Interaction Oriented English Language Curriculum: In the Schools of Telangana

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ABSTRACT

The traditional method of teaching English was teacher centric whereas the revised English curriculum in the CCE pattern being followed in the schools of Telangana is learner centric and completely interaction based which enables the students to think and caters to the development of all the four skills of English language. Previously the teachers used to frame a few motivating questions and elicit the topic but in the new method pictures followed by a few questions are given in face sheet and teachers must interact on the basis of it. Then discourses like report writing, debate, play, interview, choreography facilitate the students to become independent learners and users of language.. There is a drastic change in the students who put in efforts to use the language appropriately. This not only helps them in classroom but also in real life.

Keywords: *CCE, face sheet, interaction, learner centric, discourses.*

Curriculum is a systematic plan that provides learning experiences for the children. It aims at achieving the intended outcomes in the teaching – learning process. Curriculum is based on a set of philosophies or ideologies that help us decide what our learners should learn over a period of time. Therefore it is a "comprehensive design or "an overall plan."

The S.C.E.R.T of the Government of erstwhile Andhra Pradesh in consultation with different agencies like National Council of Educational Training and Research (NCERT), New Delhi, Regional Institute of English South India, (RIESI), Bangalore, The English and Foreign Languages University (EFLU) Hyderabad reviewed the English Language curriculum for secondary schools and found that the teaching of English Language in secondary schools is more examination oriented rather than equipping the students with the necessary competencies in language skills. The emphasis was on transferring information but not on providing experiences in the use

of language effectively in the everyday life.

The process of evaluation adopted in school curriculum is also defective. The different skills of language learning are not properly weighted while testing the pupil's comprehension or expression in the target language. In contrast to the established practices of ELT, evaluation remains discrete and does not take into account the objectives and learning experiences while administering a test.

The curriculum of English language at secondary school level should be in the tune with the co-ordination of these components. It should also take into its purview the development of communication skills and effective use of English language in our daily life.

Keeping in view above suggestions and shortcomings, the Telangana state Government has made the changes in the English curriculum of Secondary School Education Board in the year 2015.. The state curriculum framework 2011 has defined the academic standards for each level which covers areas such as listening & responding, reading, comprehension, vocabulary and grammar and oral and written discourses. Telangana state has progressed with the curriculum change with a drastically different conceptualization of language and language learning. SCERT has developed the text books in tune with NCF 2005, RTE 2009 and SCF 2011. As the textbook is the one of the tools that helps the teacher to achieve the targeted academic standards, the concern of every

teacher remains on completion of the textbook as the ultimate goal of teaching English and not achieving the targeted academic standards.

So, if we concentrate only on the content of the textbook, we will not be able to achieve the goal, which is making the learners use language on their own both orally and in writing. It is important to notice that the main objective is not only to help the learners procure a pass on the examination but also to help them acquire knowledge which they can use in their life. In order to achieve this goal a meticulous transaction process has been worked out under the Telangana Government in tune with the current understanding of language and language learning.

Knowledge construction is not conceived as an individual activity alone. The history of mankind reveals that the knowledge construction is a collective process where the individuals collaborate and build knowledge base of the society which becomes the shared knowledge of the whole society. In this process both the individual and society are benefited. Implicitly this means that the teaching and learning process is not something that takes place between the teacher and individual learners only. There is a process of "Collaboration" where the learners share their ideas and language experiences with their peers exploring new ideas and come to consensus. The classroom process envisioned in the new curriculum provides space for the learners to collaborate whether it is in reading, producing discourses or

writing. The present classroom is neither teacher centred nor learner centred; it is knowledge centred.

The new English textbooks contains selections from different genres and discourses such as short stories, biographical sketches, essays, interviews, plays, poems etc. These are organised into different units, each unit dealing with a certain theme. Each theme deals with some value that every citizen in our country should acquire.

The issue that is treated as theme provides necessary context, involvement, inputs and experiences. This contextual relevance helps the teachers and the children as it provides a sound background for language learning and teaching. Learners are ushered into this theme with the help of theme pictures given as the style sheet for introducing the theme and the face sheet at the beginning of each unit. Sufficient brainstorming takes place in the class and the students get an opportunity to perceive the theme from multiple perspectives and assimilate it.

The Study:

The paper proposes to find out the impact of interaction based curriculum in the students from the parent. So a questionnaire was prepared and administered to 25 parents who have more than one child. One of them had studied through the traditional method and another in this new interaction based curriculum. The researchers wanted to find out the effectiveness of the revised curriculum.

The Findings:

➢ 90% of the parents are of the opinion that the revised curriculum is helpful to their child in triggering thinking as compared to the previous curriculum. i

➢ Most of the parents expressed an opinion that the revised curriculum facilitates the use of English language in daily life.

➢ 95% of the parents are of opinion that the previous curriculum was only examination oriented whereas the revised curriculum focusses on all around development of the child.

➢ 89% of the parents expressed opinion that the revised curriculum focusses more on reading not only the lesson but also other books; whereas the previous curriculum was focused just on rote learning.

➢ All parents agree that the revised curriculum is sensitizesg the children on important issues so that they become responsible citizens of India.

Conclusion:

We conclude this paper with the statement that the interaction based curriculum is the need of the hour and it is training the students in essential skills required in the 21st century. It is indeed helping the students to become independent users of language. It is teaching them the life skills which will help them to fare well in their lives. It helps them to face the challenges of the life and become confident. No doubt that the internal marks introduced as

part of this curriculum causes stress, nevertheless the students have already been trained to combat the stress and not succumb to it.

A List of Some Source Books Used:

1) Coyle,Do (2010) ; CLIL Paperback: content and language integrated learning

2) Dalton-Puffer, Christiane (2007); Discourse in content and language integrated learning classrooms.

3) Penny Ur (2012) ; A course in English Language Teaching

4) Paul Lennon (2012); Learner autonomy in English Classroom.

5) English Teacher's Hand book; SCERT, Hyderabad

6) Teacher's Hand book Social Studies class 10, SCERT, Hyderabad

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