A Study on Writing Skill of High School English Language Learners in Manipur

M. Gunamani Singh, B.Ed., M.Ed., Ph.D.

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Abstract

Several methodologies and approaches were offered in NCF-2005. These were expected to be adopted in the schools but these were found only partially implemented at the Elementary stage in Manipur. Probably this could be one of the main reasons that the problem of low achievement persisted in some schools and English language learners did not attain the proficiency of Writing skill required at the end of the Elementary stage in Manipur. Therefore, there is need to address this issue because it may not help future careers of the children. After the identification of this problem, ten schools (5 Private English medium schools and 5 Government schools) were selected for our study. Among these 5 Private schools, 2 of them were convent schools. Of the 5 Government schools, one is a model school where relatively more facility has been created by the Government. In order to carry out the investigation, language ability tests of Writing skill were conducted. Questionnaires were administered to the teachers of English, who are working in these ten schools and their responses were analyzed. In addition, the Heads/Principals were also consulted by the investigator in relation to teaching/learning process, evaluation systems and their administration. We found some discrepancies in methods, approaches and techniques.

Key words: NCF-2005, elementary school, Writing skill, teaching methodology, English learning

Introduction

Writing is a conscious, deliberate, and planned activity. A mono literate is a person who can read and write in a language and a bi-literate or multi literate can read and write in more than one language. A literate person in a language can convey his inner speech through written mode. That is to say that one may be literate in one language and illiterate in another language. To become a literate in another language he must learn the written form of that language. For learning written mode of second language, in addition to L1, one requires an additional ability and time. For learning writing of L1 one need not learn words and their meaning but their coherence. Thus, one can convert his inner speech into writing without any kind of hindrance if he has literacy skill in L1 to correlate the sounds with

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graphemes and to sequence the graphemes into words, and words into sentences, cohering the sentences with meaning and ability to organize them in a readable manner. But, for learning writing of L2 one requires to learn deliberately and consciously each and every linguistic element through instruction or proper guidance. Further, the learning experience of L1 is different from that of L2. In the process of learning L2 writing, previous experience (that is L1) gets in the way of learning of writing in all the levels of L2. But for learning of L1 writing there is no such experience. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skill each year.

Writing is an outcome of a writing skill which refers to the writer's linguistic ability in making use of the mechanics of writing. Writing is permanent, but writing skill is transitory. The use of writing skill differs according to mental ability and language proficiency of the writer. A writer cannot produce the same kind of work which he already produced a few years back. The external experience realized by the five senses of writer and the intellectual delight attained by the five senses of the writer develops or undergoes some changes. As this is the backbone of the writing skill, the outcome also changed accordingly.

Rass (2001) investigated an approach which he entitled as (Integrated Reading and writing for effective Language Teaching". The objective of the study was to integrate reading and writing course, so that learners could write more freely, naturally and fluently while acquainting them with the literature in English language.

Subramanian (2002) has evaluated the linguistic skills of the graduate students in English. He has evaluated all the four linguistic skills, listening, speaking, reading and writing. However, he has dealt with in detail only the writing skill of the graduate students. He has identified, in his study the phonological, grammatical and orthographical errors in productive skills and in the comprehension skills he has identified the recalling ability of words and sentences. Moreover, he recommended that the group discussion, language games should be encouraged in the class hours and introducing the audiovisual instrument for language teaching would be good and wise at collegiate level.

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Girish (2002) evaluated language skills in English as second language of class vii standard in Chikkammangalore city and found that there was a significant relationship between reading and writing skills; and speaking and writing skills. Most of them found difficulty in spelling and legible handwriting. Most of them were found to lack continuity and sequencing of their expression in both speaking and writing skills.

Several studies had been conducted to find out the teaching/learning process of English in Manipur. Singh (2002) explored the problem, prospect and status of English in Manipur in his research "A Critical Scrutiny of the Position, Problems and Prospects of English in Manipur". Devi (2006) explored the difference between the sentence structures in English and Manipuri language in her research "Sentence structure in English and Manipuri Language', A contrastive study. Sujeta Beishamayum (2010) explored linguistic problems in learning English language in her research "communication and linguistic problems faced by Meiteiron speakers in learning English language." However, there is no study available with regard to the study of low achievement of Listening skill in Manipur. This paper is an attempt to see whether the Listening skill of the students is really low or not. Before we begin the analysis of the problem it is important that we need to understand the methodologies and approaches in the teaching/learning process of English which were recommended in NCF 2005. Since we have not seen much improvement in learning English in schools in Manipur, we will make an attempt to examine the probable factors that lead to low achievement of English learners.

One of the probable reasons for this low achievement could be that teachers have not fully understood or they were not aware of the methods and approaches recommended in NCF-2005, even though Government imparted training to Government school teachers through SSA, School Education Department and SCERT, Government of Manipur. It was also found that there were no teachers specifically appointed for teaching English in the Primary and Upper Primary Government schools (Elementary schools). For example, teachers of Mathematics and Science were found teaching English in the Government schools. We could see an ad hoc policy in teaching English that head teachers/Principals deputed the teachers of Mathematics and Science to attend the training programmes in English.

In the light of the above background, we will investigate the root causes of low achievement of English language learners in the Writing skill at the elementary stage in Manipur. The identification of this problem not only helps the learners to develop better Writing skill, but it also could be of use to

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teachers. The findings of this study may be useful to teachers and teacher educators in choosing relevant methods and approaches at the lower and upper Primary stages in Manipur.

