Abstract: Present study compares the Classroom Process followed in English in General stream and CBSE Schools in Kerala as per the recommendations of NCF 2005. The objective is to test whether there exists any significant differences in Textbooks and perception among the School Teachers of General Schools and CBSE Schools in Classroom transaction based on different variables. The data was analyzed by test of significance for difference between mean scores. Difference between one category and the other category was compared. The result of the study highlights that the 'Discourse Oriented Pedagogy' followed in General Schools in Kerala fulfill the envisions as recommended by NCF 2005 and is far better than the existing method followed in CBSE classes.

Introduction

Sarva Shiksha Abhiyan (SSA) took a major initiative to improve the quality of English education in the Primary classes of General Schools in Kerala in the year 2007-2008, based on the theoretical underpinnings of social constructivism as conceived by Bruner [1986] and Vygotsky [1986], the theory of innateness as conceived by Chomsky [2000] and the theory of Multiple intelligence of Gardiner[1983] and the position paper on English developed under NCF (2005), the very foundation of 'behaviorist Paradigm' of language teaching has collapsed and the constructivist paradigm has emerged in its stead. Accordingly, the profile of classroom across the world has changed. The mind of the child is no more looked at as John Locke's 'tabula-rasa' but as one with innate potentialities. The teacher dominated classrooms where the child is always a recipient of information has transformed into child centered, activity oriented experiential classroom where the child constructs her knowledge in a collaborative environment.

This line of thinking has resulted in the birth of a programme called Acquiring Competence in English [ACE] [2003] that was tried out in the Primary Schools in Kerala. The refinement of this resulted in Second Language Acquisition Programme [SLAP] [2000] that was conceived for the District Primary Education Programme, [DPEP] in Kerala. Further refinements of the programme lead way to the production of RACE [Rapid acquisition of Competence in English] for adolescent learners and the other programmes such as PACE [Promoting Acquisition of Competence in English] and FACE [Facilitating Acquisition of Competence in English][2007] and REAP [Rapid English Acquisition Programme].

Under ACE, a package for facilitating English language acquisition was developed which was launched in classes III, IV and V in 1000 panchayats covering the 14 districts of Kerala. New textbooks and Handbooks were developed for the project. The teachers were given rigorous training for transacting the curriculum. Studies were undertaken by DIETs and SSA to assess the impact of ACE in primary classes. It was observed that children in classes III, IV and V were able to construct various discourses both orally and in the written form. The programme was upscaled to the mainstream when SCERT developed textbooks based on KCF 2007 for classes I, III, V and VII in the year 2007-2008. Following this, SSA developed materials for classes IV and V which were also tried out in 1000 panchayats in the year 2008-2009. Subsequently
SCERT developed materials for classes II, IV, VI and VIII during 2009. At present, all the textbooks in English from classes I to 10 have been developed based on theoretical foundations of constructivism, critical pedagogy and issue-based approach as envisioned in KCF (2007).

Reports say that the present system of language acquisition based on discourse oriented pedagogy is very effective. ['Impact study on the achievement of learners in English in Classes III and VII in Kerala on the implementation of the revised curriculum, syllabi and textbooks under KCF 2007[2010] and 'Study on the Impact of the Training in English given to the Teachers of Kollam, Alappuzha and Ernakulam Districts in Kerala', RIESI, Bangalore (2009)] Teachers are provided with training courses, cluster meetings, frequently revised text books using 'narratives' which ensure the Continuous and Comprehensive Evaluation [CCE] and an activity oriented class room with a 'holistic' treatment.

