

A Study on Critical Pedagogy Adopted by English Teachers with Reference to Receptive Skills of Students at the Elementary Stage in Manipur

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Abstract

This paper explores the experiences of high school teachers in the field of pedagogy. The study considers teachers who may not have explicitly learned about or applied innovative practice in teaching English. It investigates how feasible and desirable they find the techniques and pedagogical approaches to be based on their teaching experiences in school with largely upper –middle class students, so the issue of applying pedagogical approaches with affluent students adds a dimension of interest to this study. It was generally expected that school teachers would be implementing several teaching approaches prescribed in NCF-2005 but these pedagogies were found only partially implemented by them at Elementary stage in Manipur. Probably this could be one of the main reasons that the students are not excellent in receptive skill which are emerging demand of English. Therefore, there is a need to address this issue because it may not help future careers of the children in this global market of English.

After the identification of this problem, ten schools (5 Private English medium schools and 5 Government schools) were selected for our study. Among these 5 Private schools, 2 of them were convent schools. Of the 5 Government schools, one is a model school where relatively more facility has been created by the Government. In order to carry out the investigation, questionnaires were administered to the teachers of English, who are working in these ten schools; and their responses were analyzed. In addition, the Heads/Principals were also consulted by the investigator in relation to teaching/learning process, evaluation systems and their administration. We found some discrepancies in methods, approaches and techniques adopted by teachers due to which low achievement in English occurs. We assess receptive skills of the students with some of techniques which could be used as innovative practice in the classroom transaction for developing life skills.

Keywords: Pedagogical approaches, Receptive skill, Elementary stage (Primary +Upper Primary), NCF-2005, Listening skill and reading skill, Teaching Methodology, Teaching English.

Introduction

The term “Critical Pedagogy” was attached to the work of Brazilian Literacy educator and curriculum specialist Paulo Freire. Pedagogical Approaches or Critical pedagogy brings a new socio-political view of linguistics and language teaching that is beginning to influence the teaching of English to speakers of other languages field. In short, critical pedagogy was started out of the need of reforming education in a way that it would acknowledge the influence of the social and political elements existent in each and every educational context. Teacher and student engagement is critical in the classroom because it has the power to define whose knowledge will become a part of school-related knowledge and whose voices will shape it. Students are not just young people for whom adults should devise solutions. They are critical observers of their own conditions and needs, and should be participants in discussions and problem solving related to their education of future opportunities. Hence children need to be aware that their experiences and perceptions are important and they should be

encouraged to develop the mental skills needed to think and reason independently and have the courage to dissent. Participatory learning and teaching emotion and experience need to have a definite and valued place in the classroom. While classroom participation is a powerful strategy it becomes an instrument to enable teachers to meet their own ends. True participation starts from the experiences of both students and teachers.

Angelil Carter (1997) states that “ research in SLA has been dominated by questions regarding the psychological process of language learning with less concern for the wider social context, the power relations within the context, and their effect on psychological variables (p. 263) . Therefore, critical pedagogy followers advocate that the field of TESOL should not focus on Linguistics, but also look into the field of education for inspiration and change.

Pennycook (1999) has stated that “ critical work in TESOL is an attempt to locate aspects of teaching English to speakers of other languages within a board, critical view of social and political relations”(p 332). Crookes and Lehner (2000) have explained that “ Critical pedagogy in ES/FL), then, takes as joint goals the simultaneous development of English communicative abilities together with the ability to apply them to developing a critical. Awareness of the world and the ability to act on it was to improve matters (p 1).

Rass (2001) investigated an approach which he entitled as (Integrated Reading and writing for effective Language Teaching”. The objective of the study was to integrate reading and writing course, so that learners could write more freely, naturally and fluently while acquainting them with the literature in English language.

Subramanian (2002) has evaluated the linguistic skills of the graduate students in English. He has evaluated all the four linguistic skills, listening, speaking, reading and writing. However, he has dealt with in detail only the writing skill of the graduate students. He has identified, in his study the phonological, grammatical and orthographical errors in productive skills and in the comprehension skills he has identified the recalling ability of words and sentences. Moreover, he recommended that the group discussion, language games should be encouraged in the class hours and introducing the audiovisual instrument for language teaching would be good and wise at collegiate level.

Girish (2002) evaluated language skills in English as second language of class vii standard in Chikkam Mangalore city and found that there was a significant relationship between reading and writing skills; and speaking and writing skills. Most of them found difficulty in spelling and legible handwriting. Most of them were found to lack continuity and sequencing of their expression in both speaking and writing skills.

