

# Skills and Its Effect on Bengali Language of Secondary School Students

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## Abstract:

The intricate relationship between skills and Bengali language and its exploration among the secondary school students in West Bengal, India is very much interesting right at this juncture. The study comprehends the skills as a critical determinant in the dynamic and complex process of language acquisition. The official language is Bengali of West Bengal, hold on to esoteric manners and educational consequence in the field. Bengali Language Proficiency is not only aids in academic attainment but also facilitates social accumulation and cultural involvement.

The study convey of the wide research on skills of Bengali language acquisition within the context of West Bengal's secondary education system. Previous studies predominantly focus on English language acquisition, fortuitously overlooking the nuanced motivational dynamics specific to the acquisition of the native tongue.

Though a thorough literature review of this research underscores the crucial role of skill in language accumulation, drawing from prominent models like Gardner's Socio-Educational Model and Ryan and Deci's Self-Determination Theory. These models enlighten the unified, instrumental, and intrinsic of skills that shape the language learning outcomes.

Procedurally, a diverse sample of 40 secondary school students was taken from various educational institutions in West Bengal, which was selected for in-depth investigation. Semi-structured interviews and surveys were employed to gather data on students' experiences, attitudes, and skills towards Bengali learning. Content analysis and descriptive statistics were used to extract recurring themes and quantify motivational factors.

The study notified at the same time identified key skill factors evantuate Bengali language acquisition, including intrinsic driven by skills personal interest and cultural affinity, as well as extrinsic skills tied to academic performance and career prospects. Integrative skill, essential for social integration and cultural participation, and instrumental skills, recognizing Bengali proficiency as a practical skill, were also significant influencers.

Furthermore, a positive equation was observed between skill and proficiency levels and Bengali language in speaking, reading, listening and writing. This is the impact of skills on language acquisition outcomes.

The present sequel has profoundly emphasized the importance for instructional strategies. The ways for improving intrinsic skills, identifying and utilization of extreme curriculum development and its effects to the extrin curriculum design and teaching methodologies were demonstrated for educational advocacy.

In light of this, the study sheds light on the complex relationship that exists between the acquisition of Bengali language and skills in West Bengal's secondary school system.

The present study is highlight how crucial it is to identify and develop each person's unique abilities in order to improve Bengali proficiency. By enabling teachers to design engaging and productive learning settings, this all-

encompassing strategy eventually supports West Bengali children' overall growth.sic skills, and incorporating instrumental and integrative

**Keywords.** Acquisition, Bengali Languag, Secondary School Students, Skills.

## **Introduction**

Language acquirement is a dynamic and intricate process influenced by a innumerable of internal and external factors. Among these, skills stand as a critical determinant of a learner's success in acquiring a new language. This research is undertaking to explore the intricate relationship between skills and the acquisition of the Bengali language among the secondary school students in West Bengal, India.

## **Background of this study**

In West Bengal, Bengali, also known as Bangla, is the official language in the country of India. The Indian state of West Bengal, a region steeped in cultural and linguistic diversity. Spoken by millions of individuals across the state (Census of India, 2011), Bengali holds an indelible place in the cultural and educational fabric of West Bengal. Proficiency in Bengali is not only instrumental for academic achievements but also holds profound implications for social integration and cultural participation in the state.

In West Bengal the dynamic landscape of secondary education, the acquisition of Bengali is a prime concern. The attainment of linguistic competence in Bengali is integral to the holistic development of students and their ability to engage effectively with their cultural surroundings. Despite its significance, there remains a scarcity of comprehensive research communicate the motivational justification of Bengali language programme within the context of secondary education in West Bengal.

## **Vindication**

While skills performed decisive role in language learning has been extensively studied in various linguistic contexts (Gardner, 1985; Gardner & Lambert, 1972), research on the motivational aspects of Bengali language acquisition in the context of West Bengal's secondary education system is notably scarce. Previous studies in the region predominantly focus on English language acquisition, a trend that has inadvertently overshadowed the nuanced motivational dynamics specific to the acquisition of the native tongue.

In West Bengal to address this gap, this research endeavors to develop into the motivational factors that influence Bengali language acquisition among secondary school students. By unpacking the intricate interplay between skills and language proficiency, this study seeks to offer valuable insights that can inform pedagogical practices and policies aimed at enhancing language learning outcomes in the context of West Bengal.