English Language & CBSE Schools

Much in the same way, the CBSE schools also claim their learning process as activity oriented and learning by doing envisioned as per the recommendations of NCF (2005). On contrarily, there is no prescribed and unified English text books seen followed in the Primary classes in CBSE schools where the discourse oriented pedagogy is seen ignored totally in the textbooks except in Kendriya Vidyalaya and Navodaya Vidyalayas. Unfortunately, in such schools, the choice of the Textbook is fully invested with the concerned Managements. None of the Textbooks are seen followed the 'discourse oriented, issued based, critical pedagogy' as followed in the General Schools in Kerala. There is no departmental set up in CBSE Schools as that of the General Schools and Central Schools in Kerala to look after the whole process of education. As the textbooks are different, a unified training is not possible to the teachers based on the content and the lack of monitoring and on sight support often affect their learning process. It grossly ignores the ‘innate’ system of the child which enables him to acquire a language. Materials and methods are based on the behaviourist assumption namely, the mind of the child is an empty vessel and everything concerning language comes from outside. The ELT package reflects the contention that language is learnt through imitation and reinforcement through repetition. Thus, the existing English Language Teaching package in CBSE School has a problem inherent in it.

Another conspicuous flaw in the present model of language teaching is that it grossly ignores ‘discourse level’ transactions narrowing itself to the transmission of isolated language items. It is to be borne in mind that those words, or even sentences in isolation, do not have any independent existence as these components function only in ‘discourses’. Language acquisition is accomplished through acquiring ‘structure consciousness’. This can be brought about only through meaningful and need-based linguistic discourses ensuring the recurrence of language items at the phonological, morphological and syntactic level, thus providing a continuum of language experience.

Objectives of the Study
1. To compare the effectiveness of Discourse Oriented Pedagogy and Existing Method of Teaching in English of Standard VII pupils in CBSE Schools for the Total Sample
2. To understand the level of perception in classroom process by the teachers of English in General Schools and CBSE Schools as recommended by NCF 2005 based on the existing text books and the classroom process in two streams.

Hypothesis of the Study
1. There exists a significant difference on the perception of English Language Acquisition as recommended by NCF 2005 among the Teachers of General Schools and CBSE Schools.
2. There will be significant difference in the effectiveness of Discourse Oriented Pedagogy in General School and Existing Method of Teaching in CBSE School.

METHODOLOGY IN BRIEF

The very purpose of the study is to know the effectiveness of Discourse Oriented Pedagogy on the acquisition of English Language among the students and Teachers of CBSE schools in Kerala. Having detected the need for a paradigm shift from learning model to acquisition model, the investigator set about developing the strategy for achieving the curricular objective of teaching English in standard VII. Learners performance in General Schools where discourse oriented pedagogy followed is compared with the existing method of learning followed in CBSE classes.

DESIGN OF THE STUDY

Ex Post Facto Design

A casual comparative study was conducted using Ex Post Facto Research. One division of VII standard from a General School consisting of 40 students of GHSS Muthuvallur in Malappuram and MUES Kondotty, a CBSE School consisting of 35 students were experimented using a common test based on Discourse Oriented Pedagogy.

Analysis Using Survey in CBSE and General Schools

To evaluate the existing Text Book, Approach, Class room learning process and Continuous and Comprehensive Evaluation prevailed in CBSE and General schools, the investigator conducted a Survey among 81 teachers in CBSE and 119 teachers in General Schools in Malappuram district consisting of 50 questions and set them for analysis.

Tools Employed

1. Questionnaire based on perception of activity oriented, issue based, critical, Discourse Oriented Narrative based Pedagogy among the English Teachers in General & CBSE Schools.
2. Achievement Test in English – Ex Post Facto Research.

Sample Selected

200 English Teachers (119 from General Schools and 81 from CBSE Schools)

Statistical Techniques Used

Two tailed test of significance of difference between means for independent samples.

Major Findings

Ex Post Facto Research Data - Analysis based on the Total Sample

In order to test the effectiveness of Discourse Oriented, activity oriented, critical, issue based, narrative Pedagogy (DOP) among the students studying in two different streams viz in a General school, and in a CBSE School, the investigator conducted an achievement test on two groups in VII standard. The details of the data obtained is given in table 1.