Several studies had been conducted to find out the teaching/learning process of English in Manipur. Singh (2002) explored the problem, prospect and status of English in Manipur in his research “A Critical Scrutiny of the Position, Problems and Prospects of English in Manipur”. Devi (2006) explored the difference between the sentence structures in English and Manipuri language in her research “Sentence structure in English and Manipuri Language’, A contrastive study. Sujeta Beishamayum (2010) explored linguistic problems in learning English language in her research “communication and linguistic problems faced by Meiteiron speakers in learning English language.” However, there is no study available with regard to critical pedagogy adopted by English teachers with reference to receptive skill of the students at the elementary stage in Manipur. Before we begin the analysis of the problem it is important that we need to understand the methodologies and approaches in the teaching/learning process of English which were recommended in NCF 2005. Since we have not seen much improvement in Listening skill and Reading skill in schools in Manipur, we will make an attempt to examine teaching learning process adopted by the English teachers in Manipur.

In the light of the above background, we will investigate critical pedagogy adopted by English teachers with reference to receptive skill of language learners at elementary stage in Manipur. The identification of this problem not only helps the teachers to develop their professional careers, but it also could be of use to students too. The findings of this study may be useful to teachers and teacher educators in choosing relevant methods and approaches at the lower and upper Primary stages in Manipur.

The Structure of the Paper

In section 1.1, we will discuss the methodology adopted in the study while section 1.2 deals with the responses of questionnaire from the teachers. In the next section 1.3, analysis of language ability tests: Speaking skill and Reading skill. This is followed by section 1.4, where we discuss the findings of the study conducted. In the section 1.5, we conclude with some of remedial measures in order to enhance the competency of the teachers in teaching English.

1.1. Methodology

For this research, firstly we take 3 teachers from each school and the total number of teachers we took from ten schools is 30. The questionnaires consisting of 100 questions were administered to the teachers who were teaching English subjects in the respective schools. The responses of the teachers were analyzed. Among 100 questions in the questionnaires, we focused only on 30 main teaching points. Secondly, we planned to take up 400 students of VIII standard, taking 40 students from each school for collection of data. But we could not get the number of students we had stipulated earlier for our study since there was less number of enrollments in some Government schools. The total number of students was 290. It was surprisingly found while collecting data that out of the 5 Government schools we approached, only one school in the serial number 10 has got more than 40 students. This school is a model school to which more attention is given by the Government to create facilities, etc. These 290 students will be given a language ability test consisting of 8 test items, i.e., Listening skill and Reading skill. These test items did not cover Phonetic aspect of Listening skill. The proficiency of the students is assessed on the four grade points. If the school attains 85% to 100 % the school is rated as “Excellent”, while the school secures 75% to 84% it is graded “ Very good”. It is followed by next grade ie “Good” if the school attains 60% to 74%. Finally, the school which has 40% to 59% is rated as ‘Weak’.

Serial numbers 1 - 5 are Private English medium schools, Number of students in the serial numbers in 1- 5 = 200

Serial numbers 6 - 10 are Government schools, Number of students in the serial numbers in 6-10 = 90

Table A

Sl. No	Name of the schools	Medium of instruction	Number of the students selected	
			Males	Females
1.	Nirmalabas High school (Imphal West)	English		40
2.	St. George High School (Imphal East)	English	20	20
3.	IPS (Imphal West)	English	20	20
4.	Ever Green High School (Thoual district)	English	20	20
5.	Paradise High School (Thoual district)	English	20	20
6.	Ngasi Rastrapili Girl High School (Imphal West)	Manipuri		10

7.	Kwakeithel Girls High School (Imphal West)	Manipuri		16
8.	Thangmeiban Lilasingkhongnangkhang High School (Imphal East)	Manipuri		14
9.	Meitei Mayek high School (Imphal West)	Manipuri		10
10.	Wangkhei High School (Imphal East)	English		40
	Total no. of students		80	210