The Structure of the Paper

In section 1.1, we will discuss the methodology adopted in the study while section 1.2 deals with the analysis of language ability tests. In the next section 1.3, responses of questionnaire from the teachers are examined. This is followed by section 1.4, where we discuss the findings of the study conducted. In the section 1.5, we conclude with some of remedial measures in order to enhance the proficiency of the students in Writing skill.

Methodology

For this research, we initially planned to take up 400 students of VIII standard, taking 40 students from each school for collection of data. But we could not get the number of students we had stipulated earlier for our study since there was less number of enrollment in some Government schools. It was surprisingly found while collecting data that out of the 5 Government schools we approached, only one school in the serial number 10 has got more than 40 students. This school is a model school to which more attention is given by the Government to create facilities, etc. The total number of students we could finally get as a sample of our study was only 290.

First, the students will be given a language ability test consisting of 5 Writing skill test items. These test items did not cover Phonetic aspect of Writing skill. The proficiency of the students is assessed on the four grade points. If the school attains 85% to 100 % the school is rated as "Excellent", while the school secures 75% to 84% it is graded "Very good". It is followed by next grade "Good" if the school attains 60% to 74%. Finally the school which has 40% to 59% is rated as 'Weak'.

Secondly, the questionnaires consisting of 100 questions were administered to the teachers who were teaching English subjects in the respective schools. The responses of the teachers were analyzed. Among 100 questions in the questionnaires, we focused only on 30 main teaching points.

Serial numbers 1 - 5 are Private English medium schools.

Number of students in the serial numbers in 1- 5 = 200

Serial numbers 6 - 10 are Government schools.

Number of students in the serial numbers in 6-10 = 90

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Sl. No.	Name of the schools	Medium of instruction	Number of the students selected	
			Boys	Girls
1.	Nirmalabas High school (Imphal West)	English		40
2.	St. George High School (Imphal East)	English	20	20
3.	IPS (Imphal West)	English	20	20
4.	Ever Green High School (Thoual district)	English	20	20
5.	Paradise High School (Thoual district)	English	20	20
6.	Ngasi Rastrapili Girl High School (Imphal West)	Manipuri		10
7.	Kwakeithel Girls High School (Imphal West)	Manipuri		16
8.	Thangmeiban Lilasingkhongnangkhong High School (Imphal East)	Manipuri		14
9.	Meitei Mayek high School (Imphal West)	Manipuri		10
10.	Wangkhei High School (Imphal East)	English		40
	Total no. of students		80	210

Grand total =

80+210 = 290

Test items of Writing skill and test patterns given in table 1:

Though there are many types of writing, this research will focus only on Precis writing, Letter writing, Paragraph writing, Narrative writing, Essay writing and Descriptive writing. Like in the previous tests, the assessment of grades would remain the same.

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Test items.	Types of Test	Mode of questions or answering	Skill type of writing
1	Precis writing	Precis writing of given passages	Precis writing skill
2.	Paragraph writing	Paragraph writing of a given topic " Your favourite hobby"	Paragraph writing skill
3.	Essay writing	Essay writing of " Mobile"	Essay writing skill
4.	Narrative writing	"Unemployment problem"	Narrative writing skill
5.	Letter writing	Letter to friends and news editor.	Letter writing skill
6	Descriptive writing	An accident you met	Descriptive writing skill

For the assessment of Writing skill, we will employ the following test items: Pricies writing, Paragraph writing, Essay writing, Narrative writing, Letter writing, Descriptive writing. The proficiency of the students will be assessed on the four grade points as mentioned above.

Test items.	Types of Test	Mode of questions or answering	Skill type of writing
1	Precis writing	Precis writing of given passages	Precis writing skill
2.	Paragraph writing	Paragraph writing of a given topic " Your favourite hobby"	Paragraph writing skill
3.	Essay writing	Essay writing of " Mobile"	Essay writing skill
4.	Narrative writing	"Unemployment problem"	Narrative writing skill
5.	Letter writing		

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6	Descriptive writing	Letter to friends and news editor. An accident you met			Letter writing skill Descriptive writing skill			

Table 1.

Result of Writing Skill Tests Displayed in the Following Tables (2 to 7):

The performance of the schools in the test item number 1 of Writing Skill in the table 2 is as follows:

Test item 1: Precis Writing

Sl. no.	Name of the schools	Number of the students	No of "Excellent" performance X1	No of "Good" performance X2	No of "Poor" performance X3	Performance in percentage (%)		
						X1	X2	X3
1	Nirmalabas High School	40	0	31	9	0	78%	22%
2	St. George High School, Imphal West	40	0	30	10	0	75%	25%
3	IPS, Imphal West	40	0	30	10	0	75%	25%
4	Ever Green	40	0	30	10	0	75%	25%

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	School, Thoubal							
5	Paradise High School, Thoubal	40	0	28	12	0	70%	30%
6	Ngasi Rastrapili High School, Imphal West	10	0	4	6	0	40	60%
7	Kwakeithel Girl's High School, Imphal West	16	0	8	8	0	50%	50%
8	Meitei Mayak High School, Imphal East	10	0	4	6	0	40%	40%
9	Lilashing Khongnangkhong High School, Imphal West	14	0	8	6	0	57%	43%
10	Wangkhei High School, Imphal East.	40	0	30	10	0	75%	25%

Table 2.

