IDENTIFICATION OF TEACHING STRATEGY GAP IN BENGALI LANGUAGE AMONG THE TEACHERS OF PRIMARY LEVEL AND EVOLVING A STRATEGY FOR EFFECTIVE TRANSACTION OF CURRICULUM

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ABSTRACT

Strategy is a plan for executing effective teaching activities. It consists of different sets of activities such as analysis of contents, preparation of learning materials, planning and presentation of learning materials and finally evaluation of outcomes. It serves a lot of purposes it being an out art of plan and conducting helps the teaching learning activities; learn the teacher and the taught for achieving a particular teaching goal. In the present study researcher tried to investigate the teaching strategy gaps among the teachers of primary level and tried to evolve an effective strategy for proper transaction of curriculum. It was an experimental study. Samples were collected from the schools of Malda and Dakshin Dinajpur District at primary level. Researcher found significant gaps in teaching strategy and also found effectiveness of proper use of teaching strategies.

KEYWORDS: Teaching Strategy, Dramatization Method, Effective Transaction, Curriculum

INTRODUCTION

In real life, it is not so easy to separate four basic language skills; as most language skills are preceded or followed by a different skill. This integration is constant and confusing for language learners to understand and practice themselves. The main reason for this is to organize learning activities into some order, and to assist teachers in deciding exactly what the aim of their lesson is, and choices as, how to do it. Each skill is sub-divided into several sub-skill activities; listening, speaking, reading or writing is emphasized, but with other skills is integral part of the activities, as real life situation. Researchers observed a large number of students in primary level were unable to acquire adequate knowledge. Most of them unable to read and write in proper way. At least 50% students of rural primary schools under west Bengal board of primary education pronounce in peculiar way 40% students are unable to communicate with the teacher and unable to express their emotion or need with proper language.

It was also found that the achievement of students on their final examination were not satisfactory. After observation researcher found a massive learning gap in basic language skills as well as in subject matter among the students of primary level. It is assumed that content gaps, strategy gaps and gaps in knowledge on pre selected concepts enhance the learning gaps. There must have a long term effects of gaps in knowledge, in their behaviour and scholastic achievement.

According to great psychologists and Educationists Language development is a major part of a child in the development process. It has an important impact in behaviour formation of a child. They have raised the question of

selecting suitability of strategies on the basis of subjects matter or content.

The effectiveness of strategies was judged on the achievement of students treated through three selective strategies. The selected strategies were-

- Dramatization Method

- Correlation Method

- Traditional method

For selecting strategies following points were considered. (i) Language teaching is positive through all the strategies. (ii) All the selected strategies can be used for teaching for minor manipulation of class room environment. (iii) Either group or individual instruction is possible through the strategies.

Dramatization

The reconstruction of an event, novel, story etc. in a form of suitable for dramatic presentation is called dramatization. In the other word the art or act of dramatizing is called dramatization. "Drama" is the specific mode of fiction which was represented in performance. The term "Drama" comes from Greek word meaning "Action" which is derived from "to do". The word "Play" was the standard term used to describe drama before the time of Willaim Shakespeare. Drama performed by actors on a stage before audience, with pre supposes collaborative modes of production and a collaborative form of reception. The structure of the text of a Drama is different to the other types of literature. It is directly influenced by the collaborative production and collective reception. In the other side drama is combined from of music & dance. It includes spoken dialogue and songs. As a art "Drama" means- Script writing by planning and recording improvisations passed on personal experience and heritage, imagination, literature and history, designing by visualizing and arranging environments for classroom dramatizations. In the great soviet encyclopaedia (1979) defied, Drama belongs simultaneously to the categories of theatre and literature: it is the primary element in a theatrical performance.

Steps of Dramatization

"…….. Drama is about discovering the unknown, rather than acting out what has already been decided (DFEE 1989)" Steps of dramatization method as follows-

- Planning

- Making a part of story in dialog form

- Character mapping

- Memorizing the dialog

- Preparing the group of students for the presentation.

- Presentation of Drama

- Questioning/Feedback

- Relating to the present context

Identification of Teaching Strategy Gap in Bengali Language among the Teachers of
Primary Level and Evolving a Strategy for Effective Transaction of Curriculum

87

Advantages of Dramatization Method

According to J. Basom (2015, 2005) the benefits for the comprehensive development through dramatization mention below:-

Self confidence and positive self concept

- Imagination Power

- Improvisation Power

- Cooperation

- Empathy and tolerance

- Concentration Power.

- Developed Language and communication skills.

- Creativity

- Expression of emotions

- Relaxation

- Self discipline

- Trust

- Memory

- Social consciousness

Correlation Method

The word 'Correlation' means mutual relation of two or more things. 'Correlation' has been in English Language since 16th Century. It comes from French 'Correlation', Comes from Latin word which literally meaning 'restoring things together.' Herbart's education philosophy and pedagogy highlighted the word 'Correlation', referring the teaching process, suggested 5 steps as crucial components such as- preparation, presentation, association, generalization and application. Hebert first brought the idea of correlating the teaching of various subjects 'All knowledge is one Unit'. In the present era correlation is a most essential method in the field of Education, not only that correlating different subjects is considered highly essential for the students in primary level.