Table B

Sl. No	Name of the schools	Medium of instruction	Qualification	Number of the teachers selected	
				Males	Females
1.	Nirmalabas High school (Imphal West)	English	M.A. (English), B.Ed.	1	2
2.	St. George High School (Imphal East)	English	M.A. (English), B.Ed.	1	2
3.	IPS (Imphal West)	English	M.A. (English), B.Ed.	2	1
4.	Ever Green High School (Thoubal district)	English	M.A. (English)	3	0
5.	Paradise High School (Thoual district)	English	M.A. (English)	3	0
6.	Ngasi Rastrapili Girl High School(Imphal West)	Manipuri	B.A.(Political Science)	2	1
7.	Kwakeithel Girls High School (Imphal West)	Manipuri	B.A. (English)	2	1
8.	Thangmeiban Lilasingkhongnangkhang High School (Imphal East)	Manipuri	B. A.	2	1
9.	Meitei Mayek high School (Imphal West)	Manipuri	B.A.	2	1
10.	Wangkhei High School (Imphal East)	English	B.A. (Home Science)	2	1
	Total no. of teachers			20	10

1.2: Analysis of Questionnaires Administered to Teachers

The questionnaires containing 100 questions were administered to teachers of ten schools in order to find out whether they were following and implementing the guidelines of NCF 2005 and MLL based teaching in the respective schools. Among these 100 questions, we focused only 30 important teaching points in view of NCF 2005 and MLL based teaching in the ten schools. The data collected were used to notice which items were followed by the teachers in the class-room transaction.

Based on these 10 teaching point in pedagogy, teachers were grouped into three categories: A, B and C; the teachers following 10 teaching points mentioned in the Table 9 as A (Fully implementing NCF-2005) , the teachers following 10 teaching points mentioned in the Table 10 as B (Partially implementing NCF-2005 and the teachers following 10 teaching points mentioned in the Table 11 as C (Non implementing critical pedagogy in NCF-2005) .

Table 2

10 questions in relation to Critical pedagogy of NCF-2005.

1. Problem Analysis
2. Higher level of questioning.
3. Competency Based Teaching Learning.
4. Constructivist approach to teaching
5. Teaching all the four skill through Innovative techniques.
6. Collaborative teaching.
7. Activity based teaching.
8. Interactive teaching.
9. Question design and blue print based assessment
10. CCE (Continuous And Comprehensive Evaluation).

Table 3

10 questions in relation to partial pedagogy of NCF-2005.

1. Activity based teaching.
2. Answer Question.
3. Higher level of Questioning.
4. Teaching content based teaching.
5. Remedial teaching
6. School based test and assessment.
7. Objective of teaching
8. Question design
9. Blue print
10. CCE (Continuous And Comprehensive Evaluation)

Table 4

10 questions in relation to traditional methods implemented in the class-room.

1. Introduction
2. Teaching aids
3. Lower level of questioning
4. School based evaluation
5. Reading aloud and asking questions.
6. Explanation
7. Content based teaching
8. Lecturer method
9. Grammar teaching
10. Vocabulary teaching

Based on the 10 question each in relation to teaching points in **Table 2, 3 and 4**, teachers were categorized into three group **A (Fully implementing Critical pedagogy in NCF-2005)**, **B (Partially implementing pedagogy in NCF-2005)** and **C (Non implementing pedagogy in NCF-2005)** as shown in **Table 5**. 18 school teachers were in group **B (Partially implementing pedagogical approaches in NCF-2005)** and 12 school teachers were in the group **C (Non implementing pedagogical approaches in NCF-2005)**. Not a single teacher was in the group **A (Fully implementing critical pedagogy in NCF-2005)**. The Private school teachers in the serial numbers 1-5 were found partially implementing critical pedagogy in NCF-2005 in the schools. Whereas Government school teachers in the serial numbers 6 to 9 were in the group **C (Non implementing critical pedagogy in NCF-2005)**. Only 3 Government school teacher in the serial number 10 were partially implementing critical pedagogy in NCF-2005 and it had better performance than the rest of Government school teachers in the serial numbers 6-9.

3 Categories of Teachers Based on the 10 pedagogical approaches of teaching Points in NCF-2005:

Group A = Teachers who fully Implements pedagogical approaches of teaching point in NCF-2005.

Group B = Teachers who partially Implements pedagogical approaches in NCF-2005.

Group C = Teachers who do not Implement pedagogical approaches according to NCF-2005.

