

CHARACTERISTICS OVER THE LEVEL OF PERCEPTION OF STUDENTS TOWARDS ESL CURRICULUM AND ITS DIMENSIONS

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ABSTRACT

The significance of a school's native language is generally acknowledged, but as we said in the introduction, the phrase "language of education" is a loaded one that requires elaboration. This chapter will provide an overview of some of the most important words and ideas used in this Handbook. In addition, some of the consequences for curriculum and instruction will be discussed, as well as the critical role that proficiency in a foreign language plays in ensuring educational quality and equality for all students. Furthermore, the manner of research received the most unfavourable feedback, and this assertion received the lowest average score (2.91). 76 of the students had a negative reaction to the full-time style of study, and 37 of them provided further remarks. The majority of them said that working full time would leave them exhausted, bored, and with no opportunity to recharge their batteries. Among other things, they emphasized that they need time for both work and play. They object to the method of research for these reasons. Students, on the whole, have a positive impression of the program's identity. With technology-enhanced learning settings, there are a wide range of options for learning the second language. This list of abilities includes but is not limited to the following: ability to read, listen, talk, and write fluently.

KEYWORDS: Students' Perception, Distance Learning, Covid-19 Pandemic, English Language Training Curriculum

INTRODUCTION

Because of the widespread spread of the coronavirus 19 (COVID19) pandemic, online learning has become critical in the educational setting. To preserve students' behavioural intention in any learning setting, however, education must stay inviting and encouraging. The importance of this research can't be overstated given how prevalent online learning has become. The unified theory of acceptance and use of technology (UTAUT) model shows that the components of performance expectation, effort expectation, social impact, and enabling environment influence students' behavioural intention to utilise online learning. More than just school success depends on being able to communicate effectively in the language taught in school, as evidenced by the 2014 Recommendation by the Committee of Ministers of the Council of Indian (see Appendix 1), as well as research conducted at the national/regional/international level. According to OECD and UNESCO studies as well as EU-funded programmes and policies, students' ability to communicate effectively in the language of school is a critical component of their own development, the health of our educational system, and the future of our society as a whole. The significance of a school's native language is generally acknowledged, but as we said in the introduction, the phrase "language of education" is a loaded one that requires elaboration. This chapter will provide an overview of some of the most important words and ideas used in this Handbook. In addition, some of the consequences for curriculum and instruction will be discussed, as well as the critical role that proficiency in a Indian language plays in ensuring educational quality and equality for all students.

LITERATURE REVIEW

TIAN WEI KOET ET.AL (2021) This year's Covid-19 has sparked a major transformation in education throughout the world, both in terms of teaching and learning. The future of education has the potential to alter dramatically in such a short period of time. The Covid-19 epidemic in the years 2021 to 2021 will serve as an epiphany for the systematic evaluation of pertinent published research on instructors' and students' perceptions of remote learning. For the systematic review, twenty-two studies were chosen after a systematic search and

the application of inclusion and exclusion criteria. Google Scholar, Science Direct, ProQuest Education Journal, ERIC, and SAGE Journal databases were utilised to locate relevant papers. Findings from relevant research show that despite a lack of comprehensive planning for curriculum and various shortcomings inherent in an emergency situation, it is impossible to avoid including remote learning during a pandemic. Many elements impact instructors' and students' perceptions of distance learning, such as the availability and network of facilities, ICT skills, administrative and learning aid as well as preferences for learning environments. It is possible for future policymakers and stakeholders to build a more complete curriculum by better understanding how remote education is regarded.

THAI DO LE ET.AL (2021) This research aims to explore EFL students' impressions of an English language training programme for English language majors at a university in Vietnam. The participants comprised one hundred attendees of the English language classes in the curriculum. The data were acquired by questionnaires and semi-structured interviews. The research findings suggest that five components of the English language training curriculum for English language majors at the university (including goal, content, material, teaching method, and evaluation) have not yet been done at optimum, as perceived by the students. The participants also recommend making some improvements in the five components of the programme to make it more successful and more tailored to the learners' requirements. Several key implications and suggestions pertinent to the area have also been provided.

YOUSRA BANOOR RAJABALEE ET.AL (2020) Online and blended learning have been the subject of discussions on student happiness, involvement, and performance in terms of their learner experiences. To better understand how student happiness and participation in an online course affect their overall performance, we analysed students' comments. First-year students from a variety of fields were able to take the course online, including those from engineering, science and humanities. It was primarily evaluated by means of ongoing evaluations and was constructed in accordance with a pedagogical strategy known as "learning by doing." It was all about learning new abilities and applying them to real-world tasks throughout the course. 665 students' input was categorised and assessed both quantitatively and in terms of the quality of their responses. Satisfaction and engagement were shown to have a strong and positive correlation. Overall performance satisfaction and engagement had just a small but statistically significant positive link. Regardless of their achievement, students were generally pleased with the learning design concept. A lack of instructor help and technological challenges were noticed by students, though. Institutional e-learning policies may benefit from these results, which have consequences for student satisfaction. These regulations, learning design models, student assistance and counselling, and learning analytics are all key components.