Table 1
Data and results of the test of significance of difference between Govt. & CBSE Schools based on Ex Post Facto study based on achievement test

<table>
<thead>
<tr>
<th>Groups</th>
<th>No. of pupils</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>GHSS Muthuvallur VIIA</td>
<td>40</td>
<td>23.62</td>
<td>9.17</td>
<td>7.432</td>
<td>P &lt;0.05</td>
</tr>
<tr>
<td>MUE, CBSE School VIIIE</td>
<td>35</td>
<td>9.57</td>
<td>6.83</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table it is clear that the obtained t-value 7.432 which is significant at 0.05 level. This shows that there is a significant difference between the mean scores of the pupils following Discourse Oriented Pedagogy [DOP] and not following DOP. It means that the students of two groups differ significantly in the academic ability on the acquisition of English Language.

**Comparison on Perception of English Teachers towards DOP in General Schools**

The statistical analysis consists of, Arithmetic mean, mode, Standard Deviation, Skewness and Kurtosis for the variable, 'Perception towards the Discourse Oriented Pedagogy' using Concept, Learning Process, Comprehensive and Continuous Evaluation [CCE] and Textbook for the total sample and relevant sub samples. The preliminary analysis was done to find out whether the total sample was normally distributed or not with regards to certain variables.

Summary of the preliminary analysis for the total sample and sub sample are presented in Table 2

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>2.452</td>
<td>2.5</td>
<td>0.206</td>
<td>-0.633</td>
<td>0.995</td>
</tr>
<tr>
<td>Learning</td>
<td>2.53</td>
<td>2.6</td>
<td>0.376</td>
<td>-1.107</td>
<td>0.623</td>
</tr>
<tr>
<td>C.C.E</td>
<td>2.457</td>
<td>2.5</td>
<td>0.305</td>
<td>0.225</td>
<td>-0.424</td>
</tr>
<tr>
<td>Textbook</td>
<td>2.209</td>
<td>2.2</td>
<td>0.332</td>
<td>-0.134</td>
<td>0.108</td>
</tr>
<tr>
<td>Total</td>
<td>2.42</td>
<td>2.48</td>
<td>0.205</td>
<td>-0.595</td>
<td>0.075</td>
</tr>
</tbody>
</table>

The table 5.10 conveys that the Mean and Median of the variable for the Total Sample are almost the same with the slight variations only. The Mean value obtained for the variables such as Concept, Learning Process, Continuous and Comprehensive Evaluation and Textbook for the total sample is (2.452), the value of standard deviation (0.206) indicates that, the teachers of English in General Schools strongly agree with the Discourse Oriented Pedagogy followed in their classes. Thus, it is seen that the distribution of the 'Discourse Oriented Pedagogy' followed in General Schools for the total sample is fully admitted.

**Comparison on Perception of English Teachers towards DOP in CBSE Schools**

The statistical analysis consists of Arithmetic mean, Median, Mode, Standard Deviation, Skewness and Kurtosis for the variable, 'Attitude towards the Discourse Oriented Pedagogy' for
the total sample and relevant sub samples. The preliminary analysis was done to find out whether the total sample was normally distributed or not with regards to criterion variable.

Summary of the preliminary analysis for the total sample and sub sample are presented in Table 3

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Median</th>
<th>Standard Deviation</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>2.144</td>
<td>2.142</td>
<td>0.458</td>
<td>0.154</td>
<td>-0.787</td>
</tr>
<tr>
<td>Learning</td>
<td>1.975</td>
<td>1.800</td>
<td>0.466</td>
<td>0.705</td>
<td>-0.779</td>
</tr>
<tr>
<td>C.C.E</td>
<td>1.974</td>
<td>1.916</td>
<td>0.441</td>
<td>0.472</td>
<td>-0.405</td>
</tr>
<tr>
<td>Textbook</td>
<td>1.951</td>
<td>1.909</td>
<td>0.495</td>
<td>0.735</td>
<td>-0.349</td>
</tr>
<tr>
<td>Total</td>
<td>1.993</td>
<td>1.800</td>
<td>0.423</td>
<td>0.784</td>
<td>-0.539</td>
</tr>
</tbody>
</table>