The result of first question of Test item 1 "**Precis Writing**" as shown in the table 2 indicates that Nirmalabas High School attaining 78% correct ranked the best performer in this test while St. George High School, IPS, Evergreen High School and Wangkhei High School are in the same grade "Good". The schools securing only 40% correct answers in the serial numbers 6 and 8 in the table above are the weakest.

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Test item 2: Paragraph Writing

Instruction: The students are asked to write paragraph of the following topic .

Given question 1: Write a paragraph of the topic " Your favourite hobby".

The performance of the schools in the test item number 2 of Writing skill in the table 3 as follows:

Sl. no.	Name of the schools	Number of the students	No of "Excellent" performance X1	No of "Good" performance X2	No of " Poor" performance X3	Performance in percentage (%)		
						X1	X2	X3
1	Nirmalabas High School	40	0	30	10	0	75%	25%
2	St. George High School, Imphal West	40	0	28	12	0	70%	30%
3	IPS, Imphal West	40	0	28	12	0	70%	30%
4	Ever Green School, Thoubal	40	0	26	14	0	65%	35%
5	Paradise High School, Thoubal	40	0	26	14	0	65%	35%
6	Ngasi Rastrapili High School, Imphal West	10	0	4	6	0	40%	60%
7	Kwakeithel Girl's High School,	16	0	8	8	0	50%	50%

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	Imphal West							
8	Meitei Mayak High School, Imphal East	10	0	3	7	0	30%	70%
9	Lilashing Khongnangkhong High School, Imphal West	14	0	7	7	0	50%	50%
10	Wangkhei High School, Imphal East.	40	0	28	12	0	70%	30%

Table 3

The second test of Test item 2 "Paragraph writing" as shown in the Table 3 indicates that the performance of Nirmalabas High School attaining "Good" grade ranked the best performer in this test while St. George High School, IPS and Wangkhei High School are in the same grade with 70% correct answers. Like in the previous test item 2, the schools securing only 40% correct answers in the serial number 6n in the table above is the weakest.

Test item 3. Essay Writing

Instruction: The students are asked to write essays of the following topic.

Question 1: Write an essay of " Mobile".

The performance of the schools in the test item number 3 of Writing skill in the table 4 is as follows:

Sl. no.	Name of the schools	Number of the students	No of "Excellent" performance X1	No of "Good" performance X2	No of "Poor" performance X3	Performance in percentage (%)		
						X1	X2	X3
1	Nirmalabas High School	40	0	28	12	0	70%	30%
2	St. George High	40	0	26	14	0	65%	35%

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	School,Imphal West							
3	IPS, Imphal West	40	0	26	14	0	65%	35%
4	Ever Green School, Thoubal	40	0	26	14	0	65%	35%
5	Paradise High School, Thoubal	40	0	24	26	0	60%	40%
6	Ngasi Rastrapili High School, Imphal West	10	0	2	8	0	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16	0	6	10	0	38%	62%
8	Meitei Mayak High School, Imphal East	10	0	3	7	0	30%	70%
9	Lilashing Khongnangkhong High School, Imphal West	14	0	4	10	0	29%	71%
10	Wangkhei High School, Imphal East.	40	0	26	14	0	65%	35%

Table 4

The result of this test as shown in the table 4 indicates that the performance of all the schools is almost same as in the previous test item 2.The Government school (Wangkhei High School) in the serial 10 achieves better than the remaining Government schools in the serial numbers 6 to 9. Nirmalabas High School ranked the best achieving school attaining 70% correct answers while St. George High School, IPS, Evergreen High school and Wangkhei High School attain the same 55% correct answers. Like in the previous test item 3, the weakest of all the schools is the one (Ngasi Rastralipi High School) in the serial.

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Test item 4 : Narrative Writing

Instruction: The students are asked to write an essay of the following topic.

Given question 1 : The students are asked to write an essay of "Unemployment problem in Manipur".

The performance of the schools in the test item number 4 of Writing skill in the table 5 isas follows:

Sl. no.	Name of the schools	Number of the students	No of "Excellent" performance X1	No of "Good" performance X2	No of " Poor " performance X3	Performance in percentage (%)		
						X1	X2	X3
1	Nirmalabas High School	40	0	31	9	0	78%	22%
2	St. George High School, Imphal West	40	0	30	10	0	75%	25%
3	IPS, Imphal West	40	0	30	10	0	75%	25%
4	Ever Green School, Thoubal	40	0	30	10	0	75%	25%
5	Paradise High School, Thoubal	40	0	28	12	0	70%	30%
6	Ngasi Rastrapili	10	0	2	8	0	20%	80%

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	High School, Imphal West							
7	Kwakeithel Girl's High School, Imphal West	16	0	8	8	0	50%	50%
8	Meitei Mayak High School, Imphal East	10	0	4	6	0	40%	60%
9	Lilashing Khongnang khong High School, Imphal West	14	0	8	6	0	57%	43%
10	Wangkhei High School, Imphal East.	40	0	30	10	0	75%	25%

Table 5

The Test item 4 **"Narative writing"** in the table 5 indicates that the performance of all the schools is better than in the previous test item 3. The Government school (Wangkhei Girls High School) in the serial 10 achieves better than the remaining Government schools in the serial numbers 6 to 9. Nirmalabas High School ranked the best achieving school attaining 78% correct answers while St. George High School, IPS, Evergreen High school and Wangkhei High School attain the same grade " Good". Like in the previous test item 3, the weakest of all the schools is the one in the serial number 6 in the table above, securing only 20% correct answers.