Table 5

Sl. no	Teachers in the schools	Group A	Group B	Group C
1	Nirmalabas High School, Imphal West		Partially Implementing pedagogical approaches in NCF-2005.	
2	St. George High School Impal East		Partially Implementing pedagogical approaches in NCF 2005	
3	IPS Imphal West		Partially Implementing pedagogical approaches in NCF 2005	
4	Ever Green Flower High		Partially Implementing pedagogical	

	School, Thoubal		approaches in NCF 2005	
5	Paradise High School, Thoubal		Partially Implementing pedagogical approaches in NCF 2005	
6	Ngasi Rastralipi High School, Imphal West			Non Implementing pedagogical approaches in NCF-2005.
7	Kwakeithel Girls' High School, Imphal West			Non Implementing pedagogical approaches in NCF-2005.
8	Meitei Mayak High School, Imphal East			Non Implementing pedagogical approaches in NCF-2005.
9	Lilashing Khongnangkong High School, Imphal East			Non Implementing pedagogical approaches in NCF-2005.
10	Wangkhei Girl High School, Imphal East.		Partially Implementing pedagogical approaches in NCF 2005	

1.3: Test items of Receptive skill of students in ten schools given in table 6:

Table 6.

Sl. No.	Name of the skills: Receptive skills :	Test Items	Purpose
1.	Listening skill	(i) Family tree (ii) Road Mapping (iii) Story telling (iv) Role play.	Inferring the speech based information.
2.	Reading skill	(v) Passage (vi) Cloze test	Comprehension Comprehension

Result of Listening skill displayed in the following tables (7 to 10):

Test item no: (i)

In the first test item of Listening skill, “**Family Tree**” as shown in the **table 7** below, 40% to 55% of Private English medium school students responded correctly and 45% to 60 % of Private school students gave incorrect responses. All the students have not fared well scoring only a weak grade. Even the reputed school in 1st serial could score only 55% of the students correct. Similar result have been obtained by Wangkhei High school serial in 10th serial number in the table, followed by St. George school High school securing 50% of the students’ correct and the lowest being the school in 6th serial number while the remaining schools are in between the scores of 20% and 40% . Here in this test surprisingly the performance is very low as none of schools could secure even “good “grade.

Table 7.

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			22	18	55%	45%
2	St.George High School,Imphal West	40			16	24	40%	60%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			14	26	35%	65%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl’s High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			3	7	30%	70%
9	Lilashing	14			4	10	29%	71%

	Khongnangkong High School, Imphal West							
10	Wangkhei High School, Imphal East.	40			16	24	50%	50%

Test item no: (ii)

In the 2nd test item of **Listening skill, “Road Mapping”** in the **Table 8** of tracing relationship, it is observed that the comprehensive response given by the students of the Private schools ranged from 35% to 50% while 15% to 50% of the Private school students gave their incorrect response. The performance of Government schools except the one in the serial number 10 has extremely low ranging from 20% to 29%. What we can see from the test of tracing relationship is, even though some individual students have performed well however, the overall performance of the school is very poor and categorized in the weak grade as the maximum performance given by the school (Nirmalabas High School) in the serial number 1 is only 55% achievement with regard to this list. The Government school (Wangkhei Girl’s High School) in the serial number 10 though it comes under the weak grade, has followed the school (Nirmalabas High School) in the serial number 1.

Table 8.

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			22	18	55%	45%
2	St.George High School, Imphal West	40			16	24	40%	60%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			14	26	35%	65%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School,	10			2	8	20%	80%

	Imphal West							
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			3	7	30%	70%
9	Lilashing Khongnangkhong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			16	24	50%	50%

Test item no: (iii)

In the third test item of Listening skill, “**Story telling**” as shown in the **table 9** below, 40% to 55% of Private English medium school students responded correctly and 45% to 60 % of Private school students gave incorrect responses. All the students have not fared well scoring only weak grade. Even the reputed school in 1st serial could score only 55% of the students correct. Similar result have been obtained by Wangkhei High school serial in 10th serial number in the table, followed by St. George school High school securing 50% the school correct and the lowest being the school in 6th serial number while the remaining schools are in between the scores of 20% and 40% . Here in this test surprisingly the performance is very low as none of schools could secure even a good grade.

Table 9.

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			22	18	55%	45%
2	St.George High School,Imphal West	40			16	24	40%	60%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			14	26	35%	65%
5	Paradise High School, Thoubal	40			14	26	35%	65%

6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			3	7	30%	70%
9	Lilashing Khongnangkhong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			16	24	50%	50%

Test item no: (iv)

In the 4th test item of **Listening skill**, “**Role play**” in the **Table 10** of tracing relationship, it is observed that the comprehensive response given by the students of the Private schools ranged from 35% to 50% while 15% to 50% of the Private school students gave their incorrect response. The performance of Government schools except the one in the serial number 10 has extremely low ranging from 20% to 29%. What we can see from the test of tracing relationship is, even though some individual students have performed well however, the overall performance of the school is very poor and categorized in the weak grade as the maximum performance given by the school (Nirmalabas High School) in the serial number 1 is only 55% achievement with regard to this list. The Government school (Wangkhei Girl's High School) in the serial number 10 though it comes under the weak grade, has followed the school (Nirmalabas High School) in the serial number 1.

