Perception of English Language Teachers towards Modular Mode of Transaction Process at High School Level – A Study

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Abstract: According to National Curriculum Framework-2005 and Andhra Pradesh State Curriculum Framework (APSCF)-2011, the completion of the textbook is not the ultimate goal of teaching English but achieving the targeted academic standards. In pursuance of attaining this goal, the APSCF-2011 suggested Discourse Oriented Pedagogy (D.O.P.) which has conceived a typical modular mode of transaction. In Telangana State (erstwhile a part of Andhra Pradesh), English language teachers working at high school level have been oriented towards new transaction process in various phases and they have also been following it to teach English since 2011. The present paper is an attempt to study the perception of English Language Teachers towards Modular Mode of Transaction Process at high school level. A self-made opinionnaire was used in the study to collect data. The data were analysed and interpreted.

Keywords: Constructivism, Curriculum, Discourse Oriented Pedagogy, Modular Mode of Transaction,

1. Introduction

In India, English is being taught as second language. The main objective of teaching English is to make learners acquire knowledge of English and use it in their daily life. In pursuance of attaining this goal, many methods and approaches like the Grammar Translation Method, the Bilingual Method, the Direct Method, the Structural Approach, etc... were evolved and adopted for teaching English in which classroom operations were on form-based. In form-based teaching, Present-Practice-Produce (PPP) model was very popular where a series of discrete items are presented to the learners, make them practice and produce them. However, it is against to language acquisition process that always progresses from whole to part rather than part to whole and language is acquired not through repetition but through recurrence of linguistic facts in need based and meaningful discourses.

Dave Wills and Jane Wills (2001) say that there is an assumption that there is a direct relationship between ‘input’ and ‘intake’ that what is presented can be mastered directly and will as a result of that master, become part of learner’s usable repertoire. But we know language learning does not take place very consciously all the time. So, it is almost not possible to say that all the ‘input’ one receive will be taken in (intake) and mastery of that item takes place.

1.1. Need of New Language Teaching Process

The following opinions emphasize the need of new language teaching process:

Kreshan (1982) opines that “Conscious knowledge of the rules of language derived from formal and traditional instruction strategies will make little contribution to the development of language competence.

The opinion of the NCF -2005 mentioned below points out the lacunae in the previous curriculum and teaching learning process:

Children’s voices and experiences do not find expression in the classroom. Often the only voice heard is that of the teacher. When children speak, they are usually only answering the teacher’s questions or repeating the teacher’s words. They rarely do things, nor do they have opportunities to take initiative. The curriculum must enable children to find their voices, nurture their curiosity—to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge—rather than their ability to reproduce textual knowledge. The traditional teacher dominated ‘read and remember till asked’ practice has to be replaced by pupil-centred and activity-centred teaching learning process.”

In Position Paper on Language and Language Learning, the Andhra Pradesh State Curriculum Framework-2011 argues that “If children fail to learn new language such as Hindi and English in Andhra Pradesh, the problem is not with children, the problem is with materials, methods and teachers and the overall infrastructure provided in the school. A second language will get easily learnt if we can ensure rich and challenging exposure and a caring and sympathetic environment.” This opinion
emphasizes the need of curriculum revision and new transaction process for teaching English.

In this context, the NCF-2005 opines that the new English textbooks have to be prepared on the basis of constructivism and there is a need to have a more holistic approach to the process of language teaching

1.2. Constructivist Perspective of Learning and Teaching

Basically, learning is a search for meaning out of personal experience. The main goal of learning for an individual is to construct his or her own meaning. Therefore, constructivism views learning as a process of construction of knowledge and teaching as transaction. Constructivists believe learners construct their own knowledge by connecting new ideas to existing ideas on the basis of learning experiences provided to them by the facilitator (teacher). The same is echoed in Miller’s (1996) verbatim mentioned below:

“constructivism views teaching as transaction. From this perspective, teaching is the process of creating situations whereby students are able to interact with the material to be learned in order to construct knowledge and teachers are not expected to pour knowledge into the heads of learners; rather, they facilitate learners in their construction of knowledge by creating experiences where students’ old information can transact with new information to create meaningful knowledge.”

