CHAPTER – V

SUMMARY AND DISCUSSION

5.1 INTRODUCTION

We live in an age of Information and technology. The world is in the process of fast growing. Anyone who needs to catch up the pace of the growth should have the basic requirements. One of the basic requirements of the modern era, on which most have a general consensus, is the knowledge of English language.

The miracles of Science and Technology arouse the need for a great cementing force – a mutually intelligible language. With its elegance, grace and style, English, the Queen of languages, helps keep the wheels of the world turn. The world wide garden of English unfolds the folds of a dark curtain of ignorance. It is so adaptable and transparent a language that it can take on the tint of any country. A world language should be free from biological assertive functions, social elite selection and professional elitism. By the number of people using the language, geographical dispersion and vehicular load, English enjoys a predominant position among world languages.

Popularity and worldwide distribution make it the medium of international communication. For better understanding among different nations, cultural give and take is necessary which is possible only through an international language. English acts as an International Language. It means a language that serves as a medium of communication between persons speaking different languages. Books on all branches of knowledge, more than 60% of world’s technical journals, news papers and periodicals are published in English. It also acts as a Library Language. In the age of globalization, every individual in every nook and corner of the world is being exposed
every moment to the world at large. The window through which he/she can observe the world in change is nothing else but the transparency of English language. Making knowledge of the language is essential for access to the World Wide Web. The world is at one’s finger tip today if he/she can understand English. It acts as a Window to the World. “English would be the most useful library language in higher education and our most significant window on the world” (Report of the Education Commission, 1964-66, p. 112).

The policy of the Government of India towards English has been decided by various Commissions. The Report of the University Education Commission (1948-49) under the chairmanship of Dr. S. Radhakrishnan pointed out, “our students who are undergoing training at schools, which will admit them either to a university or to a vocation must acquire sufficient mastery of English to give access to the treasures of knowledge.” Report of the Secondary Education Commission (1962) stated, “… the present position of India in the international sphere is partly due to the command that the educated Indians have acquired over English.” Commenting on the role of English language, Kothari Commission Report (1964-66) stated, “… a working knowledge of English will be a valuable asset for all students and a reasonable proficiency in the language will be necessary for those who proceed to the University.” The Education Policy (1968) of the Government of India stressed the communicative functions of English at national and international levels.

The Government of Kerala introduced Discourse Oriented Pedagogy in teaching of English language at Upper Primary stage in the academic year 2006-07. The State Council of Educational Research and Training (SCERT), Kerala in consultation with Dr. K.N. Anandan, trained teachers to facilitate the effective
implementation of the pedagogy. Materials were developed for both teachers and the students in accordance with the new pedagogy.

5.2 NEED AND SIGNIFICANCE OF THE STUDY

The role of meaningful language exposure or ‘input’ for the mind to work on is acknowledged by all cognitive theories of language and language learning. The “burden of languages” is the burden of incomprehension. This happens when language is taught for its own sake as a set of forms and rules; and not introduced as a carrier of coherent textual meaning; it becomes another “subject” to be passed. The language environment needs to be enriched in particular ways (NCF Position Paper on Teaching of English, 2005).

In most of the studies, the outcome of the programmes has been studied on the basis of only “perceptions”, which are generally not seriously responded to. But what are required are rigorous systematic studies about the curriculum, the courses, the practices, and the work culture of the institutions should be the concern of the research (NCERT, 2006).

The National Policy on Education (NPE) adopted by the Government of India in 1968 stressed the importance of the study of English in these words, “special emphasise needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but also make her own contribution to it. For this purpose, study of English deserves to be specially strengthened.”

The process of second language learning should be in accordance with the particular classroom situation where locale of the school, the socio-cultural factors etc. have great influence. In an investigation, Tang (1996) has found that the chances
of informal exposure to the second language outside the classroom promote its acquisition. Study of English has acquired permanent place in our socio-economic behaviour which is controlled by the urban, semi-urban and rural population. The latter group is found to have markedly low standard in English. We need careful investigation and experimentation before adopting a particular method or approach as language learning is situation cum environment oriented.

One should clearly understand the role of English in India and evolve suitable methods for teaching English in contexts in which it is used. To understand 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 effect of different approaches and methods on teaching of English at upper primary level.

