

## Teaching of Compulsory English of Graduate Level Students in Gourbanga University

**Sultana Parvin<sup>1</sup>**

Research Scholar, Department of English, Dr. A.P.J Abdul Kalam University, Indore

Email:sultanaparvinwb@gmail.com<sup>1</sup>

**Samir Khan<sup>2</sup>**

Associate Professor, Department of English, Dr. A.P.J. Abdul Kalam University, Indore

Email:samirkhan70244@gmail.com<sup>2</sup>

**Abstract:** The effective teaching event in English language has been the primary concern of instructional aspect of curriculum design and administrative aspects of educational institutions. The principles of management talk about the managerial functions like planning, organizing, coordinating, directing and controlling and these functions can play a decisive role in teaching practice.

This study describes how English language skills are taught in a classroom. It has emerged in response to the growing academic and cause to teach the language skills in the settings and the needs are the environment in the classroom to teach the language skills. The English language skills were taught to the students who were pursuing first year of B.A course in Gourbanga University. In teaching the English language skills various techniques were used in the practical class.

**Key words:** Testing, Teaching, Skills, Experiment

### 1. INTRODUCTION

English language has gained prominence all over the world in the last two centuries. Most developing nations today have realised this fact, and consequently have geared their education policies and restructured their educational system to include English language as one subject of compulsory study in the school and college curriculum. India cannot afford to remain uninfluenced by and indifferent to this awareness on the global level.

### 2. RESEARCH OBJECTIVES

- To analysis of the common course syllabus
- To evaluation of the purpose of the syllabus
- To finding out the positive and negative aspects of the syllabus
- To detecting the selection of the items in the syllabus

### 3. RESEARCH METHODOLOGY

There are various methods used in this research which are described and evaluated here. The three main methods used are participant observations, interviews, and questionnaires are some of the qualitative as well as quantitative methods adopted for the study. The chapter also gives information about the field of research that includes the details of the universities from where the data have been

collected, the total number of colleges affiliated to these universities, the number of students, and the number of teachers who responded to the questionnaires. The subjective and objective responses from students and teachers have been collected in order to get a deeper understanding of the education system. The questionnaires were divided into different sections such as background information, textbook information, classroom information, and so on.

Student participation from first-year degree programme

<b>Gourbanga University Malda College</b>	
BA Bengali	40
BA English	35
BA Geography	15
BA History	10
BA Political Science	10
BA Sanskrit	8
BA Sociology	7
B.com	90
Total	205

#### **4. INTERVIEW**

In conducting the interviews, we followed the important point made by Patton (1990) below that the purpose of interviewing is to understand and “enter into” the perspective of the person being interviewed.

“The purpose of interviewing is to find out what is in and on someone else’s mind. The purpose of interviewing is not to put things in someone’s mind but to access the perspective of the person being interviewed. We cannot observe feelings, thoughts and intentions. We cannot observe behaviours that took place at some previous point in time. We cannot observe situation that preclude the presence of the observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person’s perspective” (Patton, 1990:278)

We had taken two times interviews with some participants individually and in groups for both instructors and students. The individual and group interviews for the teachers were held at their offices at faculties of education and languages in respective universities of West Bengal. The group interviews for the students were held in their classrooms, and individual interviews according to my request within the faculty’s area. Each interview took 30 minutes to 40 minutes for each participant.

#### **5. CLASSROOM OBSERVATION**

The purpose of the observation was to see the reality of classroom instruction from the participant’s perspective and to generate many questions as possible about the student’s participation behaviour, verbal and non-verbal, in order to help in this discussion in the contexts of how they

listen, speak, read and write. During the class, we wrote field notes about the students' participation in classroom, kind of activities assigned and the teachers' method and styles of teaching.

Along with taking notes, we used to sit down with the instructors after classes and discuss with them some issues related to the class and the research subjects. On the other hand, we allotted time chat with the students after their classes related to their class participation and other issues related to the English language skills syllabuses, approaches used by their instructors and the materials used each skill.

## 6. GOURBANGA UNIVERSITY

Gourbanga University offers two courses that are related to language skills. The data were collected from the graduate students of Gourbanga University regarding their interests, background information, classroom teaching, teaching-related information and textbook related information. Students were provided with questionnaires in which they had four options to mark their preferences.