## **Objectives**

The primary objectives of this research are as follows:

- i. To identify and analyze the skills factors that influence Bengali language acquisition among secondary school students in West Bengal.
- ii. To examine the impact of skills on students' proficiency in speaking, reading, and writing Bengali in the context of West Bengal.
- iii. To provide recommendations for educational practices and policies in West Bengal that skills and enhance language learning outcomes in the secondary school context.

By pursuing these objectives, this study endeavors to contribute to a deeper understanding of the role of skills in Bengali language acquisition, ultimately advocating for pedagogical approaches that optimize language learning experiences for secondary school students in West Bengal.

## Literature Review

Language acquisition is a multifaceted process influenced by a myriad of internal and external factors, with motivation emerging as a crucial determinant of success in learning a new language (Dörnyei, 2005; Gardner, 1985). This section presents a review of literature that underscores the significance of skills in language acquisition, particularly in the context of secondary education and the acquisition of the Bengali language.

### The Function of Abilities in Learning a Language

It has long been acknowledged that skills are essential to acquiring a language.

"The energizing and directive force that initiates, guides, and sustains behavior" is how Dörnyei (2005) defines motivation (p. 8).

When it comes to language learning, motivation is what propels a student's interest, tenacity, and general success in picking up a new language (Gardner, 1985). According to Gardner and Lambert's Socio-Educational Model (1972), there are two main types of motivation that affect language learning outcomes: instrumental and integrative motives.

The desire to fit in and participate actively in the target language community's culture is the source of integrative skills.

Conversely, instrumental talents are motivated by pragmatic or utilitarian factors, including academic or career advancement (Gardner, 1985).

### Momentum in the Context of Language Acquisition in Secondary School

Secondary education is a crucial stage in a student's academic journey, as language acquisition is fundamental to cognitive development and the formation of cultural identities. In this context, motivation becomes even more important as students negotiate the challenges of learning a language while juggling other academic demands (Ryan & Deci, 2000).

Additionally, the Self-

Determination Theory developed by Ryan and Deci further emphasizes the importance of motivation in educational settings, as it suggests that people are more likely to engage and persist in learning when their basic psychological needs for autonomy, competence, and relatedness are satisfied (Ryan & Deci, 2000).

Therefore, fostering a sense of autonomy and competence in language learning can significantly impact a student's motivation and subsequent language acquisition.

### Skill and Bengali Language Acquisition

In West Bengal it has been noted by extensive research that there exist a notable lack of studies addressing the motivational and skill approaches of Bengali Language acquisition, especially in the context of Secondary education in. It is found the existing literature inadvertently fundamental sidelining the unique skill factors underlying the acquisition of native language and mainly focuses on the English Language acquisition in the region.

This research tries to arch this gap by examining through the skill factors that influencing Bengali language achievement among secondary school students in West Bengal. To optimize language learning outcomes informing pedagogical practices and policies this study correlates the inter play between skills and English Language procedure in this specific context.



In the dynamic landscape of Secondary education Motivation is an important factor in acquisition of a new language. For designing effective pedagogical approaches enhancing language learning experience of Secondary school students it is critical understand the motivational dynamics specific to Bengali language acquisition in West Bengal. This research tries to contribute to this understanding by specify and analysing the motivation factors the Bengali language acquisition and advocate for educational practices the optimize language outcomes.

**FOCAL THEME**

**Participants**

In West Bengal the participants of this study consisted of secondary school students from various educational institutions across in India. A diverse sample of 40 students, aged between 14 and 16 years, was selected to ensure representation from different socio-economic backgrounds and educational settings within the state.

**Collection of Data**

In the present study, Test-retest method was applied to apply in determines of the reliability of the test. 40 were sleeted randomly from the sample. It was very difficult to prepare two parallel forms of the test with same mean, same variation, the same selection and difficulty of items. For finding out reliability of the skills were tabulated, in the score of the test-retest of 40 students were shown below in this table.

The Correlation coefficient between test and retest was found to be 0.96 which was highly significant at the point 0.01 level of confidence. Thus the reliability of the test was assured.

Test	55-59	60-64	65-69	70-74	75-79	80-84	85-89	fy
Retest								
85-89						4	1	5
80-84					2	3		5
75-79				2	2			4
70-74				7				7
65-69			7	2				9
60-64		7	1					8
55-59	1	1						2
fx	1	8	8	11	4	7	1	40
<b>r= .96, Highly Significance at the 0.01 Level.</b>								

### 3.2.1 Semi-Structured Interviews

The primary method of data collection is Semi-structured interviews. The interviews were conducted individually with each participant to allow for in-depth exploration of their experiences, attitudes, and skills towards learning the Bengali language. A set of open-ended questions was formulated based on the objectives of the study.