Considering the above mentioned issues a study was planned to analyse the status of the implementation of Discourse-Oriented Pedagogy in English language teaching at Upper Primary stage in Kerala and its impact. This study would give a feedback about this pedagogy in the formative stage, which will help in taking key decisions regarding the improvement of it, which in turn be very much helpful to the administrators, teachers and students and teaching community in large. The study could also help to add some knowledge base to the quality improvement in English language teaching in Upper Primary classes.

5.3 THE STATEMENT OF THE PROBLEM

The study is envisaged to know how the Discourse Oriented Pedagogy is carried out in teaching of English in 6th standard in Kerala state. Here the implementation of this pedagogy is studied first. The study tried to look into the
Discourse Oriented Pedagogic awareness of the teachers and their attitude towards Discourse Oriented Pedagogy. In addition the study also explored the inherent strengths and weaknesses of it. Effect of the pedagogy on acquisition of English language skills among students is assessed. The study also intended to recommend suggestions to improve the effective use of the pedagogy.

Thus, the title of the present study is “Effect of Discourse Oriented Pedagogy on Acquisition of English Language Skills among Upper Primary Students of Kerala.”

5.4 OPERATIONAL DEFINITIONS

Discourse-Oriented Pedagogy

A discourse is a meaning making process. It is a mode of communicating certain ideas meaningfully in a particular context. Discourse-oriented pedagogy refers to the discourse level of processing of learning experiences in teaching of English adopted in the state of Kerala. Here the English language learning is based on the discourses (such as diary, notice, letters, posters etc) identified for different grades of students. The students construct different types of discourses according to the contexts provided to them and through the construction and the use of these discourses they acquire the target language.

English Language Skills

English Language Skills refer to the four basic language skills – listening, speaking, reading and writing (LSRW). In this study, the acquisition of four language skills i.e., listening with comprehension, speaking with fluency, reading with comprehension and writing with clarity by the 6th standard students.

Self Efficacy in the Use of English Language Skills

Self efficacy in the use of English language skills refers to the judgement of the capability of an individual to use the four basic language skills i.e., listening,
speaking, reading and writing when ever and where ever required. In the present study self efficacy refers to the overall confidence shown by the students in identified areas of English language use assessed by the self efficacy scale developed for the study.

**Discourse-Oriented Pedagogic Awareness**

Awareness refers to the knowledge or perception of an individual on a thing. In this study, Discourse-Oriented Pedagogic awareness refers to the knowledge possessed by the English language teachers on Discourse-Oriented Pedagogy.

**Attitude Towards Discourse-Oriented Pedagogy**

Attitude refers to the mental pre-disposition of an individual expressing favour or disfavour towards a thing. In this study attitude towards Discourse Oriented Pedagogy refers to the positive or negative attitude shown by the teachers towards the use of the pedagogy measured through the attitude scale developed for the study.

### 5.5 OBJECTIVES OF THE STUDY

The following objectives have been formulated for the study.

- To study the implementation of Discourse Oriented Pedagogy in teaching of English at upper primary stage in Kerala.
- To find out the effect of Discourse Oriented Pedagogy on students’
  - Acquisition of language skills.
  - Self efficacy in using English language skills.
- To determine the Discourse Oriented Pedagogic awareness of the teachers of English language and their attitude towards the pedagogy.
- To assess the strengths and weaknesses of Discourse Oriented Pedagogy in teaching of English at the upper primary stage, as perceived by teachers and District resource persons.
5.6 RESEARCH QUESTIONS

The following research questions have been framed for this study

- What arrangements are made for the implementation of Discourse Oriented Pedagogy in teaching English at the upper primary stage in Kerala?
- What is the effect of Discourse Oriented Pedagogy on acquisition of language skills and self efficacy in using English among the upper primary school students?
- To what extent do the teachers at upper primary stage possess the Discourse Oriented Pedagogic awareness and what is their attitude towards the pedagogy?
- What are the strengths and weaknesses of the Discourse Oriented Pedagogy as perceived by teachers and district resource persons?

5.7 HYPOTHESES OF THE STUDY

The following hypotheses were formulated for carrying out the study. All the research questions do not have corresponding hypotheses. The second research question has eight hypotheses.