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Test item 5: Letter Writing.

Instruction: The students are asked to write letter to their friends describing how they spent their summer vacation.

Question 1: Write a letter to your friend describing how you spent during your summer vacation.

The performance of the schools in the test item number 5 of Writing skill in the table 6 is as follows:

Sl. no.	Name of the schools	Number of the students	No of "Excellent" performance X1	No of "Good" performance X2	No of " Poor" performance X3	Performance in percentage (%)		
						X1	X2	X3
1	Nirmalabas High School	40	0	30	10	0	75%	25%
2	St. George High School, Imphal West	40	0	30	10	0	75%	25%
3	IPS, Imphal West	40	0	28	12	0	70%	30%
4	Ever Green School, Thoubal	40	0	26	14	0	65%	35%
5	Paradise High School, Thoubal	40	0	26	14	0	65%	35%
6	Ngasi Rastrapili High School, Imphal West	10	0	4	6	0	40%	60%
7	Kwakeithel Girl's High School, Imphal West	16	0	8	8	0	50%	50%
8	Meitei Mayak High School, Imphal East	10	0	4	6	0	40%	60%
9	Lilashing Khongnangkhong High School, Imphal West	14	0	7	7	0	50%	50%

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| 10 | Wangkhei High School, Imphal East. | 40 | 0 | 30 | 10 | 0 | 75% | 25% |

Table 6

The first question of Test item 5 as shown in the table 6 above shows that 65% to 75% of Private school students responded correctly while 25% to 35 % of Private school students were incorrect. In this test the performance of the private schools is better than the previous test item 4 attaining ' Very good' and 'Good' grade. Nirmalabas High School, St. George High School and Wangkhei High School with 75% correct answers are in the same grade. Like in the previous test item 4, the weakest of all the schools are the one in the serial numbers 6 and 8 in the table above, securing only 40% correct answers.

Test item 6: Descriptive Writing.

Given question 1: The students are asked to write an essay of "An accident you met".

The performance of the schools in the test item number 6 of Writing skill in the table 7 is as follows:

Sl. no.	Name of the schools	Number of the students	No of "Excellent" performance X1	No of "Good" performance X2	No of " Poor" performance X3	Performance in percentage (%) X1 X2 X3
1	1.Nirmalabas High School	40	0	31	9	0% 78% 22%
2	St. George High School, Imphal West	40	0	30	10	0% 75% 25%
3	IPS, Imphal West	40	0	30	10	0% 75% 25%
4	Ever Green School, Thoubal	40	0	30	10	0% 75% 25%
5	Paradise High School,	40	0	28	12	0% 70% 30%

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	Thoubal						
6	Ngasi Rastrapili High School, Imphal West	10	0	3	7	0%	70%	3
7	Kwakeithel Girl's High School, Imphal West	16	0	8	8	0%	50%	5
8	Meitei Mayak High School, Imphal East	10	0	4	6	0% 40% 60%
9	Lilashing Khongnangkhong High School, Imphal West	14	0	8	6	0% 57% 43%
10	Wangkhei High School, Imphal East.	40	0	31	9	0% 78% 22%

Table 7

In the first question of Test item 6 "**Descriptive writing**" as shown in the table 79, 65% to 75% of Private school students responded correctly while 25% to 35 % of Private school students were incorrect. In this test the performance of the schools is better than the previous test item 5 attaining ' Very good' and 'Good' grade. Nirmalabas High School, St. George High School and Wangkhei High School are at the same level with 75% correct answers. The weakest of all the schools is the one (The Ngasi Rastralipi High School) in the serial number 6 in the table above, securing only 40% correct answers.

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Summary on Findings of the Writing Skill

The results displayed in the Tables 2 to 7 show that Nirmalabas High School in the serial number 1 secured the highest grade in all the tests among ten schools. The school in the serial number 6 (The Ngasi Rastrapili High School) is the weakest in all the tests among ten schools. In this test of Writing skill also, the students of private schools had higher level of proficiency than that of Government schools except the model school (Wangkhei High School, Imphal East). This model school was established with the aim to bring the children back to the Government schools. It was found that this model school had higher enrolment and proficiency than the rest of Government schools. This school is coming up with good result in the latest report. It may be because the Government gives more facility and attention to the model school. This model school may be at par with other Private schools. Of the 5 private schools, 2 are convent schools and the rest of them are self established schools. The principals of these schools take care in the teaching/learning of English and encourage the students to learn English because English medium of instruction attract and gets more enrolment to their schools, though they are not fully implementing guidelines of NCF-2005 and MLL (Minimum Level of Learning)

Analysis of Questionnaires Administered to Teachers

The questionnaires containing 100 questions were administered to teachers of ten schools in order to find out whether they were following and implementing the guidelines of NCF 2005 and MLL based teaching in the respective schools. Among these 100 questions, we focused only 30 important teaching points in view of NCF 2005 and MLL based teaching in the ten schools. The data collected were used to notice which items were followed by the teachers in the class-room transaction. Based on these 30 teaching point, schools were grouped into three categories: A, B and C; the schools following 10 teaching points mentioned in the Table 9 as A (Fully implementing NCF-2005 and MLL based teaching) **,** the schools following 10 teaching points mentioned in the Table 10 as B (Partially implementing NCF-2005 and MLL based teaching and the schools following 10 teaching points mentioned in the Table 11 as C (Non -implementing NCF-2005 and MLL based teaching .