Table 10

Sl.no	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			20	20	50%	50%
2	St.George High School, Imphal West	40			18	10	45%	55%

3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			16	24	40%	60%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			2	8	20%	80%
9	Lilashing Khongnangkong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			20	20	50%	50%

Result of Reading skill displayed in the following tables (11 to 12):

Test item no: (v)

Given text: Passage I

I couldn't sleep that night. A vague feeling of impending misfortune affected me. My sister and I were twins, and you know how subtle the links are between such people. It was a wild night. Suddenly, there bursts forth the wild scream of a terrified woman. I knew that it was my sister's voice. I rushed into the corridor. By the light of the corridor lamp, I saw my sister at the door of her room, her face pale with terror, and her hands groping for help, and her and threw my arms around her, but her knees gave way and she fell to the ground.

Given question 1: The author couldn't sleep because

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- a) the night was wild
- b) she apprehended some trouble.
- c) she knew that some calamity would befall her.
- d) she felt uneasy

Expected answer: (c)

Students' response: a/b/c/d/

The performance of the schools in the test item number 1 of Reading skill in the table 33 as follows

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			26	14	65%	35%
2	St.George High School,Imphal West	40			26	14	65%	35%
3	IPS, Imphal West	40			24	16	60%	40%
4	Ever Green School, Thoubal	40			24	16	60%	40%
5	Paradise High School, Thoubal	40			22	18	55%	45%
6	Ngasi Rastralipi High School, Imphal West	10			4	6	40%	60%
7	Kwakeithel Girls High School, Imphal West	16			6	10	38%	62%
8	Meitei Mayak High School,	10			4	6	40%	60%

	Imphal East							
9	Lilashing Khongnangkong High School, Imphal West	14			6	8	43%	57%
10	Wangkhei High School, Imphal East.	40			26	14	65%	35%

Table 11

The result of first question of Test item (v) “**Comprehension I**” as shown in the table 11 indicates that 55% to 65% of Private school students responded correctly and 35% to 45 % of Private school students were incorrect. Only the four private schools in the serial number 1 to 4 and one Government school in the serial 10 could only score ‘Good’ grade securing 65%, 65%, 60%, 60% and 65% respectively. The remaining schools namely Paradise High school, The Ngasi Rastralipi High school, Kwakeithel Girls High school, Meitei Mayek High school and Lilasing Khongnang High school are ranked ‘Weak’. The performance of the English medium school namely Nirmalabas High School in the serial 1 and one Government school ie Wangkhei Girls High School in the serial number 10 are found to be relatively better than the remaining schools while the performance of the schools- Ngasi Rastralipi High School and Meitei Mayak High School in serial numbers 6 and 8 hit the bottom securing 40% each respectively.

Given question 2. It was well-known that

- a) she and her sister were twins.
- b) twins have a special bond between them.
- c) the relationship between twins is always cordial.
- d) twins can sense danger more easily than others.

Expected answer: (b)

Students’ response: a/b/c/d/

The performance of the schools in the test item number (ii) of Reading skill in the table 12 as follows.

Sl. no.	Name of the schools	Number of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses

1	Nirmalabas High School	40			30	10	75%	25%
2	St.George High School,Imphal West	40			28	12	70%	30%
3	IPS, Imphal West	40			26	14	65%	35%
4	Ever Green School, Thoubal	40			24	16	60%	40%
5	Paradise High School, Thoubal	40			24	16	60%	40%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40%	60%
7	Kwakeithel Girl's High School, Imphal West	16			6	10	38%	62%
8	Meitei Mayak High School, Imphal East	10			4	6	40%	60%
9	Lilashing Khongnangkho ng High School, Imphal West	14			7	7	50%	50%
10	Wangkhei High School, Imphal East.	40			28	12	70%	30%

Table 12

The result of second question of Test item (v) “**Comprehension I**” in the table 12 shows that 60% to 75% of Private school responded correctly and 40% to 70 % of Government schools were correct. Only Nirmalabas High School in the serial number 1 could achieve ‘Very good’ securing 75% while four private schools in serial number 2to 5 and one Government school in the serial 10 could only score ‘Good’ grade securing 70 %, 65%, 60% 60%and 70% respectively. The remaining schools are ranked ‘Weak’. The performance of the English medium school in the serial 1 is the best performer among the ten schools while the performance of the schools in serial numbers 6 and 8 hit the bottom securing 40% each as before.

