

Effective Teaching Strategies for Language Skill Development among the Students of Primary Level: Model Analysis

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Abstract: *In this paper the researcher is discussing about five teaching strategies to analyze the effectiveness of learning outcome of Primary Level students. In this context she has introduced five teaching models and their detailed description for the readers and conclude that out of five strategies four strategies which are “Tagore Model Innovative Pedagogical Strategy for Holistic Education”, “The Gandhian Experiential Learning Model”, “The Guided Group Interactive Model”, “The Dramatic Strategy model”, are better than “Conventional Strategy Model”.*

Keywords: Models, Strategies, Tagore Model Innovative Pedagogical Strategy for Holistic Education, The Gandhian Experiential Learning Model, The Guided Group Interactive Model, The Dramatic Strategy model, The conventional strategy model

1. Introduction

“Effective learning is tied closely to the developmental level and it occurs primarily as a result of a child internalizing his or her own actions on objects. Conceptual or meaningful learning depends on some basic conditions of learning. These external conditions may be controlled, systematized and rearranged on the basis of learning needs” (T.N. Pan, 2006). The basic conditions of language learning skills are learning ability, contiguity, practice, reinforcement generalization and discrimination.

“Learning abilities are manifested in various processes by which the individual acquires new performances”. Jensen (1960) hypothesized that, individuals differ in learning abilities in a limited number of ways. A student’s performance on any given task will be a product of the levels of his learning abilities, and the degree to which the task involves these abilities sometimes bear little relationship to Intelligent Quotient.

The present practice of classroom teaching is often inadequate for the teaching and learning of language skills, it may vary from teacher to teacher and it reflects the teacher’s own mode of representation neglecting the individual needs, which may be responsible for poor learning outcomes in language skills among the children of primary schools.

Contiguity is an important condition in most learning. It means the almost simultaneous occurrence of the stimuli and responses. The current emphasis on cognition and meaningful learning has made practice or repetition an unpopular learning condition.

Reinforcement is a major condition for learning and it may act in various ways. It can be introduced before or after the desired responses. Reinforcement can be positive or negative, and can be integrated with feedback. Many educationists and

psychologists prefer to describe even complex learning in terms of stimulus generalization and discrimination.

In meaningful learning of language skills, teaching strategies also play a vital role. But in selecting teaching strategy individual needs should be at the focus. In traditional education the teacher decides in advance, what knowledge or skill needs to be transmitted?

In case of language learning at the primary level children are expected to pay attention, try to work, take their work seriously and be good, all of which presuppose that they are able to achieve maximum level outcome.

Thus, teaching should be conceived as the creation of an environment composed of inter-dependent parts: content skills, instructional roles, social relationships, and types of activities, physical facilities and their uses. Different combinations of these elements create different environments eliciting different educational outcomes.

Hence the development of language skills depends on the strategies especially for the children of primary level so that they can learn the skills very effectively. Keeping this in view models of some of the effective strategies have been analyzed below with reference to their basic components.

2. Objective

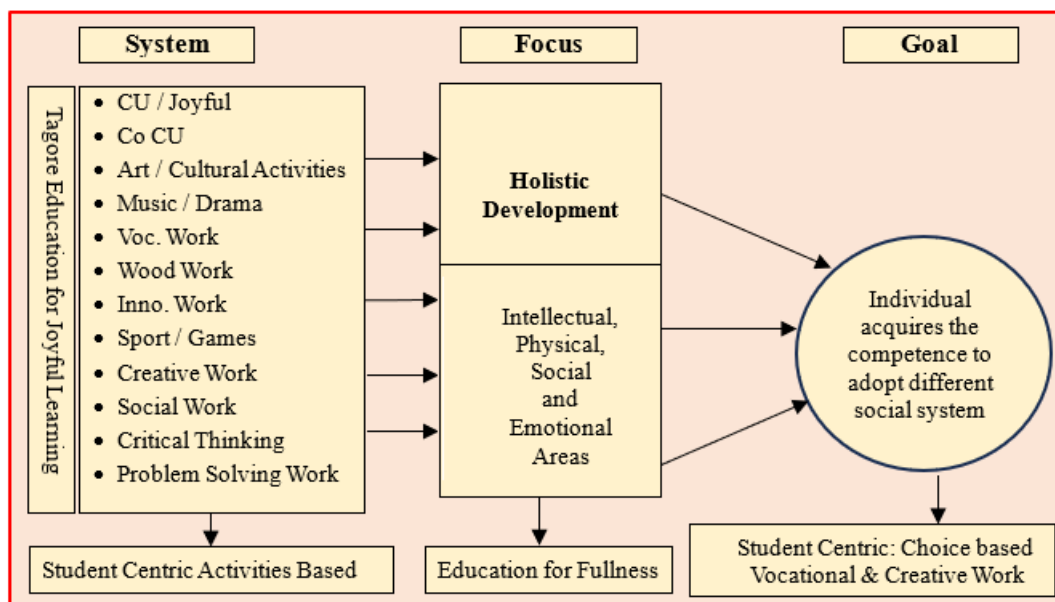
To examine the analysis of Strategy with reference to their models for effective classroom instruction at the Primary Level.