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Table 8

10 questions in relation to core teaching of NCF-2005 and MLL in the class-room transaction.

1. Interactive activities
2. Higher level of questioning.
3. Constructivist approach to teaching
4. Teaching Writing skill with techniques.
5. Students' different activities to learn writing skill
6. Objective of teaching
7. Minimum level of learning.
8. Skill based teaching like Writing skill.
9. Problem solving method.
10. CCE (Continuous and Comprehensive Evaluation).

Table 9.

10 questions in relation to partial teaching of NCF-2005 and MLL in the class-room transaction

1. Activity based teaching.
2. Answer Question.
3. Higher level of Questioning.
4. Teaching Writing skill through Innovative writing
5. Remedial teaching
6. School based test and assessment.
7. Objective of teaching
8. Question design
9. Blue print
10. CCE (Continuous And Comprehensive Evaluation)

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Table 10

10 questions in relation to traditional methods implemented in the class-room transaction

1. Introduction
2. Teaching aids
3. Lower level of questioning
4. School based evaluation
5. Reading aloud and asking questions.
6. Explanation
7. Content based teaching
8. Lecturer method
9. Grammar teaching
10. Vocabulary teaching

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Based on the 10 question each in relation to teaching points in Table 8, 9 and 10, ten schools were categorized into three group **A (Fully implementing NCF-2005 and MLL based teaching), B (Partially implementing NCF-2005 and MLL based teaching) and C (Not implementing NCF-2005 and MLL based teaching)** as shown in **Table 11.**

6 schools were in group **B (Partially implementing NCF-2005 and MLL based teaching) and** 4 schools were in the **group C (Not implementing NCF-2005 and MLL based teaching).** Not a single school was in the group A (Fully implementing NCF-2005 and MLL based teaching).The Private schools in the serial numbers 1-5 were found partially implementing NCF-2005 and the MLL based teaching in the schools . Whereas Government schools in the serial numbers 6 to 9 were in the group C (Non implementing NCF-2005 and MLL based teaching) . Only one Government school in the serial number 10 was partially implementing NCF-2005 and MLL based teaching in the school and it had better performance than the rest of Government schools in the serial numbers 6-9.

3 Categories of Schools Based on the 30 Teaching Points in NCF-2005 and Implementation of MLL in Teaching

Group A = Fully Implementing NCF-2005 and MLL Based Teaching schools

Group B = Partially Implementing NCF-2005 and MLL Based Teaching schools

Group C = Not Implementing NCF and MLL Based Teaching schools

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Table 11

Sl. no	Name of the schools	Group A	Group B	Group C
1	Nirmalabas High School, Imphal West		Partially Implementing NCF-2005 and MLL Based Teaching school	
2	St. George High School Imphal East		Partially Implementing NCF and MLL Based Teaching school	
3	IPS Imphal West		Partially Implementing NCF-2005 and MLL Based Teaching school	
4	Ever Green Flower High School, Thoubal		Partially Implementing NCF-2005 and MLL Based Teaching school	
5	Paradise High School, Thoubal		Partially Implementing NCF-2005 and MLL Based Teaching school	
6	Ngasi Rastralipi High School, Imphal West			Non Implementing NCF-2005 and MLL Based Teaching school
7	Kwakeithel Girls' High School, Imphal West			Non Implementing NCF-2005 and MLL Based Teaching school
8	Meitei Mayak High School, Imphal East			Non Implementing NCF-2005 and MLL Based Teaching school
9	Lilashing Khongnangkhong High School, Imphal East			Non Implementing NCF-2005 and MLL Based

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10	Wangkhei Girl High School, Imphal East.		Partially Implementing NCF-2005 and MLL Based Teaching school	Teaching school

Discussion

According to the results displayed in the **Tables 2 to 7**, performances of students varied from individual to individual and from school to school in different test items. None of the schools could get 'Excellent' 'Very Good' and 'Good'. The performance of all the schools is extremely low and could be rated in the 'Weak' grade. Even the reputed school in the serial number 1 had low performance. The results of Listening skill tests displayed in the **Tables 2 to 7** show that (Nirmalabas High School) in the serial number 1 is the best performing school while the school (Ngasi Rasralipi High School) in the serial number 6 is the weakest school securing 20% in all the tests among ten schools. In these tests of Listening skill, it is surprisingly found that none of schools secured 'Excellent', 'Very good' and 'Good' grade. It was also learnt from the principals and teachers of English that these ten schools never conducted tests for assessing the Listening skill of the students. This may be one of the reasons for low achievement of the students in the Listening skill. One of the reasons for low achievement for Listening skill may be that these schools used the old traditional methods of teaching and evaluation system. It can be concluded that traditional methods, improper assessment, weak administration and medium of instruction have impact on low achievement of the English language learners in the Listening skill. The school (Wangkhei High school) in the serial number 10 secured 50% and this model school is at par with the private schools in terms of language proficiency. It is recently established model school wherein the Government pays more attention and takes care of the schools. The schools in the serial number 6 and 8 secured the lowest number of correct response i.e. 20% among ten schools. None of schools secured "Excellent" "Very good" and "Good" grade.