## 7. ANALYSIS OF STUDENT'S QUESTIONNAIRE

The questionnaire is designed to analyse the needs of the learners pursuing their B.A, B.Com. & B.Sc. It aims to ascertain their perceptions towards the existing compulsory English syllabus; teaching methodology adopted in the classroom and prescribed activities.

The students were in the age group 17-21 years. The questionnaires were distributed of 135 students of Malda College from Gourbanga University.

### 1. Which medium you passed secondary and higher secondary with

- (a) English medium
- (b) Bengali medium
- (c) others

The response to this question is given below;

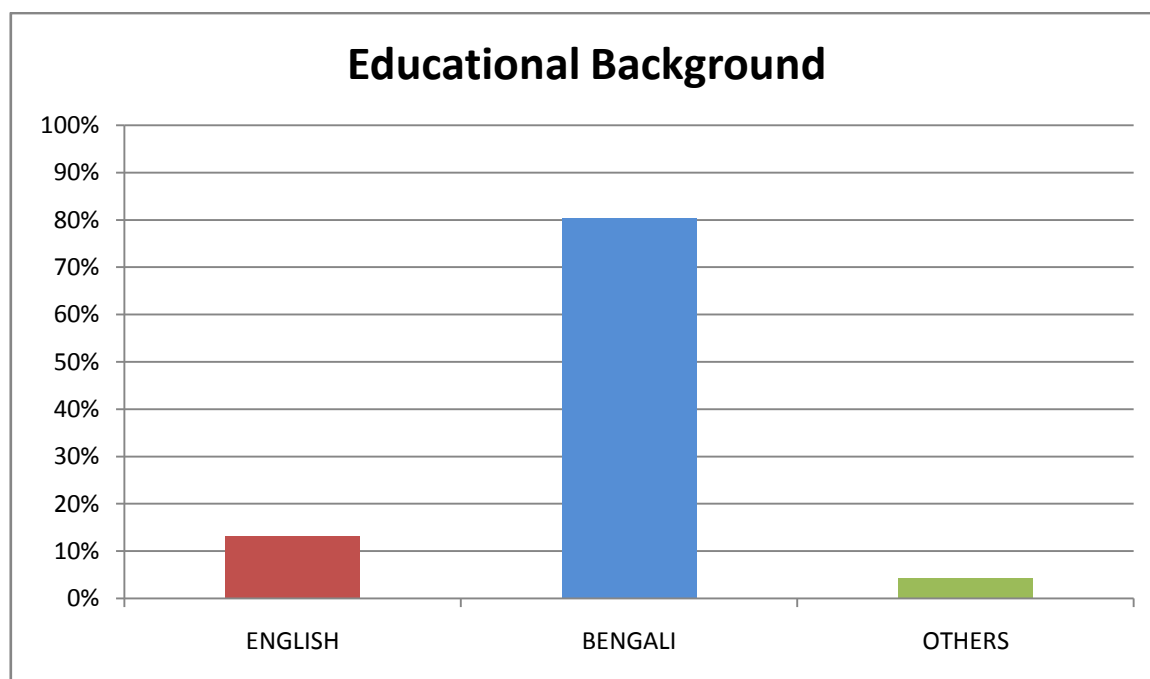
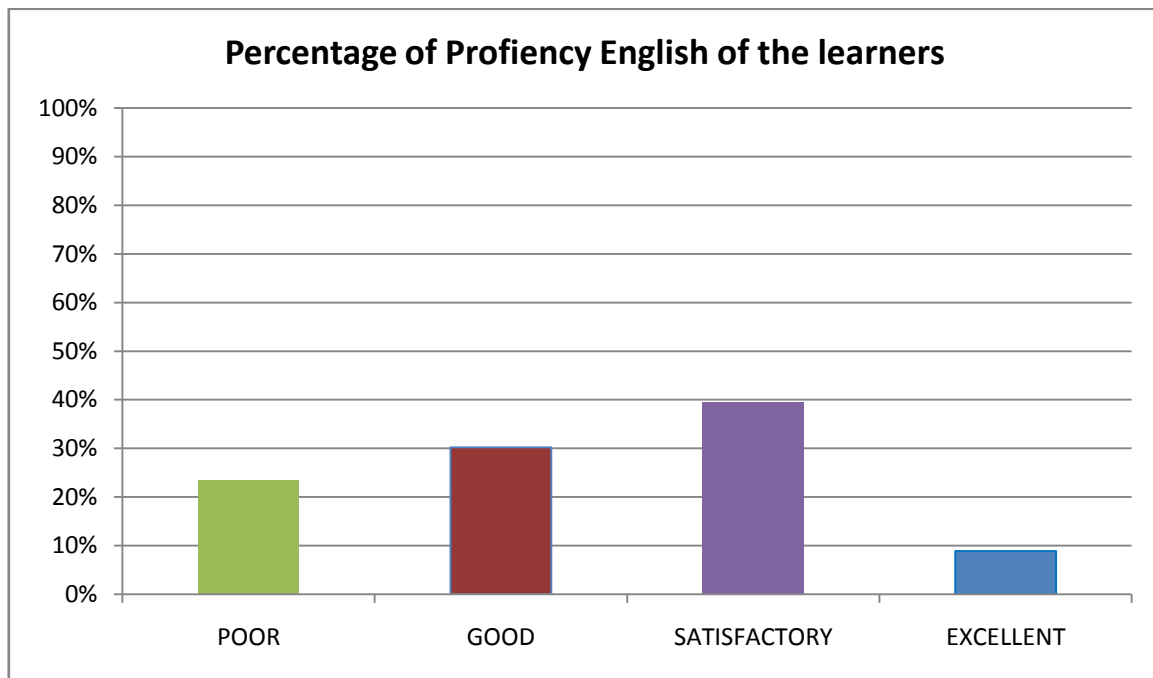


