

Integrated Strategy for Teaching English Language to Government Tribal Residential Middle School Students

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Abstract

A peep into the history of English Language Teaching showcases many innovative methods and approaches with regard to teaching of English. No individual can strongly hold a view that a particular method or approach is novel because it is up to the teachers' intelligence and the learners' requirements and capacity to follow. Traditional Methods may be fruitful only for the theoretical papers but it will not be an appropriate technique to enhance the communication skills of the learners. It is a need of the hour to devise a suitable strategy to enhance the teaching skills of Government Tribal Residential Middle School Teachers (GTRMS). The objective of this paper is to devise Integrated Instructional Strategy to train Government Tribal Residential Middle School Teachers in teaching English Language. Various online tools have been used to achieve the objective of learning English language.

Keywords: Instructional strategy, Multimedia Modules, English Language Teaching

Introduction

Seeking of socio-economical and educational developments of Tribal people is vital so as to bring them with the level of other forward sections of the society. Education forms an important component in the overall development of individuals enabling them to greater awareness, better comprehension of their social, political and cultural environment and also facilitating in the improvement of their socio-economic conditions. To create equilibrium at the literacy level, Tamil Nadu Government proves itself as a stout champion and has become an example to the other States. But the pupils from Scheduled Tribal Community are lagging behind their counter parts in English language skills.

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Owing to their fear psychosis towards learning English language, the Scheduled Tribe students are not interested in continuing their school education. They had a wrong opinion in their mind that they cannot understand nuances of English language and cannot master the same. The traditional way of teaching English language has made them think like that. Hence, there is need to devise suitable strategies using multimedia modules to teach English language.

Major Existing Research Work Reviewed

The aim of reviewing the related literature is to identify the research gap. From the review of related literature, the researcher could consolidate the problems in teaching of English language. There were difficulties in specifying the educational objectives for teaching English realized by the student- teachers (Gafoor K. Abdual and Umer Farooque 2010). There are inadequate preparations in pre-service teacher education programme (Lewis Cindy 2010) and the lack of importance of teacher behaviors and characteristics. Whereas, the existing teaching strategies for teaching of English (Lunenburg C. Frederick and Herly J. Irby 2010) fail to integrate the meta-cognitive reading strategy instruction (Luang, Jiuhan and Deanna Nisbet 2012) to provide an effective ICT method over traditional methods with respect to strategy use (Gungur, Arzu 2008 , Nazeryan and Seyedeh Zaihra et al. 2017) and to model the task at hand with step-by-step instructions for students to have a clear vision (Diaz-Zamora, Jennnifer 2014). The aforesaid literature clearly states that most of the research studies redressed only the college teachers. The exclusive study on enhancing the ability of teacher who are handling English subject to the tribal community is need of the hour. Hence, this paper is attempted to devise Integrated Instructional Strategy using Multimedia modules in English Language Teaching.

Significance of the Study

The findings of the study showed that the multimedia modules developed using Integrated Instructional Strategy are effective and it can be used by all teachers for inclusive teaching in Government Tribal Residential Middle School. Quality teaching ensures quality education. The overall standard of teaching of English to Tribal studies will show improvement, as this teaching methodology using modules proves to be effective.

Scope of the study

The teachers are well-trained and educated about various teaching methods to teach second language. The trainings were given to them to use technology for teaching language subject. Though the hands-on training were given to them to use information and communication technology in an effective manner while pursuing their teacher education programme, the teachers are not given a chance to use it in their regular classroom. The integrated instructional strategy developed for this study will be highly useful for the Government Tribal Residential Middle School Teachers to teach English language effectively. Besides, the tribal students can mastery over the language which persuades them to enrol themselves in higher education and also get a job in Government sector.

Assumptions

- Teachers working in Government Tribal Residential Middle School need enhancement of competencies in using Multimedia modules.
- It is possible to enhance the English language competence of Tribal students by teaching the subject using multimedia modules.
- Teaching of English using Integrated Instructional Strategy will enhance the content knowledge and performance skill of tribal students.
- The multimedia modules facilitate the learners not only to learn the language but also to continue their higher studies.

Limitations

The study is confined to the Language teachers handling English subject for 6th, 7th, and 8th Standards in Government Tribal Residential Middle Schools. The Instructional Strategy was devised only for teaching prose lessons. Due to COVID-19 outbreak, an experimental study was not conducted in the selected districts to find out the significance of the novel method proposed for this study but modules has been developed which clearly act as signpost to the teachers to create module for their future classes.

Objectives

- To analyse the data pertaining to tribal and their educational status.
- To devise the Integrated Instructional Strategy to train the teachers working in Government Tribal Residential Middle Schools.
- To prepare self-explanatory multimedia module of Integrated Instructional Strategy.

Hypothesis

Hypothesis is a formal affirmative statement predicting a single outcome, a tentative explanation of the relationship between two or more variables. The hypotheses have been formulated on the basis of available data with the topic.

- The integrated instructional strategy devised for teaching English language to the Government Tribal Residential Middle School Students can help them to mastery over the language.
- The tribal students who will be taught using Integrated Instructional Strategy perform well on a par with their counterpart studying in English medium schools.

Research Questions:

- What are the educational needs of Tribal students?
- What are the competencies required for a teacher to teach English subject to tribal students?
- What are the additional enriched inputs required to fulfill the needs of teachers in an inclusive classroom?
- Does this training enable the teachers to acquire the needed competency, ability and application skills and competencies required for teaching English to tribal students?
- How far will this development of modules be effective in improving the competence of teachers to teach English to tribal students?

Methodology

In this study, Integrated Instructional Strategy using various modules has employed for the preparation of Mind map, lesson plan, Interactive classroom through Pear Deck, Web sources through Insert Learning Tools bar, Video Lecture using Open Broadcaster Software, Bringing Effectiveness in Online Education, and Concept Visualization. And also, demonstration is given using these modules for teaching English language to their students.

Research Findings

- The Integrated Instructional strategy using multimedia modules for the teachers has significantly enhanced the academic achievement of Tribal students studying in Government Tribal Residential Middle School.

- The teachers can perform well in delivering lectures while using multimedia modules
- The students can overcome inhibition and psychological barriers when they learn the English language through multimedia modules
- The interest of the students in learning English language is achievable in using online interactive learning classroom.
- The active participation of students is confirmed when they react with the video lectures prepared with the back up to Open Broadcaster Software.
- The procedures of group communication and making public speech can be effectively handled by the teachers.
- The students can be quite comfortable in accessing online tools for learning English language.
- The Tribal students can evince tremendous interest in learning language and the class room can be highly interactive and students centered.

Conclusion

As per the Kothari Commission, “the teacher shapes India in her/his classrooms, but the calibre of the teacher, who is to shape the nation, depends largely on the type of teacher educators we produce. A teacher can make or mar a nation through the role assigned to him and played by him. It will not be an exaggeration to state that the future of India is in the hands of the teacher”. The teachers must periodically update themselves with the recent trends in second language teaching and also must aware of the arrival of various online tools and software for devising suitable strategies in accordance with the needs of the students. The hands-on trainings on web tools and software help the teachers create novel methods and strategies in teaching and learning process.

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