3. Analysis of Model of the strategies

3.1 The Experimental Model of Tagore for the Children of Primary Schools:

Activity Learning Model

Tagore Model Innovative Pedagogical Strategy for Holistic Education



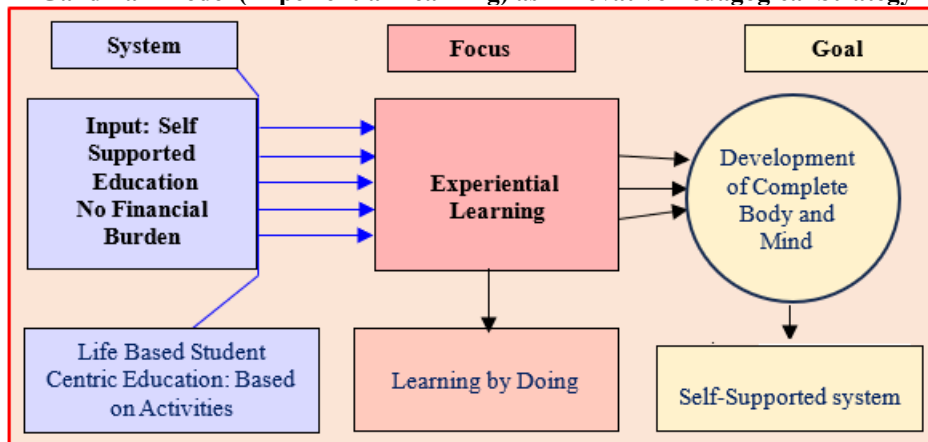
Tagore incorporated different activities in the curricular & cocurricular programme & experimented with those in his school for holistic development of student's personality. His holistic education model clearly reveals its focus on '*Education for Fullness*' of the children.

3.2 The Gandhian Experiential Learning Model for the Children of Primary Schools:

Mahatma Gandhi in his approach of education system stressed on the development of body, mind and spirit among the students

through experiential learning. He experimented with a core or basic subject surrounded by a number of different coherent subjects along with different natures of life-based activities. It was also effective for the development of language skills among the students of primary level by achieving the goal of experiential learning. Model below shows the Gandhian Experiential Innovative Pedagogical Strategy, which could be accepted for the instruction of language skill development through different strategies.