Fig:1

Out of 225 students 13.12% (30/225) students have got their education through English medium school. (181/225 ) 80.44% students have got their education through Bengali medium. And others (10/ 225) 4.44% comprises of other medium of instruction. The result also signifies the fact that Bengali medium schools are generally government schools which mainly produce a bulk of memorizing machines ant they remained deprived for the language learning and improving skills.

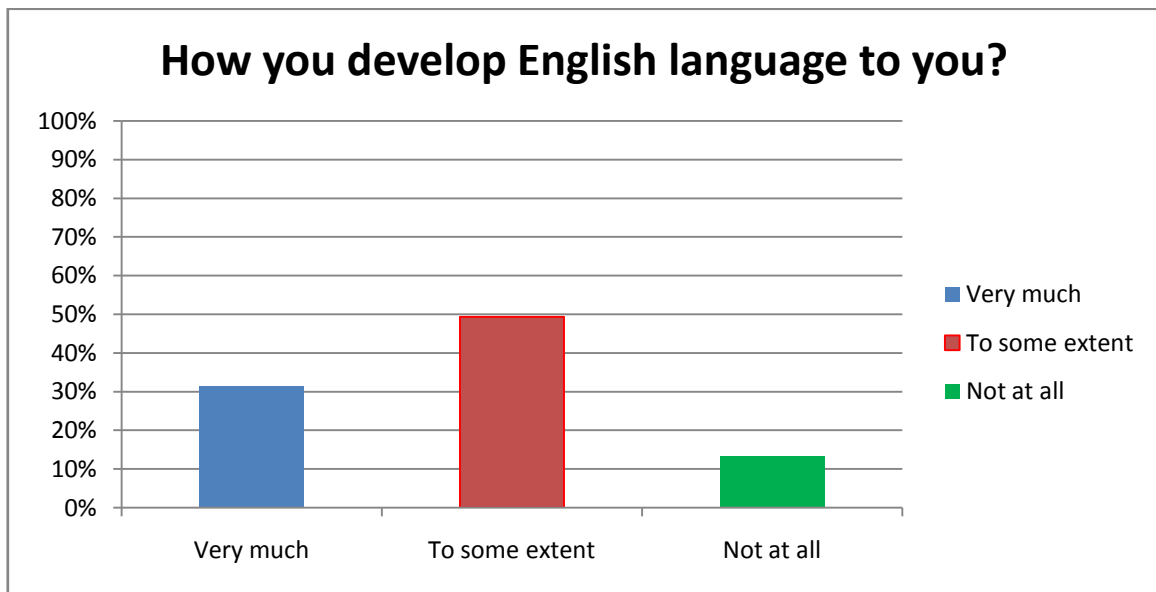
2. **How do you grade your proficiency English?**



**Figure:2**

There was a 53 responded who have been marked for the poor out of 225 students which is about 23.55%. We have found (69-225), 30.33% responded which marks for the good. There was 89 students which is marked for the satisfactory and 53 responded which is marked for the excellent. The learners should be well- equipped with oral skills, presentation skills, negotiating, conflict resolving, and knowledge sharing and expressing oneself accurately and fluently. There is a need to change the teaching method and upgrade the syllabus for the avarage students.