Conclusion

Knowing all these facts, some remedial measures may be taken up to improve the proficiency of students in the Writing. To enhance the Writing proficiency of the students in the English language, the following remedies will be helpful and suggested.

To avoid errors in writings, students should be encouraged to write stories and poems regularly. The error items should be spotted by the teachers and then the reasons for the errors should be indicated to the students. Further, writing practice should also be insisted. To enable the students to write Precis

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writing, Letter writing, Paragraph writing, Essay writing, Narrative writing and Descriptive writing properly, the students should be motivated and taught. To prevent L1 interference on L2 sentence, various sentence types of both L1 and L2 should be differentiated and distinguished and that should be demarked to the students so that the students could correct themselves in their future careers. The awareness about sentence types of both languages will automatically eliminate the errors in syntax. Thus, effort has to be taken to create syntactical awareness among the students. To avoid the overgeneralization of verb forms and other grammatical items the regularity and irregularity of the language rules should be taught and reinforced regularly.

To prevent the agreement problems, the relationship between words should be taught and if the problems are due to L1 structure, the relationship and variation between words of L1 and L2 in sentences should be indicated to the students.

To avoid spelling errors, an appropriate pronunciation drill should be given to the students. By the prevention of L1 sounds in their L2 pronunciation, the spelling errors can be minimized in the learners' writings. The following remedies will be helpful for the enhancement of reading comprehension of the Elementary students. Practice of differentiating the lexical and grammatical items, recognition of unfamiliar words and understanding of their literal and contextual meanings with the help of the teacher or dictionary will enhance the reading comprehensibility.

To avoid errors in writings, students may be practiced to write stories, and the errors in the written items may be spotted then the reasons for the occurrence of errors should be indicated to the students. Further, editing training should also be given to the students.

To prevent L1 interference on L2 sentences, various sentence types of both L1 and L2 should be differentiated and distinguished and that should be marked to the students. The awareness about sentence types of both languages will automatically eliminate the errors in syntax. Thus, effort has to be taken to create syntactical awareness among the students. To avoid the overgeneralization of verb forms and other grammatical items the regularity and irregularity of the language rules may be taught and reinforced.

To prevent the agreement problems, the relationship between words should be taught, and if the problems are due to L1 structure, the relationship and variation between the L1 and L2 sentences may be indicated to the students. To avoid orthographical errors, appropriate pronunciation drills should be

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given to the students. By the preventing the L1 sounds in their L2 pronunciation, the spelling errors can be minimized in the learners' writings.

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Abbreviations

L1: First language.

L2: Second language.

LS: Writing skill

LT: Language teaching

ELT: English language teaching.

LSRW: Listening, Speaking, Reading, and Writing.

CBTL: Competency Based Teaching Learning.

MLL: Minimal level of learning.

NCERT: National council of Education and Research and Training.

MHRD: Ministry of Human Resource Development.

ELT: English language teaching.

NCF: National Curriculum Framework.

MHRD: Ministry of Human Resource Development.

CCE: Continuous and Comprehensive Evaluation.

SSA: Sarva Shiksa Abhiyan

SCERT: State Council of Educational Research and Training

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APPENDIX

Questionnaire

SECTION –1

<u>Bio-data of teacher</u>

1. Name of the teacher:…………………………………………………………..

2. Age…………………………………………………………………………..

3. Sex: ………………………………………………………………………….

4. Education Qualification:……………………………………………………..

5. Any Additional Qualification: …………………………………………….

6. Date and Place of Birth:……………………………………………………

7. Monthly Income:…………………………………………………………….

8. Caste/Community/Tribe/ : …………………………………………………

9. Religion: …………………………………………………………………..

10. Mother Tongue: …………………………………………………………

11. Name of School where working presently:………………………………

12. For how long you have been teaching English: …………………………

13. In what medium you have received your education: …………………

14. (a)   Primary _____   (b) Middle_____

   (c)   Secondary _____   (d) Collage_____

   (e)   University _____   (f) Any other _____

  15. Do you teach English only or other subject well?

    English only……………………………………………….(b) other subject as well……………………………………………

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SECTION –2

16. Which portion of the English text do you teach ?

(a) Prose----------   (b) Poetry ---------- (c) Grammar---------(d)Spoken English ------………

17. Do you like teaching the portion assigned to you ?

(a) Yes …………………………………………….(b) No

………………………………………….(c) No option …………………………………..

18.   Are the classrooms in which you teach sufficient and proper in terms of space?

....

Do you have sufficient space and furniture in your classroom?

……………………………………………………

Is it possible for you to freely move around the class? ....

19. Do you actually move around the class among the students or do you teach by standing in front of them throughout the

period?..

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20. Do you organize classroom activities like:

a) Pair work…………   b) Group work …………… c) Role play …………… d) Any other

…………………. Please describe in brief:

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If you do so, do you have necessary space, time and other requirements in the classroom? Please give some examples from your experience:

………………………………………………………………………………………………………

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21. How do you teach the lesson in the classroom? How do you begin the class?

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22. How do you teach the main body of the lesson?   How do you conclude the class?

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23. Do your students raise question in the classroom? If yes, please specify their manner and frequency?

