EFFECTIVE LANGUAGE TEACHING AND LEARNING PROCESS IN SCHOOLS BASED ON THE 4+2 PROGRAM

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Abstract: In today's globalized world, proficiency in English is more important than ever. Schools are increasingly recognizing the need for effective English language training that goes beyond traditional classroom instruction. The process of English language practical training in schools encompasses several key components designed to enhance students' language skills through immersive and interactive experiences. This article outlines the essential steps involved in this training process.

Key words: effective English language, classroom instruction, encompasses, interactive experiences, language training, practical training.

INTRODUCTION

English as a foreign language in secondary school is considered as a new subject for pupils since some of them are not familiar with it. Furthermore, secondary schools' language learners need more motivation in learning English, especially in the digital era. Thus, teachers as the motivators should have some sound approaches to teach it. Teaching English in secondary schools is important to give primary knowledge. Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation. In our case principles are used to define strategy and tactics of teaching English language at all stages practically in each point of educational process.

LITERATURE REVIEW AND METHODOLOGY

The literature on English language teaching (ELT) highlights the need for practical training methods that foster authentic communication skills. Harmer (2007) argues that traditional teaching approaches often focus too heavily on grammar and vocabulary at the expense of developing speaking and listening abilities, which are essential for effective communication. In response, communicative language teaching (CLT) has emerged as a preferred methodology, prioritizing interaction and real-life usage of language (Littlewood, 2004).

Nunan (2003) emphasizes the importance of task-based learning (TBL), which encourages active engagement by allowing students to use language in meaningful contexts. This approach not only promotes language acquisition but also enhances critical thinking and problem-solving skills. Moreover, integrating technology into language instruction has been shown to enrich learning experiences by providing access to authentic materials and facilitating communication beyond the classroom (Chapelle, 2001).

Continuous assessment and feedback are also critical components of effective language training. Research by Black and Wiliam (1998) indicates that formative assessment practices can significantly improve learning outcomes by identifying areas for improvement and motivating learners. Overall, the literature underscores the necessity of adopting innovative and interactive methodologies to prepare students for real-world communication.

This study employs a mixed-methods approach to investigate the effectiveness of practical training in English language education across selected schools. The methodology includes:

1. Curriculum Analysis: A thorough review of the English language curriculum in various schools was conducted to identify key components related to practical training. This analysis focused on the inclusion of interactive activities, technology use, and assessment strategies.

2. Surveys and Interviews: Questionnaires were distributed to both teachers and students to gather qualitative and quantitative data regarding their experiences with practical training methods. In-depth interviews were conducted with educators to gain insights into their teaching strategies, challenges faced, and perceived effectiveness of different methodologies.

3. Classroom Observations: Observational studies were carried out in classrooms implementing practical training methodologies. This allowed for an assessment of student engagement, interaction levels, and the overall classroom environment during lessons.

4. Assessment of Learning Outcomes: Pre- and post-training assessments were administered to measure improvements in students' language skills, focusing on speaking, listening, reading, and writing. These assessments provided quantitative data on the effectiveness of practical training methods.

The foundation of effective English language training begins with a well-structured curriculum. This curriculum should include:

• Integrated Language Skills: A balanced approach that incorporates reading, writing, listening, and speaking. Each skill should be taught in conjunction with the others to ensure comprehensive language development.

• Cultural Context: Lessons that include cultural elements related to English-speaking countries. This helps students understand idiomatic expressions, social norms, and cultural references, enriching their language experience.

Teachers play a crucial role in the success of English language training. Innovative methodologies can make learning more engaging:

• Communicative Language Teaching (CLT): This approach emphasizes interaction as the primary means of language learning. Students participate in dialogues, role-plays, and group discussions to practice real-life communication.

• Task-Based Learning: Students engage in specific tasks that require them to use English in practical situations, such as planning a project, conducting interviews, or solving problems collaboratively.