Correction Model

At the time of integrating different subjects, in a given subject (particular) classroom, teachers form 2 or 3 groups among the students. One group instruct to write the names of the river, what they recognize with the previous knowledge and interaction will be occurred by them, other group instruct to write the names of the vehicles which ride in water and other group instruct to write the theme of the lesson which teacher discussed by following a chart or using the blackboard.

After 10 minutes, each group ask to read their writing one by one member, other group ask to listen their work,

one student ask to count the number of Rivers and vehicles and one other student ask to calculate the total number in the black board, All students participate actively in the class, listen carefully other groups works. In this away teacher can correlate different subjects in one classroom.

OBJECTIVES OF THE STUDY

- To identify the gaps in teaching strategy used by teachers for teaching Bengali language of class IV.

- To find out the most effective strategy on the basis of students achievements in Bengali language.

Null Hypotheses of the Study

- The gaps lie in the teaching strategy used by teachers for teaching Bengali units of class IV is not significant.

- Effects of strategies on the achievements of students in the Bengali language do not differ significantly.

Population and Sample

- All the students of Primary level under the West Bengal Board of Primary Education were included. Only Bengali medium students selected for the study.

- All the students of class IV of primary level..

- Finaly120 students of class IV of the selected 6 rural primary schools in the districts of Malda and Dakshin Dinajpur of West Bengal were selected.

- 30 teachers of primary schools specialized in Bengali language were selected.

Selection of Teachers Specialized in Bengali as Samples

- The teachers must have training with methodology of teaching in Bengali language. (B.Ed / D.EL.Ed)

- The teachers must have at least five years experience in teaching Bengali.

- The teachers must have conversant with methodology of teaching Bengali.

- The teachers who have an experience in taking classes from class II to IV. Considering the above criteria 30 teachers of Bengali language were selected from the primary schools for the study.

DESIGN OF THE STUDY

The present study was experimental in nature. In the first phase students of class IV were included for the study. It was a Pre-test –Post-test and control group design. Before starting the experiment, the achievement in Bengali Test comprising criterion tests developed by the investigator was administered on the student of both experimental and control groups.

TOOLS USED FOR THE STUDY

- Achievement Test on the units selected for instruction through strategies. (IV) (Post test) constructed by the investigator and standardized by the experts.

Identification of Teaching Strategy Gap in Bengali Language among the Teachers of
Primary Level and Evolving a Strategy for Effective Transaction of Curriculum

89

- 'Strategy-Questionnaire-Profile' – for teachers.

Administration of Pre-test

The pre-test was administered for the selected sample group i.e. on the student of class IV of each schools, those who were accepted as sample. The test was self-explanatory. Before conducting the programme of administration a verbal instruction was given by the investigator to the students.

Administration of Post-test

Post tests on separate units were administered after the one day on completion of the instruction on units. Common post tests was used for the three groups whether they were treatment either of the strategies. Post-tests were self-explanatory.

Collection of Data

Answer sheets were collected after the duration of time allotted for answering the items. After collecting the sheets these were scrutinized by the investigator. Incomplete response sheets were rejected. On the basis of answers key and scoring key, evaluation was done. Total marks for each individual was calculated as such three separate sets of scores were collected for the students – (i) Scores on Pre-test, (i) Scores on post test (with three subsets).

TREATMENT ANALYSIS AND RESULTS

Showing the Result of H_{01}

Table 1: Class IV (Unit 1)

	Lecture	Story Telling	Discussion	Others	Total	χ^2-value	df	Sig.
Appropriate	4.72	9.48	1.76	1.00	16.97	33.93	5	Sig. at 0.01 level
Applied	4.72	9.48	1.76	1.00	16.97			

Table 2: Class IV (Unit 2)

	Lecture	Imitation	Story Telling	Discussion	Total	χ^2-value	df	Sig.
Appropriate	5.74	0.50	4.20	8.93	19.37	38.74	5	Sig. at 0.01 level
Applied	5.74	0.50	4.20	8.93	19.37			

Table 3: Class IV (Unit 3)

	Lecture	Story Telling	Discussion	Others	Total	χ^2-value	df	Sig.
Appropriate	5.90	8.01	4.50	0.50	18.92	37.83	5	Sig. at 0.01 level
Applied	5.90	8.01	4.50	0.50	18.92			

Table 4: Class IV (Unit 4)

	Lecture	Story Telling	Discussion	Others	Total	χ^2-value	df	Sig.
Appropriate	5.22	11.11	0.84	0.50	17.68	35.36	5	Sig. at 0.01 level
Applied	5.22	11.11	0.84	0.50	17.68			

Table 5: Class IV (Unit 5)

	Lecture	Story Telling	Discussion	Others	Total	χ^2-value	df	Sig.
Appropriate	4.78	2.06	8.01	0.50	15.36	30.71	5	Sig. at 0.01 level
Applied	4.78	2.06	8.01	0.50	15.36			

Table 6: Class IV (Unit 6)