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24. Do you encourage your students to raise question in the classroom?

If yes, how?

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If no, why?

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25. If so, how many types of question do you encourage them. Please name them and elaborate them.

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26. Does it create problems of discipline in your classroom?

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SECTION-3

27. Are the classrooms in which you teach sufficient and proper in terms of space?

....

Is it possible for you to freely move around the class?

....

28. Do you organize classroom activities like:

a) Pair work…………   b) Group work …………… c) Role play …………… d) Any other

…………………. Please describe in brief:

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…………………………………………………………………………………………………

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29. If you do so you have necessary space, time and other requirements in the classroom? Please give

some examples from your experience:

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…………………………………………………………………………………………………

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…………………

30. What teaching aids are available for your classroom use?

a) Black board …………….. (b) Roller board ………………..(c) Cassette player

…………...…………(d) Television ……………... (e) VCP/VCR …………………….. (f) Computer

………………….(g) Any other ……………………

31. Are there teaching aids conveniently supplied to you as and when you require them?

……………………………………………………………...

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32. Do you need any specific items like picture cards, overhead projectors etc.? Please

specify:…………………………………………………………………………………………

…………………………………………………………………………………………………

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33. Do you have a library in your school? : What kind of books, journals and other kinds of reading materials are there in the library?

……………………………………………………………...

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SECTION-4

34. How important do you think is English in Manipur?

(a) Extremely Important …………………………..(c) Very Important ………………………..

(c) Quite Important.....................(d) Not so Important …………………….(e) Not so Important at all

…………………………

35. In what particular areas is the use of English most important? Please list at least five items from your practical experience?

 1) …………………………………………..

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2)…………………………………………………………………………………………………

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3)…………………………………………………………………………………………………

…………………………………………………...

4)…………………………………………………………………………………………………

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36. Do you think that the students are aware of the reasons for learning English?

(1) Yes ………………….. (2) No ……………(3) I don't know ………………………….

37. Why do you think that your students are interested in learning English? Please tick the right choice:

Because it is a compulsory subject ………………………………….

Because it is an important language …………………………………

Because it is a necessary for getting jobs …………………………

Because it is a status symbols ………………………………………

38. What are your students' specific needs for learning English? Please specify.

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39. What do you think are the objectives of teaching English in Manipur? If yes, what are they? Please list?

       1……………………………………………………………………………………

          2…………………………………………………………………………………

          3……………………………………………………………………………………

       4……………………………………………………………………………………

       5……………………………………………………………………………

40. Does the present syllabus specify the goal of teaching English in Manipur? Please list the most important ones below?

          1)………………………………………………………………………………

      2)……………………………………………………………………………

      3)……………………………………………………………………………

If no, can you make out the hidden goals and objectives?

       1………………………………………………………2…………………………………………………

……3………………………………………………..

4……………………………………………………5……………………………………………………6

………………………………………………………………..

41. Do you focus more on:

(a).Content based teaching.

(b). Grammar based teaching.

(c). Skill based teaching.

(d). Functional grammar

42. Have you ever participated in course design either at your school level or at the State board level?

Please describe your experience?

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43. Do you think that all the teachers must participate in the process of setting question design?

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……
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………..

44. How do you think that teachers can contribute course design?

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………………………………………………………………………………………………………...……………
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………

45. Have you read "minimal levels of learning "the publications by NCERT, New Delhi?

a)
YES …………………………………………………………….. b) NO
……………………………………………………………………

46. If yes, what are the minimal level of English from class (I) to (VIII), Please write a few minimal level of learning in school?

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……
……
………..

47. Do you know the competency base teaching learning based on this minimal level of learning?

(a)YES …………………………………………………………. (B) NO
……………………………………………………………………….

48. Have you ever attended any short term or long term orientation programmes of English language teaching methodology organized by SCERT or any other agencies?

    (a) YES …………………………………………………………. (B) NO
……………………………………………………………………

49. How do you teach listening, speaking, reading   and writing skill in your school?

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50. Do you take up any approaches and methods to develop these skills among the children and the students in the class?

 (a) Yes …………………………………………………… (b) No ……………………………………………………………………………….

51. If yes, what are those approaches, methods and techniques you employ in the classroom?

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52. How do you evaluate the students' listening, speaking, reading, and writing skills?

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53. Do you have any pattern of evaluation from Standard I to Standard VII1? If so, what are the patterns from Standard I to Standard V and from Standard VI to VIII?

(A) Yes……………………………………………………………………
(B) No……………………………………………………………………………….
………
…………………………………………………………………………..

If yes, what are the patterns of evaluation for each class right from the beginning of Standard I to Standard VIII?

………
………

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54. How do you evaluate for the whole syllabus of English?

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55. How many marks do you set questions for the whole syllabus? (i) 100 (ii) 200.

If it is 100 marks, what are the components in the questions and tick these in the given components.

(i). Grammar (ii) listening skill (iii) Speaking skill (iv) Reading skill (v) Writing skill (vi) Functional grammar

How do you distribute marks?

56. If you are not satisfied with the achievement of the students in a period of 45 minutes, what do you do?

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57. How many minutes do you spare for evaluation in a class period?

……

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………………..

