RESEARCH PAPER

Efficacy off Teaching Strategies in English language for Urdu Medium Students

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ANSTRACT

Strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. There is a need for intervention strategies in order to meet the needs of students most especially the struggling students.The chief objective is to explore the perceptions of teachers with regard to the efficacy of teaching strategies employed in teaching English language to Urdu medium students. The sample consists of 54 teachers from Urdu medium schools of Hyderabad and Ranga Reddy districts. A self–developed questionnaire was used to elicit information.The analysis of data revealed that the teachers in Urdu medium schools employed Total Communicative method/strategy to teach English language to Urdu medium students. Implications as well as suggestions for further research were also discussed.
Key words: *Strategies, intervention strategies, efficacy, Urdu medium students*

INTRODUCTION

Strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done by both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategy and it followed the students in learning activities. Stone and Morris (2010) have defined "teaching strategy as a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies". Thus, teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning.

In other words, the terms strategy, technique and procedure as synonyms are used to signify a series of steps that one takes to employ anygeneral model being used in the classroom. Each of these aspects emanate from a broader andmore encompassing model (Orlich, Harder, Callahan, Trevisan, & Brown, 2010).

Strategies are not new to teachers. Silver, *et al*, (2007) states several reasons of strategies become an important part in teaching because: a) strategies are tools for designing thoughtful lessons and units; b) strategies make the work of differentiating instruction manageable for teachers and motivating for students; c) strategies provide the tools needed to bring thoughtful programs alive in the classroom; d) strategies build the skills needed for success on state tests; e) frequent use of strategies leads to consistent and significant gains in student achievement and f) strategies build different kinds of knowledge.

Intervention strategies are the systematic instructions to promote progress in an area where there is a need for it (Mahlo, 2012). In education, they are designed to improve academic performance of students which have specific and measurable objectives. Intervention strategies are based on the academic performance of students and the monitoring of students' progress is necessary. The purpose of intervention strategies in education is to identify all factors that may improvestudents' performance academically. Another definition stated that intervention strategies may include school staff, parents, students, and other staff working in relation to students' academics (Regina, 2014). As discussed, there is a need for intervention strategies in order to meet the needs of students most especially the struggling Urdu medium students.

Devlin and Samarawickrema (2010) proposed ten principles of effective teaching strategy viz., (1) Teaching and curriculum design need to be focused on meeting students' future needs, implying the development in students of generic capabilities such as critical thinking, teamwork and communication skills, amongst others; (2) Students must have a thorough understanding of fundamental concepts even if that means less content is covered; (3) The relevance of what is taught must be established by using real-life, current and/or local examples and by relating theory to practice; (4) Student beliefs must be challenged to deal with misconceptions; (5) A variety of learning tasks that engage students, including student discussion, need to occur in order that meaningful learning takes place; (6) Genuine, empathetic relationships with individual students should be established so that interaction can take place; (7) Teachers should motivate students through displaying their own enthusiasm, encouraging students and providing interesting, enjoyable and active classes; (8) Curriculum design should ensure that aims, concepts, learning activities and assessment are consistent with achieving learning outcomes related to future student needs; (9) Each lesson must be thoroughly planned but flexible so that necessary adaptations may bemade based on feedback during the class; and (10) Assessment must be consistent with the desired learning outcomes and should, therefore, be authentic tasks for the discipline or profession (Juni, 2014).

CHARACTERISTICS OF TEACHING STRATEGIES

As mentioned before, teaching strategies suggest a way in which a teaching situationcan be approached. It is important to underscore their essential characteristics: (1) they have anormative character without the rigidity of a rule; they are the training component of dynamicsituations, characterized by flexibility and internal elasticity. (2) they have a structuring and modeling function to link the learning situations where learners are placed and to trigger their psychological mechanisms off learning; (3) the components of the strategy (methods, means and organization forms of the work form a system, establishing the connection between them, even interrelations and interdependencies. (4)they do not identify either with the opted methodological system or the basic teaching methodbecause the teaching strategy aims at the training process as a whole, not a single trainingsequence; (5) they have probabilistic meaning, that is that a particular teaching strategy, although scientifically founded and appropriate for the psychological resources of participants cannot guarantee the success of the training process because there is   a largenumber of variables that can intervene in the process; (6) they involve the students in specificlearning situations and rationalize and adequate the training content to their personality; and (7) they create an ideal framework for interactions between other components of the training process (Ionescu & Radu, 2001).

The various strategies usually employed by the teachers of English are: Grammar-Transat Method; Direct method; Audio-lingual method; Structural approach; Dr. West's New Method; Bilingual method; Total Physical Response Method; Whole language method; Communicative Language Teaching(CLT); Natural Method etc.