1.3. Modular Mode of Transaction Process

On account of the NCF-2005 recommendation and to establish holistic treatment of language, APSCF-2011 suggested Discourse Oriented Pedagogy at all levels of learning English. The new pedagogy has conceived a meticulous transaction process which is called modular mode of transaction. There are four modules namely Pre-Reading, Reading, Post-Reading (Discourse Construction) and Editing are present in the modular mode of transaction at high school level. Interaction or dialoguing is an important component which cuts across all these modules. Interaction is envisaged not as mere asking same type of questions and eliciting responses, but dialoguing with the learners using different types of questions like factual questions, analytical questions, inferential questions or reflective questions and linguistic devices such as asking for opinions, seeking agreement, reporting and the exact language that is to be used to communicate an idea meaningfully in a given context. The modular mode of transaction process provides space for the learners to collaborate if it is in reading, discourse construction or editing. In the new transaction process, the teacher acts as a facilitator who encourages learners to reflect, analyse and interpret in the process of knowledge construction. The classroom which follows modular mode of transaction process is neither teacher-centred, nor learner-centred; it is knowledge-centred.

1.4. Strategies of Modular Mode of Transaction Process

The Pre-Reading

Pre-Reading is a series of strategies that student can undertake before reading a text. In this session, the facilitator interacts with the learners in an informal way by showing an audio-visual clipping, a photograph, a real object, a news report, etc… that works as a stimulus for sensitizing the learners on the theme around which the total classroom activities are knitted. While interacting with the learners, the facilitator asks a few simple and analytical questions which will help them make intelligent predictions on what they are going to read.

Steps involved in the Pre-Reading

- Interaction based on a picture, an audio-visual clipping, a real object, etc…
- The facilitator presents a narrative or initiates a discussion.
- Production of oral or written discourse.
- Leading the interaction towards the reading text.

Reading

The Pre-Reading is followed by reading. Reading is a cognitive process of decoding symbols to derive meaning. This involves the following micro-processes:

i. Individual Reading: Children are asked to read the passage individually at their own pace. As they have already made some intelligent predictions on the content of the text in the pre-reading session, they will read it to ensure that their predictions are right or wrong; or will try to know what is happening next. To help the low proficient learners get at least some ideas from the reading passage and generate their own sub-text, the facilitator asks some factual questions.

ii. Collaborative Reading: The teacher divides the children into small heterogeneous groups to enable them to share their reading experiences within the groups with regard to what they understand, what they did not understand and what they liked most in the passage. Inter group sharing of ideas is also happened with the facilitator’s mediation.

iii. Loud Reading by the facilitator: The facilitator reads the passage with correct pronunciation; proper pauses, stress, tone and pitch which help the learners make better understanding of the reading passage.

iv. Loud Reading by the pupils: The facilitator divides the pupils into groups. He
also divides the reading passage into various parts according to the number of learners in each group. The pupils are instructed to decide among themselves who will read which part. Each pupil in the group is supposed to read the passage loudly and others can offer suggestions to make loud reading better.

v. **Scaffold Reading:** In this session, the facilitator asks a few analytical, reflective and inferential questions. These questions are asked not to check their comprehension but to help the learners imbibite the text and construct their own texts from it.

**Post-Reading**
The main objective of the post-reading session is the construction of a discourse by the learners. As the learners have already received inputs through listening and reading, they are in a position to construct a specific discourse. The steps involved in discourse construction:

- teacher facilitates the learners through interaction,
- learners construct the specific discourse individually,
- the facilitator gives positive feedback,
- a few learners present their discourses,
- sharing in group for refinement,
- presentation by the groups,
- presentation of the facilitator’s version of the targeted discourse.

**Editing**
This session is dedicated to correct the errors in the discourses constructed by the learners. The errors may be related to discourse features, theme, word formation, word order, punctuation, use of excess words, missing words or spelling. These are to be rectified by following a meticulous process of editing. This is not a session for teaching grammar directly but the learners are sensitized on these errors by evoking their intuitive sense of well-formed structures. This enables both the teacher and learners to use the language more effectively. The micro-process of editing involves the following steps:

- Groups edit their products or discourses.
- Teacher will edit one of the discourses constructed by the learners by dialoguing with the learners.
- The other discourses will be edited by the groups themselves.