Suppose there are 90 students in a class. Are you able to evaluate all the 90 students within the time kept for evaluation?   (A) YES …………………………………………………… (B) NO

……………………………………………………………………

58. If yes, what techniques or strategies do you adopt? Please elaborate the techniques or strategies.

……

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………………..

59. Do you motivate them sometime?

(A) YES ……………………………………………… (B) NO ………… …………………….

If yes, how do you motivate them ?

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SECTION 5

60. So, you have a system of Continuous and Comprehensive Evaluation? If yes, please, specify.

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…………………………………………………………………………………………………..

61. Does your school conduct different term-wise examinations? Please specify the frequency?

        …………………………………………………………………………………………..............
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62. Who sets the question paper for these term examination?

        …………………………………………………………………………………………………
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63. Do you think that question papers are systematically and scientifically prepared? If yes, how?

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If no, how?

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64. Have you ever participated in setting papers for the Manipur Board? If yes, please describe your experience?

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65. If no, what is the reason?

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SECTION—6

66.   Are you aware of different teaching methods?

A) Yes ……………………………………………………………. B) No

……………………………………………………………………………………………….

67. Can you list the methods you know something about?

a)..

....

....

If no, why?

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…………………

68. Do you think your classroom practice conforms to particulars methods?

         A) Yes ……………………………………………………………..

B)…………………………………………………………………………..

Which one?

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…………………

69. How would you describe your classroom teaching methods?

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………
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………………

70. What you think should be the ideal approach for teaching English in Manipur?

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…………………………………………………
         ……
…………………………………………………

71. Has this approach been adopted by you and your colleagues? If yes, how do you go about?

         …………………………………………………………………………………
         …………………………………………………………………………………   ………

If no, why?

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………………………………………………………………………

72: Have you read NCF-2005?. Yes or No. If yes, elaborate in two or three sentences about the ways of
teaching mentioned in NCF -2005.

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…………………

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73: Do you know Constructivist Approach to Teaching ? Yes or No.

If yes, please elaborate the ways of teaching the approach in your school.

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74: Do you know any new skill catering method or approaches Yes or No.

If yes, please elaborate them in two or three sentences.

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75. Do you teach students to develop reading skill in the class.? If yes, please mention any approach or method and elaborate any one of them about how you teach it in the class?

…………………………………………………………………………………………………

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76. Do you organize any activity for children to learn reading skill in the class? Yes or No. If yes, please elaborate how you organize them in the class.

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77. Do you teach based on MLL (Minimum Level of Learning)? Yes or No. If yes, elaborate them.

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78. Do you assess students on the basis of question design or Blue print? Yes or No. If yes, how many marks were allotted to reading skill in your question-setting with 100 marks?

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79. Do you assess children based on the objective of teaching? Yes or No. If yes, please elaborate how you do you assess?

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80. Do you take up any group activity based teaching to develop reading skill? Yes or No, If yes, elaborate how you take up.

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81. Do you know how to develop question design? Yes or No. If yes, how much you emphasize on reading skill in question design.

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82. Do you ask children questions in the class? Yes or No. If yes, mention the types of questions giving

examples.……

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……………

83. Do you know how many levels of questions are there in questioning? Yes or No. If yes, please mention the

levels.…….

………………………………………………………………….……………………………………………………

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………………

84. Do you teach students reading skill through only tests ? Yes or NO. If not, how do you teach them?

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……………………………………………………………….

85. Do you assess reading skill in the class? Yes or No. If yes, mention how you assess the students.
………
……………………………………………………………….

86. Do you implement CCE in your school? Yes or No. If yes, please, mention a few steps how you implement CCE.
………
……………………………………………………………….
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……………………………………………………………….

87. Do you take up any new or innovative practice to develop reading skill ? Yes or No. If yes, elaborate them?
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…………………………………………………………………
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88. Do you elaborate your teaching again and again? Yes or No. If not, how do you teach?
………
……………………………………………………………….

89. Do you repeat your teaching? Yes or No. If not, what approaches do you employ?
………
…………………………………………………………………

90. Do you teach children by reading the text book and asking questions ? Yes or No. If no, how you teach them?
………
…………………………………………………..

91. How do you teach reading skill in the class? Please, elaborate your teaching.
………
…………………………………………………………………

92. Do you teach the content of English text book. Yes or No.
………
…………………………………………………………………

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93. Do you go beyond the content of the text? Yes or No. If yes, please mention how you go beyond the content of the text.

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………………………………………………………

94. Do you assess the students from only textbook? Yes or No. if no, please write how do you assess them.

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95. Do you usually assess them based on the lesson in the text?

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………………………………………………………

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…………………………………………………………..

96. Do you ask students to review articles and journals written by eminent writers?

Yes…………………………No……………….Sometimes………………………….

If yes, mention the name/s of article/s and journal/s.

97. What is your view about the articles?

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…………………………………………………………………

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…………………………………………………………………

98. Do you teach students by explaining again and again? Yes or NO. How many times?

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…………………………………………………………………

99. Do you discuss matters relating to classroom teaching with your students? If yes, Please give some examples?

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……………………………………………………………………………………………...............

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100. Do you discuss your problems with teachers/colleagues?

Yes………………………........No…………………..sometime……………

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a) Your colleagues…………　　　…………..　　　　………………

b) Your Principal ……………　　…………………………　……………　c)　Member/s of school

administration ……………　………….　　………….……d)　Concerned person in Manipur Board

…………………………………………………………………..

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