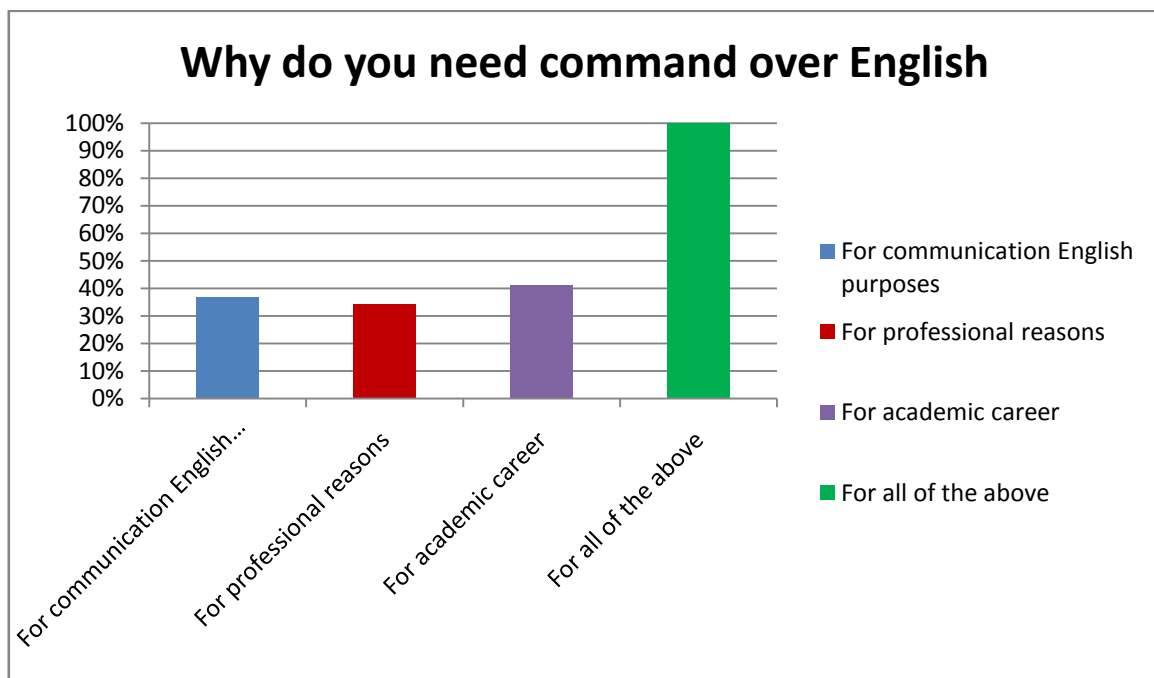
**3. How much important is English language to you?**



**Figure:3**

80% students believe that English language is important for the learners. They believe that English is commercial or global language and because of that they may get opportunities for a job. I would say that the learner want to learn the language because of their professional.

