

Original Paper

Case Study of Municipal Corporation Primary School in Promoting Emotional Development and French Literacy in Students through Josuman French Enrichment Program

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Abstract

This article aims to study the case of a government school which became a pioneer in experimenting new ideas of teaching French to their students which has never happened in the history of the school before. The experiment was an essential move to bring enhancement in the affective attributes of the students by introducing an innovative French Teaching-Learning Method designed by the researcher which is specifically designed for MCD school students studying in Hindi medium of instruction. This paper will be discussing its' background theories, its' reasons of creation, its' outcomes observed. The basis of this method used for the students of grade four and five has been based on the principle of constructivist teaching which defines that learning occurs as learners get actively involved in a process of learning and knowledge construction as opposed to passively receiving information. Employing a qualitative research approach in the pilot project to explore the impact of the constructivist approach used in the teaching practices of Josuman French Enrichment Program and examines the ways students shows enhancement in their affective attributes and provides an insight into the process of adding novel teaching strategies to bring positive emotional development which can reduce students' absenteeism.

Keywords

mcd primary schools, french learning, hindi medium students, constructivism, bloom's taxonomy

1. Introduction

A famous quote on language learning by Michael Gove, a British parliamentarian states that "It is literally the case that learning languages makes you smarter. The neural networks in the brain

strengthen as a result of language learning.” The quotation can be a proven truth, but is it possible for every Indian child to get an opportunity to learn new or foreign languages? The truthful answer is “No”. East Delhi Municipal Corporation abbreviated as EDMC is one of the Delhi municipal corporations in providing civic services like free primary education for all children, especially from the poor economic background and Below Poverty Line (BPL). Foreign language learning remains a dream for these children as neither the MCD School system nor the child can afford.

In spite of the elementary education provisions carried by the Municipal Corporation of Delhi (MCD), the Education Department of MCD is always trying and committed to improve the standard of primary education, qualitatively and quantitatively under the RTE Act, 2009 to improve the learning levels of children and to achieve universal enrolment with free textbooks and school uniforms, the rate of absenteeism has risen in the classrooms, dropout rates increased. There are different reasons reported by New Delhi newspapers as one states, “State of Delhi education: 53,000 students play truant in municipal schools for up to two years—Aug 07, 2017 Vibha Sharma Hindustan Times”. (Retrieved online on December 23rd 2017, New Delhi). The news article reports further that “as per the MCD data in 2016-2017, 53,100 students enrolled with the primary schools in three municipal corporations have not attended the academic sessions for up to two years. Declining enrolment rate is another issue bothering school authorities. During 2016-2017, the enrolment rate was -6% for the three corporations. Officials believe the percentage will come down further as more admissions take place till the month of August” (Retrieved December 23rd, 2017, from www.hindustantimes.com, New Delhi).

To improve the education quality, MCD facilitates scholarships, physical and science education. Excursions and education trips, Mid-day meal, and Computer Aided learning in Schools. Teaching and learning Aids like projectors, charts, models, pictures, maps that can help in stimulating the interests of the children. There are total of 1698 primary schools run by MCD and 370 schools comes under EDMC. Along with co-ed morning schools, there are morning schools for girls and evening schools for boys. MCD puts-in serious efforts to encourage slum dwellers communities to send their children to school. The education department always welcome proposals from non-governmental organizations, other concerned institutions and researchers to improve and upgrade the teaching skills of the teachers and beneficial programs for the students to grow like the students of public and private schools.

Addressing to the problem of students’ drop-out and absenteeism, which is a major challenge for the education department and its schools as it increases illiteracy and increase in juvenile crime-rates in our modern Indian society at large. The factors behind the problem are personal factors like low interest, low self-confidence and low motivation. The family factors include parents’ educational level, low or no-income, non-seriousness and non-attentiveness from the family and community among many more. This research paper studies a case of one MCD primary school of East Delhi district which came forward to experiment with a unique foreign language teaching-learning concept as a possible solution to work for its’ students’ emotional and cognitive development in 2018. The East Laxmi Market

EDMCPS collaborated with the researcher- creator of the enrichment program to run Josuman French Enrichment program for four months for the grades 4 and 5 students with an objective to teach them French language and to motivate students to come to school regularly. To increase students' affective attributes towards learning new things and value themselves as member of modern India.

