

LEARNING THEORIES: REFLECTION DURING ENGLISH CLASSES AT SENIOR SECONDARY LEVEL

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Abstract:

This research paper observes the reflection of various learning theories during actual classroom teaching learning situations by using mixed method approach. The sample used in the study includes students studying in class xi and xii of both CBSE and RBSE affiliated schools and trained teachers teaching at senior secondary level of Jaipur district. The tool used in the study is self-constructed observation schedule.

Keywords: learning theories, English classes, reflection

1. Introduction

Teacher education in India has developed since its introduction in the country at the time of British rule. It developed with each passing year and recognized as a very important aspect in the improvement of overall quality of Indian Education System. UGC model curriculum says that teacher education in India represents a discipline that has chosen to live in past instead of moving ahead and changing with the time. It is yet to develop futuristic thrust that is meaningful in the context emerging, gradually unfolding changes and challenges. This research paper is aimed at investigating the reflection of learning theories during classroom teaching and to find out the practical implication of the training of these theories during classroom teaching. The objective is to study the reflection of learning theories (S-R theories without reinforcement, S-R theories with reinforcement) on teaching - learning process of English teaching at Higher Secondary level.

Who could be a good teacher? Is teaching a quality that a person possesses by birth as a gift of God or it can be acquired? These questions are often debated but are still unanswered. To inculcate the skills of teaching in a person, to make him perfect in

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