**4. Why do you need command over English**

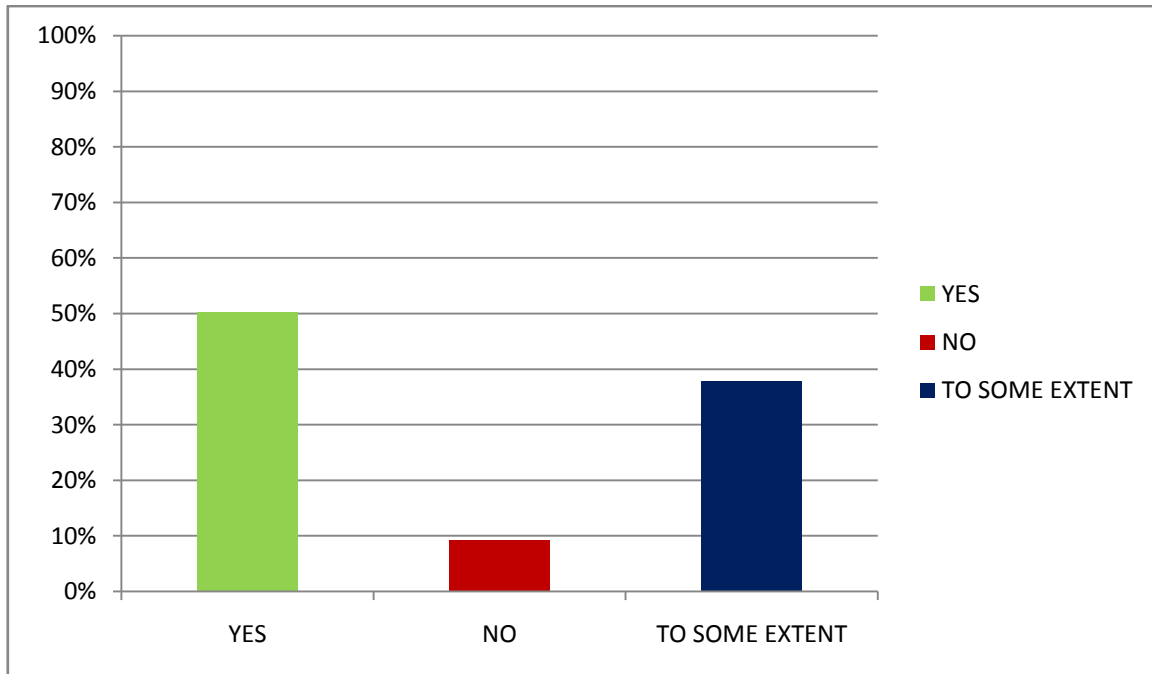


**Figure:4**

We can say from the above diagram that 90% students believe that they need to learn the English language for the communication English skill, for professional reasons, for academic career and for

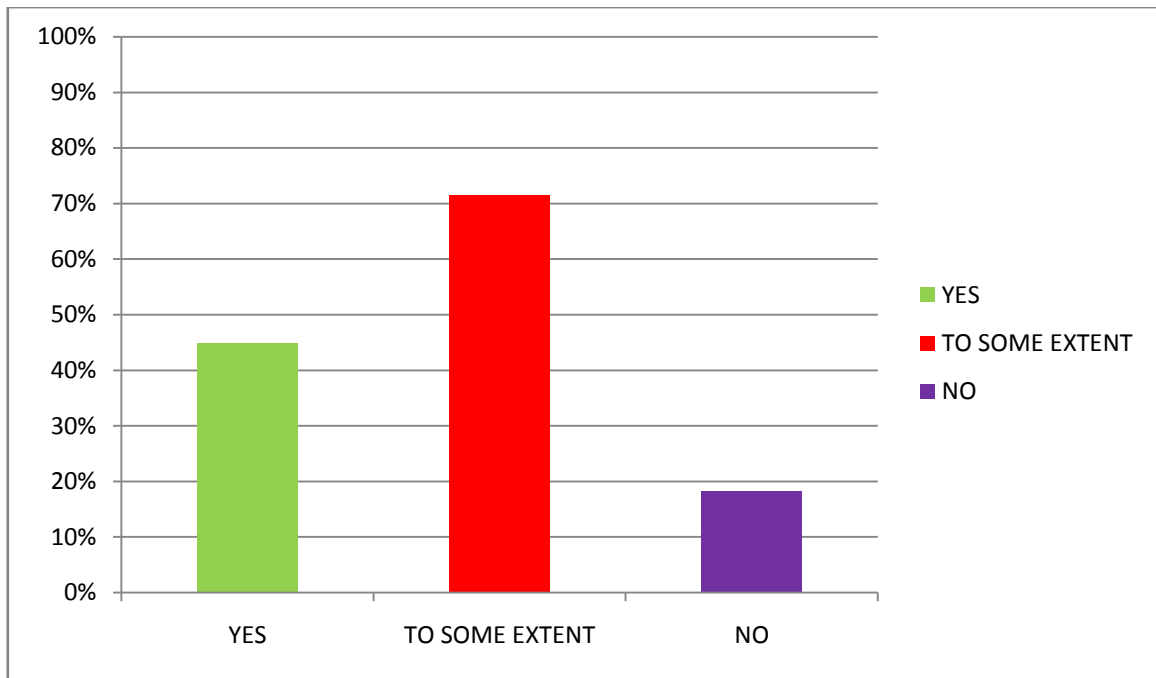
all of the above. There was many students who has said that they do not come only for the compulsory English classess for passing the exams but they recognize the important of the English compulsory class.