The researcher examined the impact of teaching French program as an Enrichment tool on students' emotional and cognitive development with the cooperation of school head, staff and volunteer teachers.

2. Literature Review

There has been previous studies with significant attention to the affective domain in language learning. On the role of foreign language in emotional development of the learners, previous studies indicate that at emotional level, language learners experience a variety of both negative and positive emotions such as enjoyment and pride as discussed by Goetz et al. (2008), fear as discussed by Ellis (1994), and anxiety discussed by Horwitz and Cope (1986).

Researchers of foreign language learning motivation have suggested through their works that there are different motivational approaches which helps in understanding the construct of motivation in foreign language learning. According to Bandura (1994), "Self-efficacy beliefs affect human activity cognitively, affectively, motivationally and socially". Self-efficacy beliefs are the beliefs of capabilities in doing and achieving some goals in life. Attribution theory of Weiner (1992) assumes that human motivation is a result of the need to know the reason why something has happened. "If a student, for example, has had very bad learning experiences which he or she attributes to his or her capacities, he or she might not be willing to participate in any learning activity again because he or she considers that the cause of failure is something he or she cannot change (his or her cognitive ability); however, if a learner considers that the reason for failure is that he or she did not make his or her best effort, then he or she could go into a new learning situation with the disposition to make his or her best effort so he or she can have better results this time" (<http://www.scielo.org.co/scielo.php>).

According to Covington (1992), self-acceptance is the highest human priority and that in schools self-acceptance generally comes to depend on one's ability to achieve competitively (p. 74). Like school systems in India, the student's value is accredited through academic records, the whole focus is on the performance chart of the student, and therefore, in order to protect themselves from negative appraisal, they use false ways to get better marking in their performance chart.

Prof. Dr. Reinhard Pekrun, educational psychologist and professor has done studies on emotions, motivation in the school contexts for effective classroom instruction. With his research associates, Prof. Pekrun studied positive emotions like students' enjoyment, hope, pride, relief, anger, anxiety, shame, hopelessness, and boredom of school students known as academic emotions. They concluded that "affective research in educational psychology should acknowledge emotional diversity in academic settings by addressing the full range of emotions experienced by students at school and university"

(Pekrun et al., 2006).

Emotional experiences matter in relevance to the learning of a foreign language since students mostly come with previous positive or negative experiences; sometimes the new learning environment is very different from previous ones, and they may have a diversity of motives for engaging in foreign language learning. The interplay of all these variables in one emotional event during classroom instruction may have different meanings for individual students and cause diverse effects on students' motivation (Do & Schallert, 2004). Those feelings and emotions experienced during foreign language learning/instruction are then important to understand so foreign language instructional manual should be designed so that language teaching can help to reduce negative impact emotions in learners to activate their motivational energy. Garret and Young (2009) explored the emotional reactions originated during a Portuguese as a foreign language course for a period of eight weeks. Garret and Young (2009) described 255 positive emotional experiences and 69 negative ones. Positive and negative experiences were mainly produced because of the teachers' voices, social relations, cultural learning and language awareness.

From the above discussion on the relevance of affective attributes and emotional experiences in foreign language learning, it is important for the educational researchers, teachers, curriculum makers to prepare Teaching or instructional strategies based on theory of constructivism which can work as catalyst to enhance the motivation and affective attributes in students at school and college level. From research and teaching experiences, affective attributes of students play a major role in their learning process, because if curriculum is difficult for the students to follow, they will lose interest and motivation in learning more. The constructivism learning theories has its major contribution in the domain of education in understanding students' needs and creating pedagogical strategies towards students' emotional, cognitive and psychomotor development.

In constructivism, learners build new knowledge upon the foundation of his /her previous learning. Therefore, role of the teacher is of a mentor or a facilitator who provide students with opportunities to test their capabilities. The teaching techniques based on constructivism encourage students to apply their current understandings in new situations in order to build new knowledge. Constructivist learning is beneficial for the overall development of the child as they learn more, enjoy more. It gives students ownership of what they learn. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Jean Piaget and John Dewey were among the pioneers in childhood development and education. Lev Vygotsky and Jerome Bruner added new perspectives to constructivism.

3. Research Design

The design of the instructional material of Josuman French Enrichment Program is centered on the concept of Constructivism. It connects student's previous knowledge in his mother tongue, Hindi to learn French language. Also by learning French, students gain an enriched persona.