According to NCF (2005), the teaching and learning of English today is characterized by, on the one hand, a diversity of schools and linguistic environments supportive ofEnglish acquisition, and, on the other hand, by systemically pervasive classroomprocedures of teaching a textbook for success in an examination, modulated by teacherbeliefs influenced to varying degrees by inputs from the English-language teaching profession.

PREVIOUS REVIEW

Whatever documented research is onstrategies and interventions for effective teaching of English to vernacular students is presented as follows: Latu M.F. (1994) examined the factors affecting the learning of English as a second language; Memon R. (2000) studied how English is taught in government schools; Şahika Tarhan (2003) investigated perceptions of Students, Teachers and Parents regarding English-medium Instruction; Lucie Moussu and EnricLlurda (2008) studied the Non-native English-speaking English language teachers; Raja B. & Selvi K. (2011). Causes of Problems in Learning English as a Second Language as Perceived by Higher Secondary Students;

Jiang X. (2011) researched into the role of first language literacy and second language proficiency in second language reading comprehension; Mohammad OwaisKhan (2011) studied Rhythm and Intonation Patterns in English and Urdu; OrtegaSantacruz T.E. (2012) concentrated on listening and speaking skills for teaching English; Salameh, W. (2012) commented on the impact of Social and Economic Factors on Students' English Language Performance in EFL Classrooms in Dubai Public Secondary Schools;Mosha M.A. (2014) elucidated factors affecting students' performance in English language in Zanzibar rural and urban secondary schools; Manish Kumar (2015) Critical analysed Pedagogy in English Classrooms. Educational Quest; Nor F.M., Mazlan M.H. & Rajab A. (2015) English Language Teachers' Perceived Difficulty of English Skills Faced by ESL Learners; Muhammad Z. (2016) explored Pakistani Government Secondary Schools Students' Attitudes towards Communicative Language Teaching and Grammar Translation in Quetta, Balochistan; EL-Tingari S.M. (2016) studied strategies for learning Second Language Skills: Arabic Speaking Skills in the Malaysian Context; Eshghinejad S. (2016) stressed on EFL Students' Attitudes toward Learning English language; Ghazali F.A. (2017) scrutinized the Factors affecting fluency of English among Arab Learners; Gomathi B.S. (2014) explored the skills of rural students with effective methods of teaching English language using. LSRW skills; Hassan F. & Selamat F. (2017) investigated students proficiency in ESL: the Teachers Perspective; Kurniawan M. & Radia E.H. (2017) analysed English Language Learning among Eastern Indonesian Students; Lucy Dora Akello M.C. Greetje Timmerman (2018) studied impact of local language a medium of instruction; Ceballos M. & Ceballos R. (2018) explicated Learner-Centered Approaches: Their Effect on the Oral Fluency of Students; Sunanda M. Shinde & Dr. Mahesh B. Shinde (2018) Analysis of Language Learning Strategies Used by English for Specific Purposes Students; Ludwig C., Guo K. & Georgiou G.K. (2019) studied effective Reading interventions for English Language Learners; Muhammad Asif Saleem & Mamuna Ghani (2019) conducted a research with the objectives for which the English teachers in Urdu medium secondary schools and students make use of motivational teaching strategies in their L2 classroom.

From the documented review it is vivid that whatever little research has been done it is in a nascent stage and no concrete research has been undertaken on the efficacy of teaching strategies in teaching English language for the Urdu medium students in the State of Telangana. Hence, the article focuses on such sour grapes so that the fruits of interventional strategies may reach the famished Urdu medium students. Thus, the statement of the problem is worded as: *"Efficacy off Teaching Strategies in English language for Urdu Medium Students."*

RESEARCH OBJECTIVES
1. To delineate the efficacy of teaching strategies in English language for Urdu medium students in the State of Telangana.
2. To investigate the efficacy of teaching strategies adopted by the teachers in English language for Urdu medium students with regard to gender in the State of Telangana.

DELIMITATION OF THE STUDY
1. Thus study is confined to ten English teaching strategies adopted by the teachers in Urdu medium schools in the state of Telangana.
2. The study takes into its ambit teachers from Urdu medium schools in the Districts of Rangareddy and Hyderabad.

RESEARCH DESIGN
A normative survey is employed to elicit appropriate information from the respondents.The sample consists of 54 teachers from Urdu medium schools of Hyderabad and Ranga Reddy districts. A self-developed questionnaire was used to elicit information. In the present context, interventional strategies refer to the various methods adopted to teach English Language to Urdu medium students in the State of Telangana. At the same time, the term efficacy indicates the value rendered to certain interventional strategies to overcome the difficulties in learning English language among the Urdu medium students in the State of Telangana.