**5. Do you think compulsory English class's needs for your career?**



84.5% students feel the compulsory English classes need in them. The informants claim that they need the updated version of a syllabus. They claim also this things taught as a traditional way which does not help much us directly.

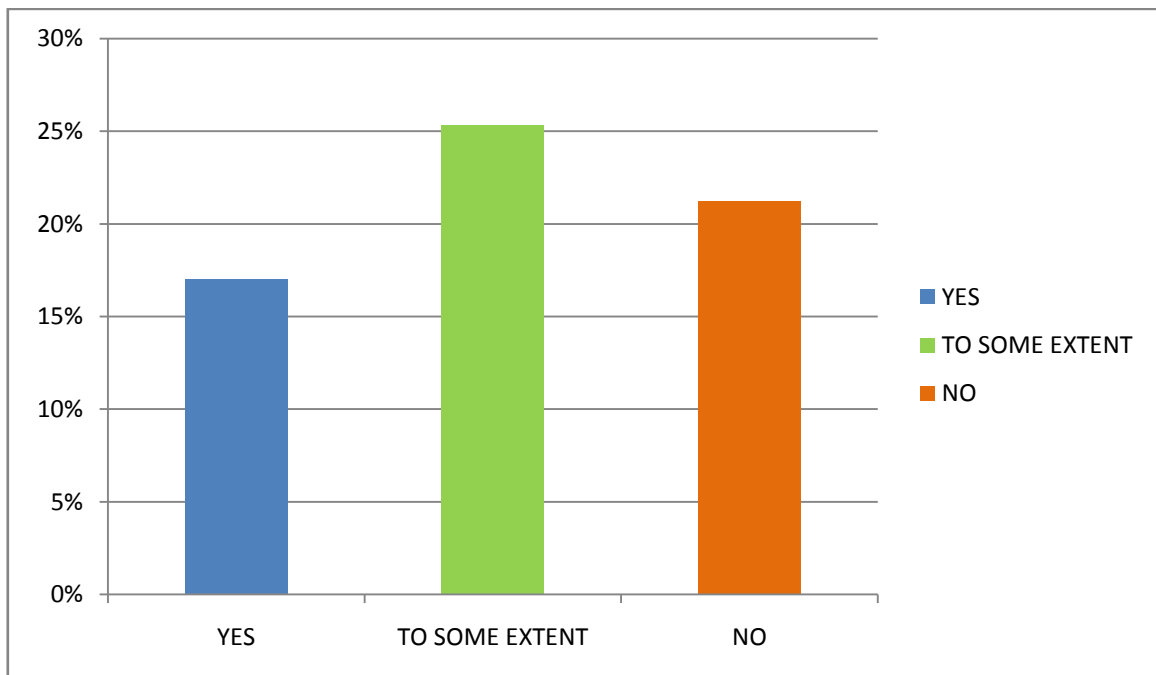
**6. Does the present syllabus of Compulsory English course help in improving your communication skills?**



**Figure:6**

From the above diagram, we say that 75.5% students believe that Compulsory English course classes improved English language to some extent. There are few learners have claimed also that this course is really help to build a basic or functional English language skills.

**7. Are the objectives of teaching and learning of English are fulfilled in the compulsory English classes?**



**FIGURE:7**

This diagram shows that 15.5% students feel that the objectives and learning English are improving in their classes. 22.22% students do not believe that the compulsory English is improved in the class. Most of the informants gave the response for the 'To some extent' and 'No'.

The emphasises the fact that objectives of learning and teaching have to be modified the syllabus. Most of the informants believe that teaching method also should be changed.

## 8. CONCLUSION

Recommendations are proposed to improve the English language teaching in West Bengal. The investigator selected Malda College, which comes under Gourbanga University for data collection. The data were collected from the first year and second year students of the graduate programme. Total 205 students who participated in the data collection were from first year and second year students. Among them 40 were from of B.A. Bengali, 35 students were from B.A. English, 15 students were from Geography department, 10 informants were from B.A. History, 10 students were from political science, 8 students were from B.A. Sanskrit, 7 informants were from B.A Sociology, 90 informants were from B.com section.

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