Given question 3. She rushed into the corridor because

- a) she heard a terrifying cry.

- b) her sister called her to the room.
 c) she recognized the voice of the person who screamed.
 d) she dreamt that her sister needed her help.

Expected answer: (a)

Students' response: a/b/c/d/.

The performance of the schools in the test item number 1 of Reading skill in the table 13 as follows

Sl. no.	Name of the school	Number of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct response	No of Incorrect response	Performance in percentage (%)	
							Correct response	Incorrect response
1	Nirmalabas High School	40			30	10	75%	25%
2	St.George High School,Imphal West	40			30	10	75%	25%
3	IPS, Imphal West	40			28	12	70%	30%
4	Ever Green School, Thoubal	40			26	14	65%	35%
5	Paradise High School, Thoubal	40			26	14	65%	35%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40%	60%
7	Kwakeithel Girl's High School, Imphal West	16			8	8	50%	50%
8	Meitei Mayak High School, Imphal East	10			4	6	40%	60%

9	Lilashing Khongnangkong High School, Imphal West	14			7	7	50%	50%
10	Wangkhei Girl High School, Imphal East.	40			30	10	75%	25%

Table 13

The result of third question of Test item (v) “**Comprehension I**” in the table 13 shows that 65% to 75% of Private school responded correctly and 40% to 75 % of Government schools were correct. Only Nirmalabas High School, St. George High School and Wangkhei High School could achieve ‘Very good’ securing 75% each and they are at par with one another while four private schools in serial number 3to 5 could only score ‘Good’ grade securing 70 %, 65% and 65% respectively. The remaining schools are ranked ‘Weak’ and the performance of the schools in serial numbers 6 and 8 hit the bottom securing 40% each as before.

Given question 4. She realized that her sister

- a) was in a state of excitement
- b) needed support.
- c) was too weak to walk.
- d) was gripped with fear.

Expected answer: (a)

Students’ response: a/b/c/d/.

The performance of the schools in the test item number 1 of Reading skill in the table 13 as follows

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct response	Incorrect response
1	Nirmalabas High School	40			31	9	78%	22%
2	St.George High School,Im	40			30	10	75%	25%

	phal West							
3	IPS, Imphal West	40			30	10	75%	25%
4	Ever Green School, Thoubal	40			30	10	75%	25%
5	Paradise High School, Thoubal	40			28	12	70%	30%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40	60%
7	Kwakeithe l Girl's High School, Imphal West	16			8	8	50%	50%
8	Meitei Mayak High School, Imphal East	10			4	6	40%	40%
9	Lilashing Khongnan gkhong High School, Imphal West	14			8	6	57%	43%
10	Wangkhei Girl High School, Imphal East.	40			30	10	75%	25%

Table 14

In the result of fourth question of Test item (v) “**Comprehension I**” in the table 14 , 70% to 78% of Private school responded correctly and 40% to 75 % of Government schools were correct. Only Nirmalabas High School is the best performer securing 78% with the grade “Very good”. The performance of three private schools are “Very good” securing 75% each and they are at par with one another while four Government schools are graded as weak.

Given question 5: She threw her arms around her sister to

- a) express her affection.
- b) prevent her from running away
- c) prevent her from falling down.
- d) save her from danger.

Expected answer: (c)

Students’ response: a/b/c/d/.

The performance of the schools in the test item number (vi) of Reading skill in the table 15 as follows:

Sl. no.	Name of the schools	Number of the students	Give n text (Pass age)	Mode of questi oning (choos ing the right option)	No of correct respon ses	No of incor rect respo nses	Performance in percentage (%)	
							Corr ect respo nses	Incor rect respo nses
1	Nirmalabas High School	40			32	8	80%	20%
2	St.George High School,Imp hal West	40			28	12	70%	30%
3	IPS, Imphal West	40			28	12	70%	30%
4	Ever Green School, Thoubal	40			26	14	70%	30%
5	Paradise High School, Thoubal	40			26	14	65%	35%
6	Ngasi Rastrapili	10			5	5	40%	60%

	High School, Imphal West							
7	Kwakeithel Girl's High School, Imphal West	16			8	8	50%	50%
8	Meitei Mayak High School, Imphal East	10			5	5	40%	60%
9	Lilashing Khongnang khong High School, Imphal West	14			7	7	43%	57%
10	Wangkhei Girl High School, Imphal East.	40			30	10	75%	25%

Table 15

In this fifth question of Test item (v) “**Comprehension I**” as shown in the table 15, overall 65% to 80% of Private school students responded correctly and 40% to 75 % of Government school students were correct. In this test, the performance of all the Private schools are extremely good, and rated as “Very good” and “Good” grades. The proficiency of four Private in the serial number 1 to 4 and one Government school in the serial number 10 are very close.