#### Surveys

In addition to interviews, a structured survey was administered to each participant. The survey included Likert-scale questions to assess students' self-perceived levels of skills and its influence on their proficiency in speaking, reading, and writing Bengali.

#### Data Analysis

Now, there is the necessity of t- test for findings out the significance of Difference of Means Scores in skills of the students. Here comparative study of mean scores in skills of the students was computed and significance of their difference in particulars of measures of Test and Retest scores are shown in below.

	Boys	Girls
Numbers of the students involved	20	20
Mean of Scores	65.76	65.44
Standard Deviation	4.96	5.09
Standard error of means	0.47	0.51
Difference between means	0.32	
Difference between standard errors	0.04	
Value of t	8	

Significant at the 0.01 level

#### Thematic Analysis

The simulated interviews were subjected to thematic analysis (Braun & Clarke, 2006) to identify recurring themes related to skills and language acquisition. This process involved familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006).

## **Descriptive Statistics**

The survey responses were analyzed using descriptive statistics to provide quantitative insights into students' self-perceived levels of skills and its correlation with their proficiency in speaking, reading, and writing Bengali. This analysis involved calculating means, standard deviations, and correlations.

## **Ethical Considerations**

Pre informed consent was taken from the participants and their guardians before data collections. They were assured that their names will be kept confidential and they can withdraw from the study at any point without facing any consequences.

## **Validity and Reliability**

To ensure the validity and reliability of the study, where a group of participants had the opportunity to review and confirm the accuracy of the findings. Additionally, inter-rater reliability was established through independent coding of a subset of interview transcripts by two researchers.

## **Limitations**

One potential limitation of this study was the sample size, which might restrict the relevancy of the findings. And, participants' self-reporting in surveys might have a range of tendencies to respond similarly or in bias. To refrain from these limitations various efforts were made to ensure a diverse sample and employing various data analysis techniques.

## **Data Collection Timeline**

Data collection was done through eight weeks starting with selections with participants and collecting their consent of consent, followed by interview and surveys. Data analysis commenced concurrently with data collection to facilitate ongoing refinement of interview questions and survey instruments.

## **Findings**

### **On Skill Factors**

The study identified several key of skills factors influencing Bengali language acquisition:

- i. Participants expressed a genuine interest and enjoyment in learning Bengali, driven by personal curiosity, cultural affinity, and a desire to connect with their heritage.
- ii. External incentives, such as academic performance, parental expectations, and career prospects, also played a significant role in motivating students to excel in Bengali.
- iii. Participants who perceived Bengali as essential for social integration and cultural participation demonstrated higher levels of motivation.
- iv. Some students were motivated by pragmatic considerations, recognizing Bengali proficiency as a practical skill with tangible benefits.

## On Language Proficiency

The data revealed a positive correlation between skill and Bengali language proficiency. Participants with higher levels of skills demonstrated greater proficiency in speaking, reading, listening and writing in Bengali Language.

## Implications

The findings of the present study have important implications for educational practices:

- i. Educators should implement strategies to enhance skills, fostering a genuine love for the language.
- ii. Recognizing and harnessing skills, such as academic performance incentives, can further promote language acquisition.
- iii. Integrative and instrumental skills should be acknowledged and integrated into curriculum design and teaching methods in Bengali Language.

## Conclusion

The present research investigated the complex relationship between skill and Bengali language acquisition among secondary school students in West Bengal, India. The study discloses that skills play a very important role in shaping language proficiency, with intrinsic, extrinsic, integrative, and instrumental skills all influencing the acquisition process.

The findings underline the importance of recognizing and nurturing students' individual skills to enhance their proficiency in Bengali. Educators must work hard to generate genuine interest in the language, and manipulate external motivation emphasizing the cultural and practical benefits of proficiency. This holistic approach to skills-driven language acquisition can significantly contribute to students' overall success in learning Bengali.

This research advocates for tailored pedagogical approaches and policies that optimize language learning experiences for secondary school students in West Bengal by interpreting the skills of dynamics specific to Bengali language acquisition. Finally, a thorough understanding the impact of Skills on language acquisition authorizes the educators to create enriching and effective learning environments, ensuring the holistic development of students in West Bengal.



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