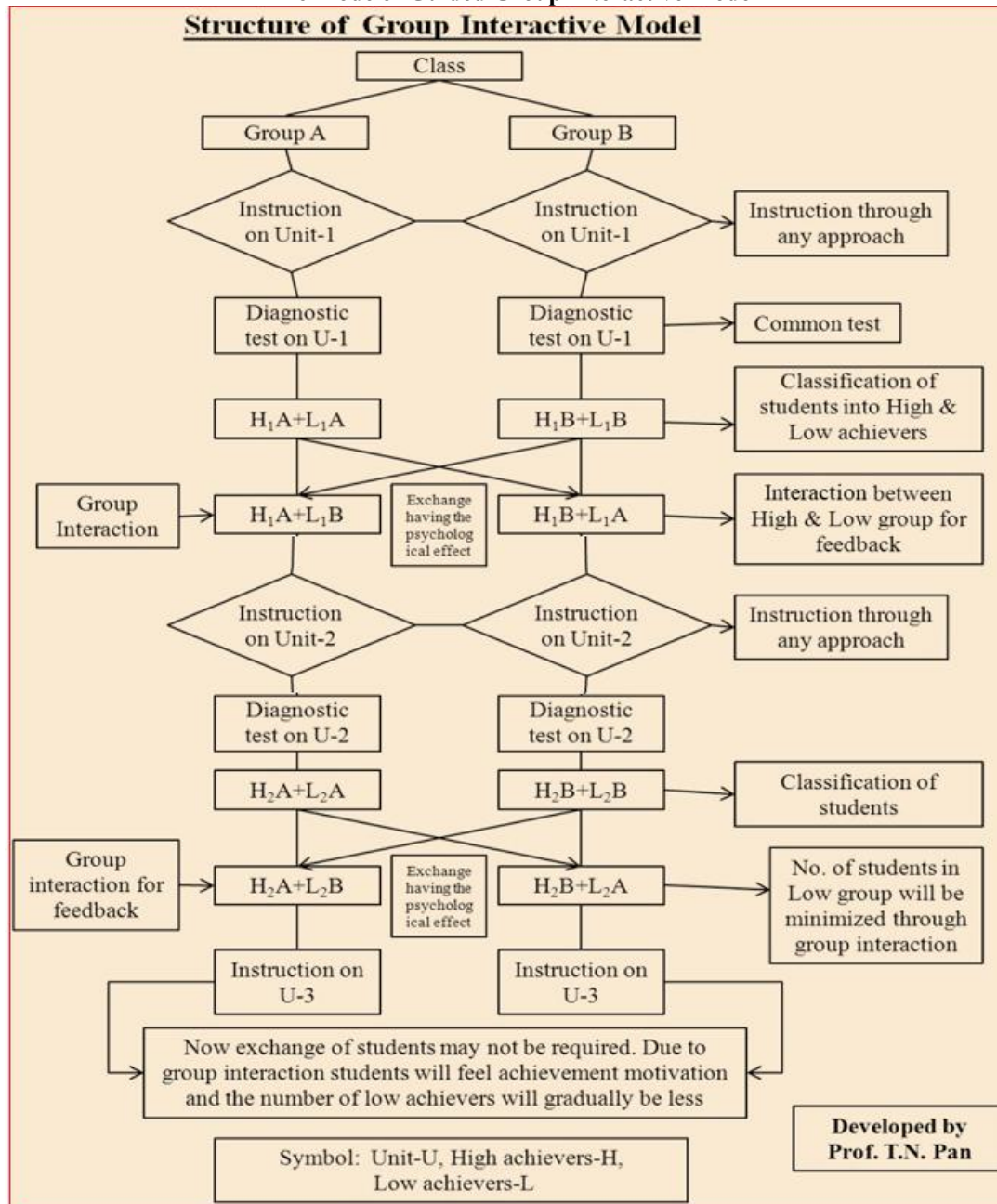
Gandhian Model (Experiential Learning) as Innovative Pedagogical Strategy



The National Education Policy 2020 has been accepted the Gandhian Experiential Learning model for education for the development of language skills and other concepts of the children of primary stages.