ANALYSIS AND RESULTS OF THE STUDY

H_0: There is no significant difference on the efficacy of the strategies adopted by Teachers to overcome English Language Difficulties of Students in Urdu Medium Schools in respect of Gender in the State of Telangana.

Table 1: showing Teachers perceptions on the efficacy of strategies adopted to overcome English language difficulties with regard to Gender

Strategies	Variables	Not Used	Rarely Used	Sometimes Used	Frequently Used	Heavily Used	Chi Square	Asymp. Sig.
Grammar-Trans Method	Female	4	6	15	16	2	0.336	0.987
		80%	75%	79%	80%	67%		
	Male	1	2	4	4	1		
		20%	25%	21%	20%	33%		
	Total	5	8	19	20	3		
Direct method	Female	2	6	15	14	6	0.959	0.916
		100%	75%	75%	78%	86%		
	Male	0	2	5	4	1		
		0%	25%	25%	22%	14%		
	Total	2	8	20	18	7		
Audio-lingual method	Female	3	13	14	9	4	2.996	0.559
		100%	81%	70%	90%	67%		
	Male	0	3	6	1	2		
		0%	19%	30%	10%	33%		
	Total	3	16	20	10	6		
Structural approach	Female	1	8	22	8	4	0.845	0.932
		100%	73%	81%	73%	80%		
	Male	0	3	5	3	1		
		0%	27%	19%	27%	20%		
	Total	1	11	27	11	5		
Dr.West's New Method	Female	7	11	14	9	2	1.263	0.868
		88%	79%	74%	75%	100%		
	Male	1	3	5	3	0		
		13%	21%	26%	25%	0%		
	Total	8	14	19	12	2		
Bilingual method	Female	3	6	14	13	7	2.524	0.64
		100%	86%	78%	81%	64%		
	Male	0	1	4	3	4		
		0%	14%	22%	19%	36%		
	Total	3	7	18	16	11		
Total Physical Response Method	Female	10	9	13	7	4	1.23	0.873
		77%	75%	76%	78%	100%		
	Male	3	3	4	2	0		
		23%	25%	24%	22%	0%		
	Total	13	12	17	9	4		
Whole language method	Female	7	11	9	12	4	5.215	0.266
		100%	85%	60%	80%	80%		
	Male	0	2	6	3	1		
		0%	15%	40%	20%	20%		
	Total	7	13	15	15	5		
Communicative Language Teaching	Female	3	0	8	17	15	1.046	0.79
		100%	0%	73%	77%	79%		
	Male	0	0	3	5	4		
		0%	0%	27%	23%	21%		
	Total	3	0	11	22	19		
Natural Approach	Female	5	12	6	10	10	2.84	0.585
		83%	92%	75%	67%	77%		
	Male	1	1	2	5	3		
		17%	8%	25%	33%	23%		
	Total	6	13	8	15	13		

The table demonstrates the perceptions of Teachers on the efficacy of strategies adopted to teach English Language to Urdu medium students with regard to Gender. With regard to Grammar-Transat Method, the table revealed significance value 0.987>0.05 (Level of significance); to Direct method- 0.916>0.05 (Level of significance); Audio-lingual method -0.559>0.05 (Level of significance); Structural approach- 0.932>0.05 (Level of significance); to Dr.West's New Method-0.868>0.05 (Level of significance); Bilingual method - 0.64>0.05 (Level of significance); Total Physical Response Method - 0.873>0.05 (Level of significance); Whole language method - 0.266>0.05 (Level of significance); Communicative Language Teaching (CLT) - 0.79>0.05 (Level of significance); and Natural Approach - 0.585>0.05 (Level of significance). Interestingly, the hypothesis framed was retained for all variables. Hence, it can be deduced that both male and female teachers preferred Total Communicative Method (77% and 70%) and the least preferred reported to be the Total Physical response method (21% and 23%).

CONCLUSION

The intervention strategies are excellent assistance to boostthe academic performance of students. The analysis of data revealed that the teachers in Urdu medium schools employedTotal Communicative strategy as the most preferred one to teach English language to Urdu medium students. Thus, it is recommended teacher capacity building programmes may be organized to have an insight into the use of different strategies to improve academic performance of students. Further, the present piece of research holds implications for students; teachers; parents; implementing authorities as well as to policy makers. Moreover, the study is not much comprehensive and exhaustive, so, further investigations may be carried out by the young researchers to have an in-depth knowledge of the problems on hand.

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