ADDISU SEWBIHON GETIE ET.AL (2020) The purpose of this research was to find out what influences the attitudes of Ethiopian high school students at Debremarkos Comprehensive Secondary School about studying English as a second language. For the study, 103 students out of the total population of 1030 were picked at random. A questionnaire was carefully and methodically modified and constructed in order to collect data. In addition, nine students were hand-picked for discussion in focus groups, and nine English instructors in Grade 10 were interviewed. After then, the information was broken down into quantitative and qualitative terms. In the research, it was shown that grade 10 students' opinions regarding studying English as a second language are generally favourable. Students' opinions are favourably influenced by social variables (e.g., native English speakers, peer groups, and parents of learners). Students' attitudes were influenced negatively by educational context elements such as English language instructors and the English language learning settings (e.g., classrooms, seating arrangements, and the physical environment). Findings from the research demonstrated that students' views regarding the English textbook for grade 10 in the study's environment are favourably influenced by their target language learners' positive attitudes, however. It is feasible to speed up the process of language acquisition by decreasing the psychological factors (i.e. emotional filters) of the target language learners. As a result, especially in light of the findings of this research, the government, school administrators, teachers, and communities should collaborate to enhance the physical learning environment.

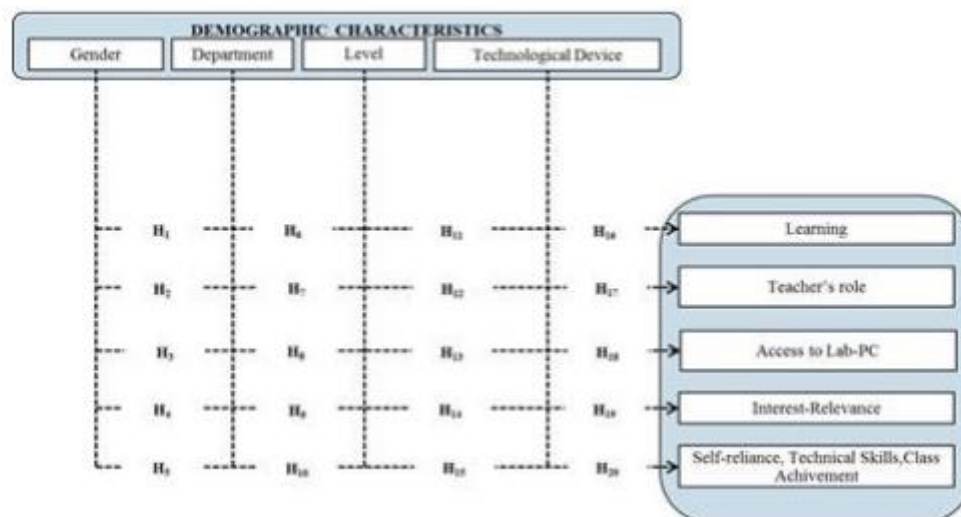
ENDAH ANISA RAHMA ET.AL (2019) Non-English major students at Universitas Tutu Umar are the focus of this study, which examines their perceptions of the efficiency of English instruction at the university. Economic, social and political science, fisheries and marine science as well as engineering students were all included in the study. A random sample procedure was used to pick 120 participants from each faculty. A questionnaire and an interview guide were utilised in the study. Data were assessed qualitatively based on four

key learning criteria: content, teaching manner, student motivation, and classroom management.. Several students were still dissatisfied with the materials given because they were difficult, and the teaching methods used did not encourage the students to learn English well. Some students also disliked learning English because they could not speak like a native speaker, and the lecturers paid little attention to the students' questions and rarely praised their students for their achievements. In addition, the pupils had difficulties in learning English because of a lack of vocabulary, pronunciation issues, and grammatical issues, among other things.

Methodology

Students in the first, second and third years of college were surveyed in this research. The data is gathered by filling out a Google form questionnaire. Scale statements were used in the 15-item questionnaire. This is a question regarding the university's English language teaching program's identity and future prospects. Four scales are used in the questionnaire. There are four categories: Strongly Agree (SA), Agree (A), and Disagree (D) (SD).

The research utilised a cross-sectional survey design. In order to assess participants' present attitudes, beliefs, views, or behaviours, a cross-sectional research is recommended (Creswell, 2002). The research investigates how students see technology-enhanced learning settings while learning a second language. Study design and tested hypotheses are shown in Figure 1.



Instruction

The University's English language preparation programme utilises a commercially accessible online skills programme. Students are able to communicate with teachers using this online training software. Inside and outside the classroom, instructors may monitor student development. To help students develop their reading, listening, writing, and speaking abilities, the English language preparation program's curriculum mandates that students participate in required lab sessions. Students may use online technologies to access and work on learning resources outside of the classroom, allowing them to study on their own. Students may also be given additional assignments to do outside of class time by their teachers. Individual and group progress may also be monitored by instructors on an on-line skills programme.

RESULT

The data from a questionnaire was classified into three different components. The percentages are shown. Some observations were made after analysing the data, which are outlined below.