- There is no significant difference between mean pre-test and post-test scores of listening skill.
- There is no significant difference between mean pre-test and post-test scores of speaking skill.
- There is no significant difference between mean pre-test and post-test scores of reading skill.
- There is no significant difference between mean pre-test and post-test scores of writing skill.
- There is no significant difference in the pre and post test self efficacy scores for listening skill.
• There is no significant difference in the pre and post test self-efficacy scores for speaking skill.

• There is no significant difference in the pre and post test self-efficacy scores for reading skill.

• There is no significant difference in the pre and post self-efficacy scores for writing.

**5.8 VARIABLES OF THE STUDY**

**Independent Variable**

Discourse Oriented Pedagogy

**Dependent Variables**

Students’ Acquisition of Language Skills

Students’ Self Efficacy

**5.9 THE DESIGN OF THE STUDY**

This study explored the influence of student related factors and teacher related factors on the effectiveness of Discourse Oriented Pedagogy in acquisition of English language skills among the upper primary students.

In the first phase of the study the implementation of the Discourse Oriented Pedagogy is studied. In the second phase of the study the students of sixth standard are assessed in terms of their language skill acquisition and self efficacy in using English language. As the organised observations were made at two stages, this method resembles a pre-test post-test single group design, a type of pre-experimental design.

A survey was taken up to understand the relationship among the variables. The awareness and attitude of the teachers regarding the newly introduced pedagogy is assessed. Also the implementation of the Discourse Oriented Pedagogy was studied.
5.10 SAMPLE OF THE STUDY

The population for the study can be considered as all the Upper Primary School students, teachers and resource group members of Kerala state. Multi-stage sampling technique was used for the study. In the first phase one of the districts namely Kozhikode revenue district was selected randomly from among fourteen districts of Kerala for the study. Kozhikode revenue district has three educational districts and all these three educational districts were selected for the further sampling. All the schools were classified into two; i.e., Government and Government Aided. From each educational district four schools i.e., two Government schools and two Aided schools were randomly selected. Thus, from three educational districts total twelve schools were chosen (six Government and six Aided). From each school one 6\textsuperscript{th} standard division was randomly chosen and from that division ten boys and ten girls were randomly selected using simple random procedures again for the purpose of study. In total two hundred and forty students (One hundred and twenty boys and one hundred and twenty girls) were chosen as sample of students.

Forty teachers from each educational district were randomly selected and added for the study as teacher sample. Four state resource group members as well as four district resource group members were also selected for the study by using simple random procedure.

5.11 TOOLS

The following tools were developed, validated and used for collecting data.

**English Language skills Test**

- Listening Skill Test
- Speaking Skill Test
- Reading Skill Test
• Writing Skill Test
  o Self-Efficacy Scale in the Use of English Language Skills
  o Questionnaire for Teachers and Resource Persons
  o Interview Schedule for Stakeholders
  o Teachers’ Discourse Oriented Pedagogic Attitude Scale

5.12 STATISTICAL TECHNIQUES EMPLOYED IN THE STUDY

Following statistical techniques were employed to achieve the objectives of the study.

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, paired t-test was used.

5.13 MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study

• Discourse Oriented Pedagogy is implemented throughout the state of Kerala after detailed planning and preparation. A curriculum package which consists of a course book, supplementary reader and practice book for learners and source book and teacher development modules for teachers were prepared.

• Adequate training has been given to the teachers who are teaching the English language regarding the new pedagogy.

• It is found that Discourse Oriented Pedagogy is effective for acquisition of the listening skills among 6th standard students.

• It is found that Discourse Oriented Pedagogy is effective for acquisition of the speaking skill among 6th standard students.
• Discourse Oriented Pedagogy is effective for acquisition of the reading skill among 6th standard students.

• Discourse Oriented Pedagogy is effective for acquisition of the writing skill among 6th standard students.

• In the comparison of the skill tests, girls performed well with a remarkable difference in the case of listening skill than the boys.

• Discourse Oriented Pedagogy is found to be effective in increasing self efficacy in listening skill among 6th standard students.

• Discourse Oriented Pedagogy is found to be effective in increasing self efficacy in speaking skill among 6th standard students.

• Discourse Oriented Pedagogy is found to be effective in increasing self efficacy in reading skill among 6th standard students.

• Discourse Oriented Pedagogy is found to be effective in increasing self efficacy in writing skill among 6th standard students.

• In comparison, boys possess high rate of confidence in the performance of English language skills than girls.