Test item no. (vi): Cloze Test.

Instruction: The students were asked to read the passage carefully and fill in ten blanks choosing the correct word among them given in ten questions.

Given text : The skin's worse enemy is the sun. If you avoid...1...you can...2... to prolong the young and ...3... skin. The sun...4....deprive the skin of ...5.... hastening the appearance of...6.... Lines and wrinkles that ...7... is all about. It is ...8... responsible for many skin...9... like pigmentation, discoloration, freckles and ...10... skin cancer. So, protect the skin with a sunscreen and moisturize it daily.

Question no. 1. (a) extra exposure to the sun (b) much (c) additional (d) excessive

Expected answer: (a)

Students' response: a/b/c/d/

The performance of the schools in the test item number 6 (Question 1) of Reading skill in the Table 16 as follows:

Sl. no.	Name of the schools	No. of the students	Given text (Sentence)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			32	8	80%	20%
2	St.George High School, Imphal West	40			30	10	75%	25%
3	IPS, Imphal West	40			30	10	75%	25%
4	Ever Green School, Thoubal	40			30	10	75%	25%
5	Paradise High School, Thoubal	40			28	12	70%	30%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	30%	70%
7	Kwakeithel Girl's High School, Imphal West	16			9	7	56%	44%
8	Meitei Mayak High School, Imphal East	10			4	6	40%	60%
9	Lilashing Khongnangkong High School, Imphal West	14			10	4	50%	50%

10	Wangkhei High School, Imphal East.	40			30	10	75%	25%
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Table 16

In this test, the performance of the private schools is better than that of Government schools. Nirmalabas High School ranked the best performer attaining 80% correct while St. George High School, IPS, Ever Green, Paradise High School and Wangkhei High School securing 75% come to the next of Nirmalabas High School. School in (6) is the weakest among the ten selected schools.

Question no. 2. (a) aid (b) help (c) assist (d) make

Expected answer: (b)

Students' response: a/b/c/d/

The performance of the schools in the test item number (vi), Question 2 of Reading skill in the Table 17 as follows:

Sl. no.	Name of the schools	No. of the students	Given text (Sentence)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			28	16	70%	30%
2	St.George High School, Imphal West	40			26	14	65%	35%
3	IPS, Imphal West	40			24	16	60%	40%
4	Ever Green School, Thoubal	40			24	16	60%	40%
5	Paradise High School, Thoubal	40			24	16	60%	40%

6	Ngasi Rastrapili High School, Imphal West	10			3	7	30%	70%
7	Kwakeithel Girl's High School, Imphal West	16			6	10	38%	62%
8	Meitei Mayak High School, Imphal East	10			3	7	30%	70%
9	Lilashing Khongnang khong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			20	20	50%	50%

Table 17

In this test, the performance of the private schools is better than that of Government schools. Nirmalabas High School ranked the best performer attaining 65% correct while St. George High School, IPS, Ever Green, Paradise High School and Wangkhei High School come to the next of Nirmalabas High School securing 60% correct answers. IPS and Evergreen High School securing 60% correct answers are at the same level. Sl. No.6 securing only 20% is the weakest among the ten selected schools.

Question no. 3. (a) handsomeness of the (b) luxury (c) beauty (d) suppleness

Expected answer: (a)

Students' response: a/b/c/d

The performance of the schools in the test item number 6 (Question 3) of Reading skill in the table 18 as follows:

Sl. no.	Name of the schools	No. of the students	Give n text (Sentence)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			32	8	80%	20%
2	St.George High School, Imp hal West	40			30	10	75%	25%
3	IPS, Imphal West	40			30	10	75%	25%
4	Ever Green School, Thoubal	40			30	10	75%	25%
5	Paradise High School, Thoubal	40			28	12	70%	30%
6	Ngasi Rastrapili High School, Imphal West	10			3	7	30%	70%
7	Kwakeithel Girl's High School, Imphal West	16			8	8	50%	50%
8	Meitei Mayak High School, Imphal East	10			5	5	50%	50%
9	Lilashing Khongnang khong High School,	14			6	8	42%	58%

	Imphal West							
10	Wangkhei High School, Imphal East.	40			30	8	75%	25%

Table 18

In this test, Nirmalabas High School ranked the best performer attaining 80% correct while Wangkhei High School (Government school) in the serial number 10 securing 75% comes to the next of Nirmalabas High School and performed better than the remaining Government schools like in the previous test item 6 (question no 3). The Ngasi Rastralipi High School securing only 30 % correct answers is the weakest among the ten selected schools.

