.13	13.8
07	200	1.99	1.51	100	4.53	0.41	0.20	12.7
TOTAL		21.83	6.954		30.19	4.10		

As it is shown in the table 1.2, the difference is meaningful for most of the items that is, item (03) "Use of drill technique for pronunciation" (t= 7.64), item (04) "Use of illustrative technique" (t=10.7), item (06) "Use of Stimulus Variation technique" (t=13.8) and item (07) "Use of Reinforcement technique". (t=12.7). But there is no significant difference for item (01) "Use of question-answer technique" (t=1.384), item (02) "Use of Model reading technique". (t=0.883), and item (05) "Use of Explanation technique" (t=1.634).
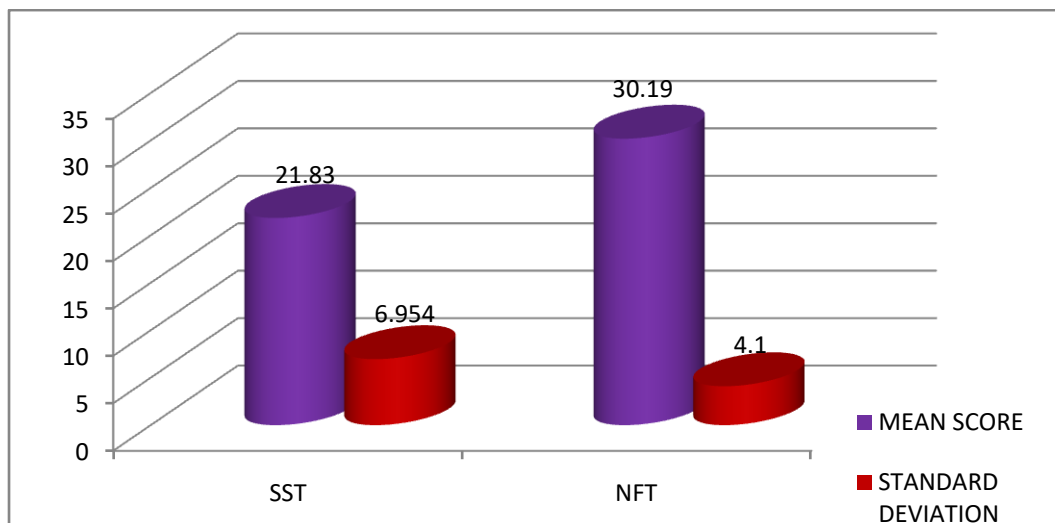
GRAPH-1.1: Responses of Teachers of Senior Secondary School-Level and Non-Formal Environment

Findings

1. The calculated t-value of teachers was 1.384 at 0.05 levels which was less than the table value. It means that Question-answer technique was used in teaching ESL class at SSC-level and Non-formal environment.

2. The calculated t-value of teachers is 0.883 at 0.05 levels which was less than the table value. It means that Model reading technique was used in teaching ESL class at SSS –level and Non-formal environment.

3. The calculated t-value of teachers is 7.64 at 0.05 levels which was greater than the table value. It means that Drill technique for pronunciation was used in ESL class at Non-formal environment as compared to SSC-level.

4. The calculated t-value of teachers is 10.7 at 0.05 levels which was greater than the table value. It means that Illustrative technique was used in ESL class at Non-formal environment as compared to SSC-level.

5. The calculated t-value of teachers is 1.634 at 0.05 levels which was less than the table value. It means that Explanation technique was used in ESL class at both levels.

6. The calculated t-value of teachers is 13.8 at 0.05 levels which was greater than the table value. It means that Stimulus variation technique was used in ESL class at Non-formal environment as compared to SSC-level.

7. The calculated t-value of teachers is 12.7 at 0.05 levels which was greater than the table value. It means that Reinforcement technique was used in ESL class at Non-formal environment as compared to SSC-level

Conclusion

In Non-formal environment, the TESL techniques fall in the category of effective. It means the approach that they apply seems to be like communicative approach because they focus primarily on communicative English. For this, they focus on speaking and listening skills which the most used parts of any language. They use new and novel techniques like to ask students to avail the opportunity to speak as possible in the ESL class to remove their stage fear and unwillingness to come forward on their own. For removal of their hesitation in spoken English, learners are given many opportunities to speak on different topic.They also use the latest teaching aids like tape-recorders, television, computers, and the Internet. Though writing skill is not given so much importance, overall the TESL techniques are effective in helping learners to become proficient to a certain degree.

The senior secondary institution lacks the use of various educational technological aids like audio and video players, televisions and computers etc. There is no language laboratory found in this centre. This is an indication of the fact in this school that the teaching techniques are not supported with such teaching aids and classroom activities mainly depend on the reading and writing skills. These details prove the finding that the

use of TESL technique is less effective in the senior secondary schools as compared to the Non-formal institutions.

Bibliography

Bhatiya, Taresh. *Modern Psychological Statistics.*Urai: Lavanya Publication, 2003.

Bill, W.F.L. *The Techniques of Language Teaching.* London: Longmans Green, 1961.

Bloom, Benjamin S. *Taxonomy of Educational Objectives.*London: Longman Group Ltd., 1979.

Fowler, Roger. *UnderstandLanguage*. London and Boston: Rutledge and Kegan Paul Ltd., 1974.

Krashen, S.D. *Second Language Acquisition and Second Language Learning*, Oxford: Pergamum, 1981.

Liberson, Stanely. *Language Diversity and Language Contact.*California: Stanford University Press, 1981.

NCERT.*National Curriculum Framework 2005*. New Delhi : National Council of Educational Research and Training, 2005.

Richard, Jack C. and Theodore S. Rodgers.*Approaches and Methods in Language Teaching.* Cambridge: Press Syndicate of that University of Cambridge, 1986.

Satya, R.K. *Modern Methods of Teaching English.* New Delhi: APH Publishing Corporation, 2007.

Stern, H.H. *Fundamental Concepts of Language Teaching*. Oxford University Press, 1983.

Dr. PRASHANT MAHAJAN