• It was found that more than 80% of the teachers have a high positive attitude towards Discourse Oriented Pedagogy.

• Discourse Oriented Pedagogy has its own inherent strengths and weaknesses.

5.14 DISCUSSION

5.14.1 Implementation of Discourse Oriented Pedagogy

The finding of the study shows that the government and the concerned agencies have done proper groundwork before the implementation of Discourse Oriented Pedagogy in the state of Kerala. Since it was the continuation of the Second Language Acquisition Programme (SLAP) which was introduced in Kerala under
District Primary Education Programme (DPEP), the stakeholders had enough experience and could rectify various shortcomings which they have faced earlier.

Discussions were held at different levels well in advance. A baseline study was conducted and the focus group discussions were held on the basis of that.

Materials were developed both for the teachers and the students. A complete curriculum package was developed in accordance with the new pedagogy. The new package of instructional materials for learning/teaching English as a second language include a set of five books- three for learners and two for teachers.

After this stage a State Resource Group was formed (SRG). They were given the training and they in turn trained District Resource Group members (DRG). These Resource Group members gave training to the teachers and in the final stage Discourse Oriented Pedagogy was implemented. The concerned agencies have taken needed care while implementing the pedagogy.

5.14.2 Effect of Discourse Oriented Pedagogy

In the present study, the effect of Discourse Oriented Pedagogy has been studied without having a comparable group. Hence the findings need to be understood in this background without over generalising them.
5.14.2.1 Effect on Students’ Language Skills Acquisition

It is revealed in the study that there is significant increase in the post test scores of the students with regard to the four language skills (Listening, Speaking, Reading and Writing). Thus the conclusion that Discourse Oriented Pedagogy is effective in the acquisition of language skills has been reached at. This result is in agreement with many studies conducted in connection with language skills under constructivist paradigm. (Mayer, 1987; Sullivan et al, 1994; Jayashree, 1994; Miller, 1994; Tahrawi, Khalil, 1995; Olson Patricia, 1995; Ashutosh et al, 1997).

5.14.2.2 Effect on Students’ Self Efficacy in the Use of English Language Skills

In the study the self efficacy of the students was assessed with the help of a self efficacy scale prepared for the study. The test was employed two times, one in the beginning and one at the end of the academic year. The results showed that there is a considerable hike in the self efficacy beliefs of the students with regard to the use of four language skills towards the end of the academic year.

Self-efficacy of the students in using English language skills whenever and wherever required increased towards the end of the academic year. Hence it can be concluded that Discourse Oriented Pedagogy is effective. The results are in concurrence with the findings of Mahyuddin, R. (2006).

5.14.3 Attitude of Teachers Towards Discourse Oriented Pedagogy

The findings of the study revealed that the teachers who teach English at Upper Primary stage have high positive attitude towards Discourse Oriented Pedagogy.

It is evident from the study that more than 80% of teachers have either agreed or strongly agreed with positively keyed items and disagreed or strongly disagreed
with negatively keyed items in the attitude scale, indicating that they have a very high positive attitude towards Discourse Oriented Pedagogy.

The result is in consistent with the literature findings (Latchanna, G. & Dagner, A., 2008). In aggregate, the teachers perceive to have a high positive attitude towards Discourse Oriented Pedagogy.

### 5.14.4 Strengths and Weaknesses of Discourse Oriented Pedagogy

In the light of the responses received from the teachers and the district resource persons and from the observations of the researcher many inherent strengths and weaknesses of the pedagogy were revealed.

This pedagogy provides ample opportunities to the students and the teachers in the process of second language acquisition. It helps students considerably well in the process of acquiring four language skills and develop them for communicative and functional purposes. The practice of the pedagogy increased considerably the English language proficiency of teachers. The children started loving and enjoying English classes which provided them opportunities to engage themselves in interesting activities. Students take active part in meaning-based language activities and make an effort to become an independent learner.

The basic weaknesses of it as seen in the findings of the study are also discussed. A second language acquisition would take place only in a natural setting where the child gets the optimum exposure to the target language. It is very limited in contrived settings of a class room.

The opinion made by Bachman seems to be very relevant at this point. There exist no method and approach of teaching English especially as second language on which a unanimous agreement is made by all. However it is a field where abundance of studies is carried out (Bachman, 1995).
5.15 RECOMMENDATIONS

On the basis of the study conducted, the observations made by the researcher, the responses received from the teachers and the resource persons the following measures can be taken for the effective use of Discourse Oriented Pedagogy in Kerala.