Each item's mean score is used on the percentage of students who answered "SA," "A," "D," and "SD" when asked to indicate their level of agreement or disagreement. The frequencies were averaged to arrive at mean scores, which were then multiplied by 100 to arrive at a measure of perception.

a. Program Identity

There are seven statements for program identity and students' responses toward each item can be seen in table below.

Table 1
Students' Responses toward Program Identity

No	Statement	Response				MS	DP
		SA	A	D	SD		
1	The Program Name is English Language Education	187	154	6	5	3,49	VG
2	Language of Instruction is mainly English	120	218	13	1	3,30	VG
3	Mode of study is full time	51	225	69	7	2,91	G
4	Type of study is campus based	87	233	32	0	3,16	G
5	Study Duration Minimum is 3.5 Years	141	192	14	5	3,33	VG
6	Study Duration Maximum is 7 Years	94	222	26	10	3,14	G
7	One of the entry requirement is applicant must be able to demonstrate the ability to use English to a minimum standard of 425 ITP TOEFL score or 4.5 IELTS score	106	230	15	1	3,25	G
AVERAGE						3,22	G

It can be observed from the chart above that 341 of 352 students had a favourable reaction to the program's name. As a result, this statement's mean score is the highest (3.49). There is a solid consensus among students that the program's name is English Language Education. Despite the fact that the majority of students like the name, nine students had unpleasant things to say about it. English Language Teaching and English Education are two of the most often used terms to describe the curriculum, according to two students.

The manner of research received the most unfavourable feedback, and this assertion gets the lowest average score (2.91). Seventy-six out of the students polled had an unfavourable opinion of full-time study, and another thirty-seven students made remarks about it. They said that working full time would leave them exhausted, bored and with less time to relax. In addition, they claimed that they need a certain amount of free time in order to balance their professional and personal lives. Because of these grounds, they object to the method of research. Most pupils have a positive impression of the school's identity.

The first study question examined whether the students' perceptions of the technology-enhanced learning environment for second language acquisition changed as a result of gender (H01, H02, H03, H04, H05).

TABLE 2 PARTICIPANTS' PERCEPTION BY THE GENDER

Factors	Gender	N	Mean rank	Sum of rank	U	p
1-Effect on learning	Male	632	430,59	272134,5	72106,5	0,162
	Female	243	457,27	111115,5		
2-Teacher's role and facilitation	Male	632	429,46	271421,5	71393,5	0,107
	Female	243	460,20	111828,5		
3-Access to lab and computers	Male	632	428,21	270628,5	70600,5	0,064
	Female	243	463,46	112621,5		
4-Interest and relevance	Male	632	439,09	277502,0	76102,0	0,838
	Female	243	435,18	105748,0		
5-Effect on confidence	Male	632	413,94	261632,0	61604,0	0,000*
	Female	243	500,49	121618,0		

Whether or if students' perceptions of the technology-enhanced learning environment alter depending on the level of English was the third study question (H011,H012,H013, H014, H015).

Table 3**Participants' perception by the level of English**

Factors	English Level	N	Mean rank	Chi-Square	p
1-Effect on learning	A1	7	677,21	12,505	0,006*
	A2	302	422,68		
	B1	525	436,66		
	B+	41	527,12		
2-Teacher's role and facilitation	A1	7	575,86	6,793	0,079
	A2	302	417,45		
	B1	525	443,12		
	B+	41	500,20		
3-Access to lab and computers	A1	7	617,64	15,885	0,001*
	A2	302	410,17		
	B1	525	442,69		
	B+	41	552,24		
4-Interest and relevance	A1	7	665,21	8,237	0,041*
	A2	302	435,28		
	B1	525	431,93		
	B+	41	496,90		
5-Effect on confidence	A1	7	674,00	12,607	0,006*
	A2	302	411,73		
	B1	525	444,77		
	B+	41	504,56		

Student perceptions were examined for five criteria including the impact on learning, the role of teachers, access to computers, interest and relevance, and the impact on students' self-confidence. According to the Kruskal-Wallis H test, students' impression of the technology-enhanced learning environment for second language acquisition does not differ by the level of English save for the role and facilitation of the instructor (Table 3). Students with an A1 proficiency in English have a more optimistic outlook than those with a lower degree of proficiency.

CONCLUSION

Through interviews with policymakers and administrators, questionnaires, and classroom observations, the present research examined the planned and implemented curriculum. The following are the most important results. Open-ended curricular rules were intended by policymakers to provide local administrators and instructors greater freedom and adaptability in implementing the policies at the local level. Local managers, on the other hand, used the national guidelines in their own way, departing from the original intent. Finally, curriculum development is a deliberate activity that moulds the information into an effective teaching and learning strategy. Effective development choices include knowing as much as can about the content, context, and intended audience before making any judgments. Access to learning environments and the ways in which they are accessed are evolving. There are several ways to acquire abilities for learning a second language in a technologically enhanced learning environment. Reading, listening, speaking, and writing are all examples of these talents. Future curriculum development approaches may be influenced by this study's findings on students' perceptions of technology-enhanced learning environments.

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