The table 3 conveys that the mean, median of the variable for the total sample except the variable, 'concept' are almost the same with the slight variations only. The Mean value obtained for the variable 'concept' (2.144) shows that, the teachers of English Medium Schools based on CBSE agree with the concept, 'Discourse Oriented Pedagogy'. Whereas, their opinion moves from 'no opinion' to 'no' answer for the variables such as, Learning (1.975), CCE (1.974), and Textbook (1.951) which shows that teachers of CBSE Schools do not follow the classroom process meant for Discourse Oriented Pedagogy. The result also shows that they do not follow the narrative based Textbook that follow Discourse Oriented Pedagogy. Thus, it is seen that the distribution of the ‘Discourse Oriented Pedagogy’ is not followed in English Medium Schools where CBSE syllabus is followed. And hence, the total sample is not fully admitted.

**Summary of Findings**

The findings arrived through the analysis of the data obtained here led the investigator arrive at certain conclusion which are to be viewed in the light of limitation in the tools selected in the sample chosen for the study. The conclusion arrived from the analysis of data are given below.

Since the Discourse Oriented Pedagogy, the tool enables the learner develop the communicative potentiality of the learner as the elements treated here is to develop the communicative aspects. The statistical data analyzed here proved to be essential ingredients for the development of the communication ability of the learner. So, we can conclude that the discourse oriented, issue based, critical, narrative based pedagogy used for the acquisition of English language are more effective for the development of communicative potentiality of the learners than that of the existing method of teaching in CBSE Schools.

**Discourse Oriented Pedagogy is more effective than the existing method in CBSE Classes**

According to the Survey conducted through questionnaire among the teachers of English in General Schools opined that the Discourse Oriented Pedagogy is followed in their class rooms. They also of the opinion that Discourse Oriented Pedagogy is better than the previous methods of learning English. Their perception about Discourse Oriented Pedagogy with regard to the variables such as, Concept, Learning process, Continuous and Comprehensive Evaluation and Text Book moved to ‘yes’. (The total Mean value obtained is 2.42 which is near to the value 3
that shows ‘yes’ answer) Therefore, it can be inferred that the teachers of General Schools fully accept the Discourse Oriented Pedagogy type of acquisition.

As per the result obtained through conducting a Survey among the teachers of CBSE Schools, they showed a difference in opinion about the class room process through Discourse Oriented Pedagogy. Their opinion moved from ‘No Opinion’ to ‘No’ answer as the total t-value obtained is 2.663 for the variables, Learning Process, Continuous and Comprehensive Evaluation and Textbook which is greater than the table value 1.96 significant at 0.05 level. This result clearly shows that the Discourse Oriented Pedagogy is not followed in CBSE Schools.

Thus, it can be inferred that the students taught through Discourse Oriented Pedagogic Tool performed is better than the students taught through the Existing Method of Teaching followed in CBSE Schools.

The findings were,

1. There is a significant difference in the initial academic ability on the acquisition of English Language between the students of General Schools and CBSE Schools.
2. The teachers of English in General schools strongly agree with the Discourse Oriented Pedagogy followed in their classes.
3. The textbook in English in CBSE schools do not follow the classroom process meant for Discourse Oriented Pedagogy.
4. There is no need-based teacher-empowering programmes to equip teachers to deal with the classroom challenges in CBSE Schools run by Private Management.
5. There hardly exists any supervision and monitoring mechanism at present in CBSE Schools run by Private Management.

**IMPLICATIONS AND CONCLUSIONS**

School education is the spring board that decides the future of Kerala. The challenges of the contemporary world can be met only if we develop a progressive and comprehensive educational system. The introduced discourse oriented, issue based, experiential pedagogy in the classrooms of Kerala may be a long awaited answer for the acquisition of English Language as recommended by NCF 2005 and followed by KCF 2007. As the pedagogy has been proved to be the most suitable for English language acquisition, The study may enable National Council for Research and Training [NCERT] revise its present curriculum in English language at the national level and to prepare Textbooks and Source books emphasizing discourse oriented pedagogy by unifying the textbooks in classes I to VIII which is not materialized so far.
BIBLIOGRAPHY

Kaladharan et.al. (2002). Introduction to the Reformation in Education : Kerala Sastra Sahithya Parishad, Kerala.