- Intensive training should be given to the teachers as most of them do not have sound content knowledge.
- Minimum a degree in English language and literature should be made the qualification for becoming an English teacher.
- Teachers should be given training and orientation frequently on a regular basis.
- An online and onsite support should be made available for the teachers to clarify their doubts when and where they arise.
- Time duration for teaching English language should be increased and students should be given adequate exposure to the language.

5.16 EDUCATIONAL IMPLICATIONS

The present study has been taken up in the context of Discourse Oriented Pedagogy being implemented throughout the state of Kerala for teaching English language in the schools following the state syllabus. The findings of the research have several implications to the teaching of English language at Upper Primary stage in specific as well as teaching of English at all stages in general.

- Teachers have highly positive attitude towards Discourse Oriented Pedagogy. This needs to be sustained throughout.
- The findings of the study have implication for improvement of teacher training programmes. Though the teachers were given initial training, they require
recurrent training in areas such as editing, use of narratives etc. This should be made available through regular in-service training programmes.

- **Discourse Oriented Pedagogy** has inherent strengths and weaknesses as any method of teaching English. These are revealed in the study. Thus, the findings have implication for pedagogic improvement. This should be addressed at the state level by the agencies like SCERT, DPI etc of Kerala state.

- The ultimate success of any method or technique of teaching depends on the executors i.e., the teachers. The effective use of the pedagogy only would fetch the intended result. Thus it has implication for effective use of the pedagogy.

- The findings of the study have implication for curriculum development, particularly in the area of English language teaching.

- Since the study looked into the effect of Discourse Oriented Pedagogy on acquisition of language skills, it threw light on their acquisition. It has implication for the integration of basic skills.

- The findings of the study have implication for the assessment of students’ proficiency and achievement.

**5.17 SUGGESTIONS FOR FURTHER RESEARCH**

- A study can be taken up to know to what extent the students are competent enough to integrate the language skills as result of Discourse Oriented Pedagogy.

- An attempt to arrive at English language skills competency index from the scores of language knowledge, language skills and attitude towards the language use could be made.

- Study could be undertaken to understand to what extent the students who have undergone through the learning experience actually use English language for communication.
• A study could be taken up on various aspects of the curriculum package i.e.,
teaching learning materials used under Discourse Oriented Pedagogy.

• Study can be conducted on different strategies and techniques for instance,
working in pairs/group, interpreting information in tabular form/schedule, using
language games, riddle, puzzles, jokes etc. simulating real life situations, used by
the teachers while practicing this pedagogy.

• Study can be undertaken to find out the effect of Discourse Oriented Pedagogy in
developing the sub-skills of LSRW.

• An experimental study could be possible in any other state where a controlled
group of students is feasible.

• Study on the effect of Discourse Oriented Pedagogy in developing reference skill,
literary skill, study skill and hand writing skill can be carried out.

• Study on how multiple intelligence is catered by practicing Discourse Oriented
Pedagogy can be taken up.

• Study on the role and importance of supplementary readers while following
Discourse Oriented Pedagogy can be conducted.

• Study on the theoretical bases of Discourse Oriented Pedagogy can be carried out.

• A study can be undertaken about the effect of the issue based lessons on the
personality development and social commitment of the students.

• A study can be taken up to explore different steps involved in the process of
‘editing’ with reference to three stages of editing namely-thematic, syntactic and
morphological editing.
5.18 LIMITATIONS OF THE STUDY

The scope of the study is delimited to its area, method, tools and techniques and assumption proposed for the study.

- The study is confined only to the upper primary school teachers and students drawn from one district of Kerala.
- Teachers and students of government and government aided schools are only selected as sample.

5.19 CONCLUSIONS

The findings of this study throw light on status of the teaching of English in the Upper Primary schools in Kerala. The way in which Discourse Oriented Pedagogy was implemented in the state of Kerala was studied. Teachers’ attitude towards Discourse Oriented Pedagogy was also made known. The study found out the effect of Discourse Oriented Pedagogy on students’ acquisition of language skills and self-efficacy in the use of language skills. The study also identified the strengths and weaknesses of Discourse Oriented Pedagogy.