3.3 The Guided Group Interactive Model for the Children of Primary Schools:

The Mode of Guided Group Interactive Model

**Treatment:**

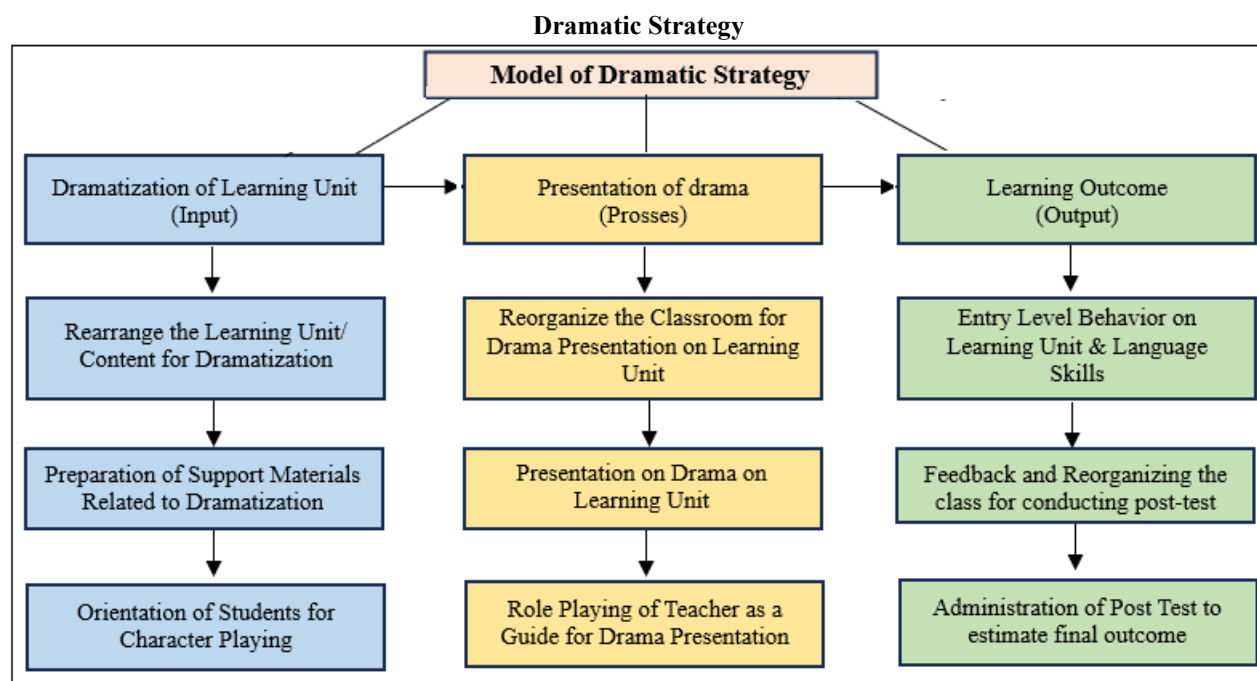
The Group Interactive strategy was designed by Prof. Tarak Nath Pan (2005) as a strategy of teaching through group interactions. It is designed for all forms of learning, special learning the language skills through peer instruction of the children of primary schools. The model was also designed on the approach of peer interactions by regulating the formal classroom setup.

The group interactive, model has been designed to improve the learning outcome of students based on the goal of maximization of learning. It has been designed with a view to achieve the maximum output of learning by utilizing the high achievers' students as the reinforcer before the low achievers.

The model is designed in three phases. The first phase, for normal classroom instruction and administration of diagnostic test to categorize students into high and low achievers. The second phase: to exchange the low achievers between sections or remedial interactions are organized within the peer groups. Third phase for re-teach and re-diagnosis. The system will continue till the maximum number of students achieve at the level of mastery. The model has been designed with the proposition that, when a student achieves mastery on the topic then he motivates himself for high achievement. The goal of education is achieved through the process of interactions among peers within the general classroom setup without having additional expenditure only by organizing classrooms for effective instructions. This strategy is also very effective for the

development of language skills among the children of primary schools.

3.4 The Dramatic Strategy; Model for the development of language skills among Children of Primary Schools:



Concepts of Dramatic Strategy:

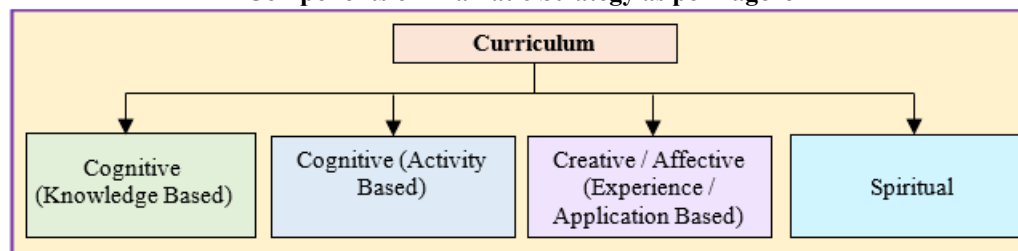
Conceptual and meaningful learning depends some basic conditions of learning when the concept under units makes imprint in the memory of the children. The dramatic strategy is an effective one to make an imprint on the concepts under units in the memory of the children.