Regular assessment is vital for tracking progress and identifying areas for improvement:

• Formative Assessments: These are ongoing assessments conducted throughout the training process. They can include quizzes, presentations, and peer reviews, allowing teachers to provide timely feedback.

• Summative Assessments: At the end of each phase or term, comprehensive evaluations help measure overall proficiency and readiness for further language use.

The practical application of language skills is where students truly begin to internalize what they have learned:

• Language Immersion: Schools can create environments where English is the primary language of communication, encouraging students to use English in everyday situations.

• Extracurricular Activities: Clubs, drama productions, and debate teams provide additional opportunities for students to practice their language skills outside of formal lessons.

Connecting classroom learning with real-world applications enhances students' confidence and competence:

• Internships and Volunteer Opportunities: Engaging in internships or community service projects that require the use of English helps students practice their skills in authentic contexts.

• Language Exchange Programs: Partnering with schools in English-speaking countries allows students to practice conversational skills with native speakers through virtual exchanges or pen pal programs.

Incorporating technology into language training can enhance engagement and accessibility:

• Online Learning Platforms: Utilizing apps and websites that offer interactive exercises, video lessons, and forums for discussion can supplement traditional learning methods.

• Multimedia Resources: Videos, podcasts, and online articles expose students to various accents and dialects, improving their listening comprehension and cultural awareness.

Its main function is in creation of all conditions of communications: motives, purposes and problems of intercourse. The communicative orientation defines selection and the organization of language material, its situational conditionality, communicative value both speech and training exercises, communicative formulation of educational problems, organization and structure of the lesson. This principle assumes creation of conditions for speaking and intellectual activity of pupils during each moment of teaching.

There are some effective ways of teaching English at school:

1. Explore technology and other teaching tools

With the advancement in technology, many interesting tools for teaching have also been developed. Explore the use of technology in the classroom and find new ways of teaching English to your students. There are many interactive apps like English For Kids, Grammar Up, Sentence Builder etc, for children that help them learn and use English effectively.

2.Dramas to engage and inspire.

Dramas and plays are another method to engage pupils in interactive learning. Requirement of the task is asking from the students to perform a play based on any story from their prescribed text-book. Let this be a group task where students get to decide their characters in the play and prepare dialogues suitable to the scenes in the play. Students learn how to make a script, how to act it out and how to organize the play. This also helps them improve their language skills.

3.Relate literature to real life.

Reading is equally important as learning the rules of English. Use interactive ways to create interest in reading like utilizing various reading materials that relate to real life. Encourage your students read newspapers and magazines aloud turn by turn at the beginning of your class. Encourage your students to find new words from the prescribed text-material. This makes a fun activity where students find new words, learn their meanings and also improve their reading skills.

4.Make short stories a part of the class.

Young students usually find narrating and listening to stories interesting. Use this as a teaching tool. Make short stories a part of your class by encouraging your students to narrate stories in English. This helps them improve their communication skills. This also helps you to assess your students' interactive skills and helps them improve. This helps the students improve their thinking ability.Effective ways and techniques in teaching language do not only enhance students learning quality in terms of enthusiasm, confidence, creativity self-directed and collaborative learning ability, but it also encourages motivation and satisfaction in teaching for teachers. The utilization of effective ways of teaching language in class helps to reinforce social relationships among team members and promotes active involvement of cooperation among learners.