This research paper will be analyzing the overall effectiveness of Josuman French Enrichment Program on the paradigm of Blooms Taxonomy as it's a well-adapted classification tool for educators today. It provides a framework for educational goals of a teaching methodology and assessment of students' learning outcomes by the educator. Learning objectives of Josuman French Enrichment Program were focused on the assessment of emotional and cognitive development in the students of this French program. The qualitative analysis is on the scale of Blooms Taxonomy for cognitive and affective domains were carried out.

To accomplish the dream of MCD students of learning foreign language into reality, in December 2018, Josuman French Enrichment Program, French teaching and Learning Method was introduced for the first time in history of MCD school system to teach French as a foreign language to the students of grade 4 and 5. The program was approved for one of the East Delhi municipal corporation primary school situated in East Laxmi Market from December 2018 till March 2019 as a pilot project.

No foreign language program has ever been introduced or even taught in any MCD school. Therefore, Josuman program was uniquely decided to introduce French language (basic level) for the school students of EDMC to achieve following learning objectives as a solution to the concerns discussed previously in literature review section:

- To improve literacy skills of students by teaching French.
- To bring positive emotional development in students by increasing their self-confidence.

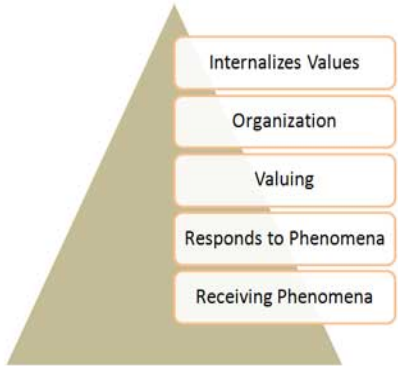
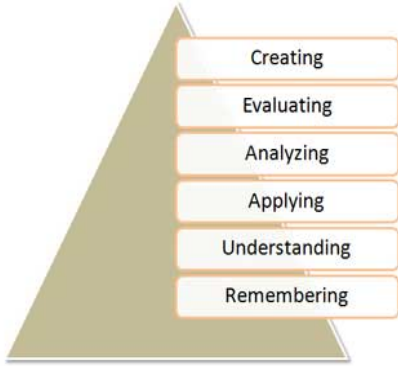
The Affective Domain.	The Cognitive Domain.
	
<p>Krathwohl, Bloom, Masia (1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes during the learning process.</p>	<p>Revised Cognitive domain version given by Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, Wittrock (2000). "The cognitive domain involves knowledge and the development of intellectual skills" (Bloom, 1956).</p>

Figure 1. Analytical Tools from Domains of the Bloom's Revised Taxonomy to Assess the Learning Outcomes

To inculcate interest in children to learn new languages and broaden their vision.

- To prepare children as global citizens of future by connecting them to new cultures.
- To provide inner sense of meaning that they're doing something very unique and special.
- To reduce their absenteeism in schools by increasing their interest level in studies.

The conceptual design of the Josuman French Enrichment Program is based on the paradigm of Constructivism, which isn't new, but it's one of the big ideas for today's education to promote student-centered active learning curriculum where teacher becomes a facilitator & main focus is on the student. In this program, the French language learning follows constructivism's central idea which states that "human learning gets constructed, as learners build new knowledge upon the foundation of previous understanding or learning". The approach of the Case study was explorative.

3.1 Research Site

The present case study is on municipal corporation primary school of East Delhi district, MCD zone is South Shahdara, School ID 1051161 and its comes under ward number 14E. The Principal Head of the school is Mr. Rajendra Swami. The school runs 2 sections of grade 4 and 2 sections of grade 5 with maximum capacity of 45 students per section. The subjects were taught in Hindi language as per the RTE act of teaching subjects in the mother tongue of the child.

3.2 Sampling

Sample size for the analysis were the students who desired to learn French language from grade 4 and 5. The sampling selection was purposive by the researcher. Total classes under study: 4; total students assessed per class: 28-30. Observation period: 3 months.

3.3 Data collection Tools

The Research type was based on explorative-qualitative method. As the researcher was program teacher was an active-observer for data collection. The data collection tools used by the researcher were observation, image data and video-recordings. Duration of the study was from the month of December 2018 till March 2019.

3.4 Prime Objective of the Case Study

During the pilot project, the exploratory case study was carried to investigate the impact of the Josuman program in EDMCPS & students' response towards this innovative French teaching-learning course which has been designed for MCD primary schools where medium of instruction is Hindi.

