

DEVELOPMENT OF SOME EFFECTIVE COMPONENTS FOR HIGHER SECONDARY STUDENTS OF CBSE AND UP BOARD TO ENHANCE ENGLISH LANGUAGE SKILLS

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Abstract

Language is the essential mode of correspondence and articulation of considerations and thoughts. In India, there are two authority dialects Hindi and English. English has possessed a predominant situation since freedom. There have been not kidding endeavors to coordinate English language in the school educational plan since 1980s. In the schools of West Bengal, English is educated either as a first language or second language. The current examination expects to discover the status of showing English language in the optional schools where the schools with three unique sheets, ICSE, CBSE and state sheets are picked. The example comprised of 50 educators and 50 understudies from a sum of 25 schools. An overview technique and perception stock was utilized for assortment of information. The end is that English language instructors need to side by side themselves with the most recent improvements with regards to language educating. The co-activity from the school, instructors, guardians and understudies yield productive outcomes in improving the status of English language educating.

Keywords: Higher Secondary, English Language Skills.

Introduction

English is one of the chief worldwide dialects on the planet. English in India is utilized for speaking with the rest of the world, yet in addition for between state and intra-state correspondence. It represents in Indians' brains, better instruction, better culture and higher insight. After Hindi, it is the most generally communicated in language in India and presumably the most read and composed language (Vijayalaxmi and Babu, 2014). The significance of English language study has been all around expressed in The National Curriculum Framework (2005) in the accompanying words: "English in India is a worldwide language in a multilingual country. An assortment and scope of English Teaching circumstance win here attributable to the twin components of instructor capability in English and understudies' openness to English external schools." English in India is not, at this point a language of the pilgrim rulers rather it has become a basic piece of the Indian multilingual collection. The perspectives of the contemporary Indians towards English are essentially more certain than what we for instance find in the Constituent Assembly discussions of 1946-49.

English assumes a significant part in the areas of schooling, organization, business and political relations, legal executive, industry, and so on and is hence identification to social versatility, advanced education, and better open positions. In

metropolitan India, it is regular to see youngsters code blending and code exchanging among English and Indian dialects. It is in reality grievous that English has so far remained related with the rich, tip top or upper working class. It ought to be the exertion of the Indian instructive framework to arrive at English to each Indian youngster and to guarantee that she/he acquires an adequately significant degree of capability in it and not languish segregation over absence of it. The instruction and learning of English today is portrayed by the variety of schools and etymological conditions, and by methodically unavoidable study hall techniques of showing a reading material for achievement in an assessment.

Objectives of the Study

Following are the primary objectives involved in the study:

- To examine the status of instructing English at the auxiliary level in the schools.
- To look at the impact of educators' capability, mode of guidance and kind of assessment sheets in instructing English.
- To examine the issues looked by the educators in showing English in the optional schools.

Operational Definitions

English language teaching- English language training alludes to the techniques received in schools for showing English language by expertly

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gifted English educators for executing the educational plan.

Status-Status here alludes to the position and accessibility of offices for scholarly help and level of execution corresponding to the suitable norms in schools as of now.

Secondary Schools-Secondary schools allude to the understudies perusing in 10th grade in schools where English is instructed either as a first language or a subsequent language.

School Interventions-School intercessions here allude to the mechanism of guidance of the schools, leading group of assessments and the kinds of schools. Mode of guidance alludes to English, educational committee of assessments alludes to CBSE board, ICSE board and state leading body of assessments and kinds of schools allude to government and tuition based schools.

Tools Used

Since this was a survey type of research, the investigator selected a questionnaire suitable for the study, as it required some factual information from a large number of teachers and students as respondents within a short span of time. A standardized tool developed by Santosh Suman (2013) was used for collecting data. The following tools were used for collecting data:

- A. Questionnaire for English Language Teachers
- B. Questionnaire for English Language Students
- C. Classroom Observation Schedule cum Inventory

Questionnaire for English Language Teachers

This questionnaire consisted of background information of teachers along with the following items: Training programme attended by them, transactional strategies adopted in classroom, remedial teaching programme adopted, feedback mechanism and teachers' personal reaction for teaching English in class, steps taken by the teachers for the improvement in teaching language.

Questionnaire for English Language Students

It included items covering the interest of the learners to read English, hours devoted by them, liking for studies, performance of assignments and clarification of doubts from the teachers.

Classroom Observation Schedule cum Inventory

This questionnaire consisted of items in respect of classroom observation of teaching of English. It has two sections: Part A consists of general information regarding the school and Part B

contains the classroom transaction process which consists of conducive classroom atmosphere, availability of instructional materials in the class, media support and the transactional strategy adopted by the teacher and response by the students there of.

Review of Literature

Saranya (2018) suggested the need for the teachers to equip themselves with the latest technology and gain mastery over English to improve their all the four language skills.

Malarvizh (2018) remarks when English is taught as a second language, the teachers tend to overlook the errors made by the students. She recommended the need to use English aptly in an everyday basis.

Meganathan (2011) studied that in the states of India, some schools offer English as the first language while others offer it as the second language. Most schools in the country do not have the facilities and proficient teachers needed to cater to the demand.

Arocena and Popma (2014) in their report discovered that secondary school students in the Basque Country and in Friesland do not use the foreign language (English) very extensively, either at school or outside. English is learnt as a foreign language only at school.

Anyiendah (2017) found that limited classroom language opportunity for the learners to practice the language has stunted their exposure to learning English. In upper primary, the learners' only opportunity to use English language is limited to the daily 35-min English lesson.

Khan, Ahmed and Munir (2013) found the problem that the teachers in Provincial government schools were not sufficiently qualified and had not adequate knowledge of teaching methodologies of teaching English.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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