**Dealing with Vocabulary, Grammar and Study Skills**
The next step in the transaction process is to deal with vocabulary, grammar and study skills which are to be contextually embedded. It is an individual activity. The teacher shall ask the learners to do the task as directed in the textbook. After completing the task they sit in groups and share with others what they have done. The teacher may give feedback. However, the tasks are not meant for teaching any grammatical elements explicitly.

**Transaction of Projects**
It is a fact that project work paves a way for integrating all language skills and various study skills. In each unit, the learners have to do one or two project works related to theme of the unit. The teacher is supposed to conduct a brain storming session to make the learners understand the purpose, scope and significance of the project and but he is not expected to prescribe any tools or formats. The teacher has to monitor the progress at various stages and gives feedback to achieve the desired outcomes.

**2. OBJECTIVES OF THE STUDY**
The following objectives have been formulated for the study:

i) To study the perception of English Language Teachers towards Modular Mode of Transaction Process at High School Level.

ii) To compare the perception of male and female English Language Teachers towards Modular Mode of Transaction Process at High School Level.

iii) To compare the perception of teachers appointed through direct recruitment and promoted English Language Teachers towards Modular Mode of Transaction Process at High School Level.

iv) To compare the perception of the English Language teachers whose length of service is between 6-12 years, 12-18 years and above 18 years towards Modular Mode of Transaction Process at High School Level.

**3. METHODOLOGY**

3.1. **Design of the Study**

i) The study is taken up to find out “Perception of English Language Teachers towards Modular Mode of Transaction at High School Level”. For the purpose of the study, 80 teachers of English, working in the managements of Zilla Parishad and Government High schools in Warangal District have been selected randomly.

3.2. **Method Adopted**

In the present study, the normative survey method, which is also called descriptive research method, was adopted. It is quantitative in nature.
3.3. Population and Sample

For the purpose of the study, 80 teachers of English, working in the managements of Zilla Parishad and Government High schools in Warangal District have been selected randomly.

3.4. Tool

Keeping in view of information required for the study, a self-made opinionnaire (as shown in Table 1) was used as a tool to collect data. The tool consists of 08 statements in which each statement has five choices namely, Strongly Agree (SA), Agree(A), Can’t Say(CS), Disagree(DA), Strongly Disagree(SDA) to find out the opinion of the teachers of English on New English Textbooks taught at High School Level in Warangal District.

3.5. Variables

The following three variables were taken up in the present study.

1. Gender : Male and Female
2. Nature of appointment in the present cadre : Direct and Promoted
3. Length of service : 6-12years, 12-18years and above 18years.

4. DATA COLLECTION AND ANALYSIS

The eighty teachers were given an opinionnaire each, and were also given ample time to fill it up. The filled in opinionnaires were collected and data for each statement was quantified and tabulated.

In the present study, chi– Square test is taken for data interpretation. chi – Square is the most popular and most frequently used test of significance. It provides information about whether the collected data is close to the value considered to be typical and generally expected and whether two variables are related to each other.

The data were put in a variable file of SPSS version 21.

Table 1: Major Findings:

1. It is observed that most of the teachers (83.75%) agreed Teaching Learning Process is a challenging one in D.O.P.
2. It is revealed that most of the teachers (81.25%) agreed writing unit cum period plan is very important to make teaching learning process successful.  