	Lecture	Story Telling	Discussion	Others	Total	χ^2-value	df	Sig.
Appropriate	4.51	1.71	9.85	0.50	16.58	33.16	5	Sig. at 0.01 level
Applied	4.51	1.71	9.85	0.50	16.58			

Table 7: Class IV (Unit 7)

	Lecture	Imitation	Story Telling	Discussion	Others	Total	χ^2-value	df	Sig.
Appropriate	8.01	0.50	8.05	6.78	1.00	24.34	48.68	5	Sig. at 0.01 level
Applied	8.01	0.50	8.05	6.78	1.00	24.34			

Table 8: Class IV (Unit 8)

	Lecture	Story Telling	Discussion	Others	Total	χ^2-value	df	Sig.
Appropriate	5.35	7.15	2.09	1.50	16.09	32.17	5	Sig. at 0.01 level
Applied	5.35	7.15	2.09	1.50	16.09			

Table 9: Class IV (Unit 9)

	Lecture	Imitation	Story Telling	Discussion	Total	χ^2-value	df	Sig.
Appropriate	3.30	0.50	6.00	1.92	11.72	23.45	5	Sig. at 0.01 level
Applied	3.30	0.50	6.00	1.92	11.72			

Table 10: Class IV (Unit 10)

	Lecture	Imitation	Story Telling	Discussion	Others	Total	χ^2-value	df	Sig.
Appropriate	2.68	1.00	7.44	0.24	1.00	12.35	24.71	5	Sig. at 0.01 level
Applied	2.68	1.00	7.44	0.24	1.00	12.35			

Chi-sq at 0.05 level = 11.07, Chi-sq at 0.01 level = 15.09

The above table of pertaining Ho1 Class-IV reveals the distribution of teaching strategies applied by the teachers and appropriate according to teachers for delivering lessons on the units. The value of x^2 between two distribution in unit-I is 33.93, unit-2 is 38.74, unit-3 is 37.83, unit-4 is 35.36, unit-5 is 30.71, unit-6 is 33.16, unit-7 is -48.68, unit-8 is 32.17, unit9 is 23.43, and in unit-10 is 24.71 which were significant to 0.01 level. The result indicates that the strategy applied by the teachers and appropriate for delivering lessons for the units differ significantly. Which leads to indicate that there is a significant gap in strategy for teaching Bengali in class IV? Therefore Ho1 was rejected.

Showing the result of H_{02}

Showing the Effects of Strategies on Students' Achievement H_{02}:

Table 11: Showing the Summary of Effects of Strategies on Students' Achievement (H_{04})

Strategies	Count	Sum	Mean	SD
Dramatization	120	3091	25.76	1.74
Correlation	120	2935	24.46	2.33
Traditional	120	2788	23.23	2.26

Table 12: Showing the ANOVA Result on Effects of Strategies on Students' Achievement (H_{04})

Source of Variation	SS	df	MS	F	F at 0.05	F at 0.01
Between Groups	382.65	2	191.32	42.29*	3.02	4.67
Within Groups	1615.25	357	4.52			
Total	1997.90	359				

*Sig. at 0.01 levels

Identification of Teaching Strategy Gap in Bengali Language among the Teachers of
Primary Level and Evolving a Strategy for Effective Transaction of Curriculum

91

Table 13: Showing the t-test Result on Effects of Strategies on Students' Achievement (H$_{04}$)

t-Test	Df	t Stat	t at 0.05	t at 0.01
Dramatization vs. Correlation	238	4.89*		
Dramatization vs. Traditional	238	9.70*	1.97	2.60
Correlation vs. Traditional	238	4.14*		

*Sig. at 0.01 levels

The values of 't' between any two strategies are significant at 0.01 level which indicates that the effects of strategies on students achievement differ significantly. Results also indicate the mean achievement score of students treated through Dramatization is the highest than the mean achievement scores of students treated through correlation and traditional method of teaching. Meaning thereby Dramatization is the more effective than the other two approaches. Results also indicate that correlation approach is significantly effective than the traditional method of teaching at class IV.

Now a day's drama became a tool of exploring emotion of students. As well as it is using as a methods of teaching in several subjects. In dramatization students pays the roles of the personalities and abstracts also. In this method student assimilates the essential facts of that particular theme. It improves children's memory device. Children who do not participate in that dramatization process they also feel an emotional attachment towards the character when he or she observed the drama. Dramatization is method in which students may assume the charterer of play and act out the drama. It may be applied different context of the subject matter from books or any other social situation that improve students peer interaction and foster social skills.

CONCLUSIONS

Dramatization implies opportunities to the students of problem solving in the class room situation, at the same time it improves student's improvisation power listening, speaking, reading and writing skills, co-cooperativeness, faith to other, freeness to interact to friends and teaching social mobility.

Teaching with dramatization benefited students in several ways. Dramatization imposed the need for constant communication that helps students to improve them listening & speaking skills and simultaneously reading skill also. Therefore it was concluded that with the help of Dramatization Method learner can improve their learning ability as well as their Basic Language Skills also.

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