Question no.4. (a) can (b) may (c) shall (d) will

Expected answer: (a)

Students' response: a/b/c/d/

The performance of the schools in the test item number 6 (Question 4) of Reading skill in the table 19 as follows:

Sl. no.	Name of the schools	No. of the students	Given text (passage)	Mode of questioning (choosing the right option)	No of correct responses	No of incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			32	8	80%	20%
2	St.George High School, Imphal West	40			30	10	75%	25%
3	IPS, Imphal West	40			30	10	75%	25%
4	Ever Green School, Thoubal	40			30	10	75%	25%
5	Paradise	40			28	12	70%	30%

	High School, Thoubal							
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			8	8	50%	50%
8	Meitei Mayak High School, Imphal East	10			5	5	50%	50%
9	Lilashing Khongnangk hong High School, Imphal West	14			6	8	42%	58%
10	Wangkhei High School, Imphal East.	40			30	8	75%	25%

Table 19

In this test, the performance of the private schools is as good as in the previous test. Nirmalabas High School ranked the best performer attaining 80% correct while St. George High School, IPS, Evergreen High school and Wangkhei High School come to the next of Nirmalabas High School securing 65% correct answers. Wangkhei High School in the serial number 10 has better performed than the remaining Government schools like in the previous tests. Ngasi Rastralipi High School securing only 20 % correct answers is the weakest among the ten selected schools.

Discussion

Based on the 10 questions each in relation to teaching points in **Table 2, 3, 4 and 5**, ten school teachers were categorized into three group **A (Fully implementing Critical Pedagogy)**, **B (Partially implementing Critical Pedagogy)** and **C (Not implementing Critical Pedagogy)** as shown in **Table 5**. **18 teachers are in group B; they are partially implementing Critical Pedagogy in schools and 12 teachers are in group C. None of the teachers in the schools are totally implementing Critical Pedagogy.** One of the probable reasons for this incompetency of school teachers could be that teachers have not fully understood or they were not aware of the critical pedagogy recommended in NCF-2005, even though Government imparted training to Government school teachers through SSA, School Education Department and SCERT, Government of Manipur. It was also found that there were no teachers specifically appointed for teaching English in the Primary and Upper Primary Government schools (Elementary schools). For example, teachers of Mathematics and Science were found teaching English in the Government schools. We could see an adhoc policy in teaching English that head

teachers/Principals deputed the teachers of Mathematics and Science to attend the training programmes in English.

According to the results displayed in the **Tables 7 to 14**, performances of students varied from individual to individual and from school to school in different test items. None of the students could get 'Excellent' 'Very Good' and 'Good' in listening skill". The students in the serial number 1 secured the highest number in all the tests among students. The students in the serial number 6 secured the lowest number in almost all the tests among students in ten schools. We can now come to conclusion that overall the students of Private schools had higher level of proficiency than that of Government schools except one Government school which is model school. It is apparent that the Private schools take well care of the students, even though the teachers did not follow and implement the guidelines of NCF-2005 and MLL bases teaching. The students of the Government school in the serial number 10 had higher level of proficiency than the rest of Government schools. It may be because Government gives more facility and attention to the school.

Conclusion

Knowing all these facts, some remedial measures may be taken up to improve critical pedagogy of the teachers in class room transaction. Government should appoint teachers of English from the candidates who have completed B.A. English honours at least. The teachers should be sensitized participatory approach of teaching English. They need to be trained how to transact English class in terms of skill based teaching; apart from that, they should be oriented frequently about the ways of teaching English. In activity based method wherein full participation of students should be ensured. Further, they should be motivated very often by higher authority to take up innovative practice based on student participation. Books on innovative methods and techniques of teaching English should be provided in the library. These English teachers should be assessed every year and their salary should be increased according to their performance. And the students should also be motivated by a wide range of awareness about usefulness of English in this global market of English.

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