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Item</th>
<th>(Strongly Agree)</th>
<th>Agree</th>
<th>Can’t Say</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching Learning Process in modular mode of transaction is a challenging one in D.O.P.</td>
<td>18 (22.50%)</td>
<td>49 (61.25%)</td>
<td>05 (6.25%)</td>
<td>08 (10%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>2</td>
<td>Writing unit cum period plan is very important to make teaching learning process successful.</td>
<td>28 (35%)</td>
<td>38 (47.50%)</td>
<td>06 (7.50%)</td>
<td>07 (8.75%)</td>
<td>01 (1.25%)</td>
</tr>
<tr>
<td>3</td>
<td>It is difficult to follow the steps in modular mode of transaction process.</td>
<td>14 (17.50%)</td>
<td>34 (42.50%)</td>
<td>09 (11.25%)</td>
<td>22 (27.50%)</td>
<td>01 (1.25%)</td>
</tr>
<tr>
<td>4</td>
<td>Individual reading, Collaborative reading and Scaffold reading create awareness about the reading procedures and enables learners to interpret the text in their own words.</td>
<td>18 (22.50%)</td>
<td>53 (66.25%)</td>
<td>04 (5%)</td>
<td>05 (6.25%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>5</td>
<td>Post- Reading is the important step in the teaching learning process.</td>
<td>21 (26.25%)</td>
<td>48 (60%)</td>
<td>01 (1.25%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>6</td>
<td>Editing helps teachers to teach English grammar tactfully and learners learn it unknowingly.</td>
<td>21 (26.25%)</td>
<td>42 (52.50%)</td>
<td>11 (13.75%)</td>
<td>06 (7.50%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>7</td>
<td>When compared with English medium learners, eliciting responses from the Telugu medium learners through D.O.P. method is difficult.</td>
<td>28 (35%)</td>
<td>41 (51.25%)</td>
<td>05 (6.25%)</td>
<td>6 (7.50%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>8</td>
<td>Using digital technology in Modular Mode of Transaction makes teaching learning process interesting and fosters learning.</td>
<td>32 (40%)</td>
<td>45 (56.25%)</td>
<td>02 (2.50%)</td>
<td>01 (1.25%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

3. It is found that more than half of the teachers (60%) viewed following the steps of D.O.P. in teaching learning process is difficult and a few teachers (27.50%) disagreed with the statement.

4. It is noticed that most of the teachers (88.75%) felt individual reading, collaborative reading and scaffold reading create awareness about the reading procedures and also enable learners to interpret the text in their own words.

5. It is observed that most of the teachers (86.25%) opined that Post- Reading is the important step in the teaching learning process.

6. It is noticed that more than half of the teachers (78.75%) opined editing helps teachers to teach English grammar tactfully and learners learn it unknowingly.

7. It is revealed that most of the teachers (86.25%) agreed eliciting responses is more difficult from the Telugu medium learners than English medium learners through D.O.P. method.

8. It is noticed that most of the teachers (96.25%) opined digitalization of Language Transaction makes teaching learning process interesting and fosters learning.
Table 2 shows that there is a significant difference between male and female teachers towards statement 8 as the obtained $\chi^2$-value is greater than the table value (9.49) at 0.05 Level of Significance for degree of freedom 4.

It also shows that there is no significant difference between male and female teachers towards statement 1-07 as the obtained $\chi^2$-values are less than the table value (9.49) at 0.05 LOS for degree of freedom 4.

Table 3 shows that there is no significant difference between teachers appointed through direct recruitment and promoted teachers towards statement 1-8 as the obtained $\chi^2$-values are less than the table value (9.49) at 0.05 Level of Significance for degree of freedom 4.

Table 4 shows that there is no significant difference among the teachers whose length of service is between 6-12years, 12-18years and above 18years towards statement 1 and 3-8 as the obtained $\chi^2$-
values are less than the table value (15.50) at 0.05 Level of Significance for degree of freedom 8.

It also shows that there is a significant difference among the teachers whose length of service is between 6-12years, 12-18years and above 18years towards statement 2 as the obtained $\chi^2$-value is greater than the table value (15.50) at 0.05 Level of Significance for degree of freedom 8.

CONCLUSIONS

It is evident from the study to know the perception of English Language Teachers towards Modular Mode of Transaction Process at High School Level; the following conclusions can be drawn:

It is concluded that more than 80% of the teachers of English opined teaching learning process is a challenging task in D.O.P.

It is further concluded that following steps in modular mode of transaction is difficult but the modules are very useful and they enable the learners to construct knowledge in their own way.

The present study also found that:

- There is a significant difference between male and female teacher in the opinion towards the statement ‘Using digital technology in modular mode of transaction makes teaching learning process interesting and fosters learning.’
- There is a significant difference among the teachers whose length of service is between 6-12years, 12-18years and above 18years in the opinion towards the statement ‘Writing unit cum period plan is very important to make teaching learning process successful.’

REFERENCES


