ABSTRACT

In the modern era, it has become a necessity to acquire proficiency in the use of English language. It has attained such a pride of place and elevated to the glorious level of being the language of the globe. It acts many roles like linking language, language of Information and Technology, library language and so on. Realising its importance almost all the nations in the world have provided a space for English in their curriculum. It is the same with India too. In India English is treated as a second language. India has a historical bond with English as India had been a British colony for years together. However, English language teaching in India has been a field of experiments and innovations.

To understand the suitable methods for teaching English is a major concern for the teacher educators and teachers. The approach and methods to be followed should be realistic and practicable in Indian context and also should be learner friendly. Very few attempts have been made on studying the effectiveness of different approaches and methods on teaching of English at upper primary level.

The Government of Kerala introduced a new Pedagogy called Discourse Oriented Pedagogy for teaching English at Upper Primary level during the academic year 2006-07. This study was envisaged as a study to know how the Discourse Oriented Pedagogy is carried out in teaching of English in 6th standard in Kerala state. The implementation of the pedagogy, the effect of the pedagogy on the acquisition of English language skills among students, awareness of the teachers and their attitude towards Discourse Oriented Pedagogy were studied. In addition the study also explored the inherent strengths and weaknesses of it. The study also recommends suggestions to improve the effective use of the pedagogy.

The present study employed a pre-experimental design and survey method. Multistage sampling technique was employed for the selection of the sample. Twelve schools from three educational districts of Kozhikode were randomly selected. Two hundred forty students from these schools were also randomly selected. One hundred twenty teachers who teach English in 6th standard were randomly selected and they constituted the teacher sample of the study. Four State Resource
Group members and four District Resource Group Members were also selected randomly for the purpose of the study. The data was captured through eight tools developed and validated by the investigator for the study, which measured students’ English language skills, students’ self efficacy in the use of the language skills and teachers’ attitude towards Discourse Oriented Pedagogy.

Descriptive statistics was used to analyse the data regarding implementation of Discourse Oriented Pedagogy and the attitude of the teachers towards Discourse Oriented Pedagogy. To study the effect of Discourse Oriented Pedagogy on acquisition of language skills and self efficacy in the use of language skills, inferential statistics namely paired t-test was used.

The findings of the study revealed that the concerned authorities implemented Discourse Oriented Pedagogy systematically in the state of Kerala after adequate planning and preparation. It was found that Discourse Oriented Pedagogy is effective in students’ acquisition of four language skills and on the self efficacy of the students in using the four basic skills (LSRW). The study also revealed that majority of the teachers had a positive attitude towards this pedagogy. The inherent strengths and weaknesses of the pedagogy are also reported.

The findings of the study have several educational implications to the teaching of English language at Upper Primary stage in specific as well as teaching of English at all stages in general. It has implication for improvement of teacher education programmes, pedagogic improvement, effective use of the pedagogy, curriculum development, integration of basic language skills and assessment of students’ proficiency and achievement in English.