RESULTS AND DISCUSSION

The results indicate that schools implementing practical training methodologies such as CLT and TBL reported significantly higher levels of student engagement and improved language proficiency. Survey data revealed that 85% of students felt more confident in their speaking abilities when participating in interactive activities compared to traditional lecture-based instruction. Classroom observations highlighted the effectiveness of group work, role-playing exercises, and peer feedback in fostering collaboration among students. Educators noted that these activities not only enhanced language skills but also promoted critical thinking and problem-solving abilities. For instance, one teacher reported that students were more willing to take risks in speaking when engaged in role-play scenarios that mimicked real-life situations.However,

challenges were identified during the study, particularly regarding resource availability and teacher training. Some educators expressed a need for ongoing professional development opportunities to better implement innovative teaching strategies effectively. Additionally, while technology integration was beneficial in many cases, disparities in access to digital tools affected the consistency of learning experiences across different classrooms.In most of the schools, the teachers did not cover the essential points in depth. They skipped some of the important and relevant points to be explained to the students. They straight away proceeded towards the topic leaving behind the important terminology and phrases and sentences where students find difficulty in understanding the meaning of those difficult words and phrases when explained by the teachers in the process of teaching and learning. Only in few schools, the teachers considered the title as well as the theme of the topic where they successfully explained and demonstrated the important points to be covered.

Most of the school teachers did not make students understand learning outcomes of the activities that they perform. They did not give any tasks to the students to get involved into it and even if some teachers gave the task to the students they were not told as to why they are doing such activities, what is the purpose of getting involved into those activities. In one of the school, the teacher was so clear about the learning outcomes of the activities and she also made clear to the students by giving specific reasons as to why the activities are conducted to them in various skills. For example, for reading skill she said that reading is important because it helps to develop the accuracy in reading English. It develops the skill of correct pronunciation. It also develops a habit of reading English fluently. It also forms desirable habits of reading newspaper, magazines, books, stories, plays, etc. in English. Similarly, for writing skill she said that writing skill is important because it helps the students to learn language. It enables them to do various exercises given in the textbook. It also enables them to explore their ideas of thoughts in good writing. For speaking skill, she said that students' speaking skill helps for career success. It boosts confidence and helps to develop critical thinking. It

improves communication skills. Listening skill allows the students to make sense of and understood what another person is saying and enhances interpersonal connections. The teacher further said that if the students become competent enough in all these four skills then they will be able to study all the topics like prose, poem, drama, grammar without any difficulty.

In order to know the teaching process that the teachers make use in the classroom, different parameters were prepared and were observed during class room teaching to answer the research questions. During observation, the researchers explicitly found the following: Only in few schools the teachers made use of students previous experiences as the base for explaining new concepts by making them do certain activities to come to the topic. While observing the teachers in most of the schools, the teachers gave examples and illustrated the relevant points to be explained. They gave examples from real life situations too to link the lesson so that students get clear knowledge about the topic that was taught to them. The students performance was assessed through observation, project work, class test, quiz, group work and debate, role play, recitation and classroom performance and participation in the classroom. Most of the teacher respondents faced problems in teaching English language; the students don't understand the structure of the English language properly. Sometimes the teachers brought a recorded material to the classroom and made them listen to it and made them complete the task related to that material but very few students completed the task. The teachers also faced problems in developing students speaking skill because students didn't have good command over English language, not fluent in English, bad pronunciation, they lost the chain of thoughts while speaking and couldn't reconnect it, they lacked words and thoughts to express it into a proper sentence and communication was less through English language. The teachers also faced problems in enhancing students reading skill because students were least interested in reading books. When teachers encouraged them by telling stories thinking that students will be motivated to read books, but they showed least interest.

CONCLUSION

The process of practical training in English language education is essential for developing proficient and confident language users. This study underscores the significance of interactive methodologies, real-world applications, and continuous assessment in enhancing student learning outcomes. While challenges remain—particularly in terms of teacher preparedness and resource allocation—the findings suggest that a commitment to innovative practices can lead to substantial improvements in English language proficiency among students. Classroom observation is also one of the powerful methods of monitoring the success of the instructor in the classroom. Through this study, attempt has been made to see the extent as to how constructivist approach is used by the teachers in the teaching learning processes.Future research should focus on longitudinal studies to explore the long-term impacts of practical training on language acquisition and its application in diverse educational contexts. By investing in effective training methodologies, educational institutions can better prepare students for success in an increasingly globalized world.

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