Dramatic strategy of teaching based on the principles of freedom and joy as stated by Tagore. According to Tagore,

“Drama makes the learning joyful and students get fund freedom and joy and this method make the learning without burden. Tagore upheld the principle of joy as inseparable from the principles of fulness and freedom”.

Accordingly, in the curriculum of his experiment Tagore emphasized four components for development of fulness.

Components of Dramatic Strategy as per Tagore



Rabindranath Tagore had rightly mentioned, “The highest education is that which does not nearly give us information but makes our life in harmony with all existence but in our school system we find that it is not only ignored but severely repressed”.

- 1) Systematic presentation of contents through character playing.
- 2) Students play the role of character.
- 3) Teacher acts as a guide to play, he also provides the materials to character play.
- 4) Teacher provides the rehearsal to play the character.
- 5) The classroom learning is very active during instruction.
- 6) Experiment is fully activity based.

- 7) The teacher will prepare or collect the instructional materials in relation to the learning unit for dramatic approach.
- 8) The teacher will provide the materials to the students for character playing.
- 9) The teacher will develop the dramatic speech to make the links with speech and character playing.
- 10) All the students will act as per the role playing and participation in the drama.

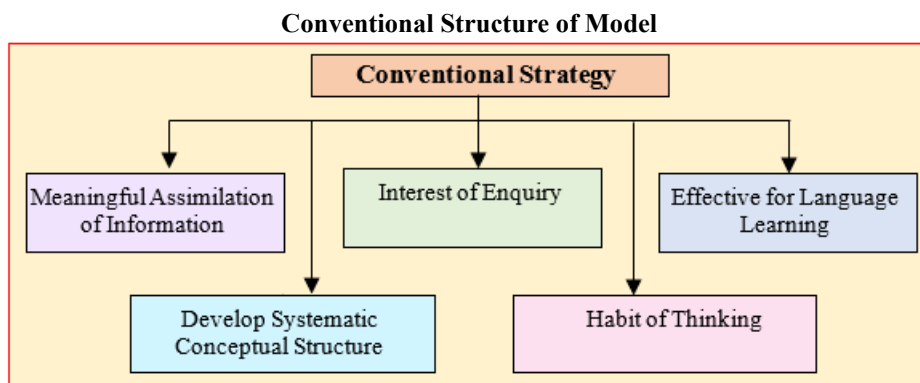
The dramatic strategy provides effective instruction and for the development language skills among the students. The goal of Dramatic strategy is relevant to joyful education and children

friendly. Tagore emphasized dramatic strategy and play way approach as effective strategy for the development of language skills among the students.

3.5 The Conventional Strategy for the Children of Primary Schools:

The fifth is the conventional teaching strategy.

It is a classroom teaching method and consists of lectures and direct instructions conducted by the teachers. It is a teacher centric method which emphasizes learning through the teacher's guidance. In traditional methods of teaching, we found improper alignment between objectives, activities and assessments. It is also known a conventional method of teaching.



Components of Conventional Strategy:

- Teaching through lecture and discussion
- Group instruction
- Time fixed
- Teacher dominated
- Teaching is authoritarian
- Planned by teacher
- Fully guided by the teacher
- Goal fixed by the authority
- Teacher will give both the principle and solutions of the problem
- Based on rote learning
- Based on deductive principle
- It follows the Herbartian steps of teaching

The materials are well organized. The advance organizers depend on an integral relationship between the conceptual organizer and the rest of the content. It works best as a paradigm around which to build instructional material so that the time can be taken to ensure complete relevance of content and organizer. However, the strategy is designed for used in face-to-face teaching. Material to be learned is presented verbally.

In the flow of the lessons, the function of teacher to point out the conceptual frame for the material and to help learners to see the relationship between the materials that is presented in the classroom. The teacher or the instructional material is the controller in the situation. The content has been selected for the learner and the teacher should function in drawing the attention to discussion around the material at hand.

The probable instructional effects are quite clear for this method of teaching. Possible outcome is not possible with this type of teaching.

4. Concluding Remarks

The analysis of models reveals that any of the above strategy could be used for effective classroom instruction for the development of language skills among the students of primary schools. It may also be concluded that the gain in learning outcome treated through there of four strategies must be significantly better than conventional strategy.

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