3.5 Research Questions of the Case Study Were

To investigate the effectiveness of Josuman French program on the emotional development of EDMC school students through the lens of Blooms Taxonomy's Affective domain categorization during the four months of French learning.

Secondly, to study the literacy level among students through their degree of participation in speaking, reading, reciting and writing French texts based on the Blooms Taxonomy's cognitive domain categorization.

4. Data Analysis & Findings

Table 1. Findings Based on the Affective Domain (Assessment Table)

Affective Dimensions	Instructional Strategies used	Behavioral outcomes observed in French students
Receiving Phenomena—(French as a foreign language.)	Lecture, reading, audio-listening, or guided observations, question and answer sessions.	The students showed keen willingness to learn French. They remembered new words instantly in the first few sessions. They were attentive and responsive in the class.
Learners' Response to the Phenomena of learning French.	Activities such as role playing, quiz, group & solo poem recitations	The students' showed active participation in the activities. The level of motivation to learn was observed highly positive.
Valuing learning new language by the learner.	Practice by doing in groups, cooperative learning in classroom.	The students showed high regards towards new language in their lives. They were praised and encouraged by their teachers, peers & family. They felt valuable & became committed towards learning the language.
Organization by the learner on understanding the new knowledge acquired & recalling ability of new words.	Recalling sessions.	Students showed more self-confidence and upfront in trying new words of french in speech. The students mentioned their pride and happiness in feeling more intelligent as they gained recognition outside their classroom for their efforts.
Internalizes values which defines learner's emotional, personal & social adjustment while learning French.	Initiation of self-development in the learner through practice & mentor support.	The students were observed comfortable while using french knowledge they learned, they were not shy in making mistakes & self-correction were observed too. The students showed self-reliance while practicing or reciting the poems. They displayed positive participation in group activities. They showed

positive interest in other subjects too.

Table 2. Findings Based on the Cognitive Domain

Cognitive Dimensions	Learning activities	Techniques used in two hours session	Learning outcomes observed in French students
Remembering	To recite poems based on 'salutations' from memory.	Lecture , Audio player, repetition, reading,	Students could recall or retrieve previous learned information on French greetings, they could recite poem.
Understanding	To associate student's own cultural values with French culture through story boards on "family & festivals".	Story boards, Audio player writing & reading exercises	Students were comprehending the meaning & translation and do interpretation of texts through their mother tongue.
Applying	To "greet & meet" others in French in Indian context.	Role play, cooperative learning.	Students were capable of applying the knowledge confidently what was learned in the classroom into novel situations inside & outside their classes.
Analyzing	"Asking & Answering" in French.	Audio player, Lecture, writing exercises, Role play.	Students could comprehend the difference between how & when to ask basic questions & how to answer them.
Evaluating	Find the errors.	Group activities like theme-based Quiz-on-board.	The students were comfortable and active in participating in oral & written group activities. Students were able to correct their peers' mistakes.

Creating	Self-introduction from memory	Writing exercises, Role play, cooperative learning, group presentation.	The students independently started to introduce themselves in french and prepare their own short phrases.
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5. Conclusion of the Study

The impact of the Josuman French enrichment program in the EDMC primary school of East Laxmi Market was found remarkable and positive as overall students’ absenteeism reduced & interest level increased in studies.

<p>As per the Affective domain assessment scale, the students showed emotionally rising higher from receiving phenomena to internalizing values through appreciation for the French language, felt connected. The students were pro-active. They responded in every session with confidence and enthusiasm.</p>	
<p>As per the Cognitive domain assessment scale, the students showed higher intellectual interest in speaking, reading, writing skills. They were more engaged in their mother tongue, Hindi. The scale raised upwards from simply remembering stage to start creating their own short phrases. They</p>	

presented themselves in French.	
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Figure 2. Outcomes Observed from Josuman French Enrichment Program in the EDMC Primary School

6. Inference & Future Scope of the Study

The report was presented and submitted to the senior officials of the education department of EDMC in November 2019. The students of EDMCPS East Laxmi Market were invited to perform in French on the children's day function and were honored for taking interest in learning French. At present, as per the approval of MCD Education department, Josuman french enrichment program was taught in 19 schools till March 2020. As the impact has been visible to the School head, therefore the department looks forward to continue in other schools of EDMC from the new academic sessions.

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