

# Chapter 1

## INTRODUCTION

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### 1.1 Language

**Jespersion** – Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings and especially to import them to others.

**Edwards Sapir** – Language is a purely human and non-instinctive method of communicating ideas, emotions and desires using a system of voluntarily reduced symbols.

**Sweet-** Language is the expression of ideas using which speech sounds are combined into words, words are combined into sentences and a combination of sentences gives answers to ideas and thoughts.

**Bloch and Targer :** Language is a system of arbitrary vocal symbols using which a social group co-operates. (Contemporary Teaching of English, Dr. R. N. Sharma)

**Oxford English Dictionary-** Words and the methods of combining them for the expression of thought.

**R. A. Hall (1964)** – It is the instruction whereby human beings communicate and interact with each other by means of habitually used oral–auditory symbol.

(Teaching of English skills and methods, Dr. Praveen Sharma)

From the above definitions, it is clear that language is a set of symbols, it is used to express thoughts, feelings and ideas. Language unites the human beings as a social group but language learning is not an instinctive process, it requires efforts. Language is for communication and a habitual process that used oral-auditory arbitrary symbols.

Language is known as the medium of transferring knowledge, culture, thoughts and form a society as a social group. Clark asserts as “A child is born with no language but slowly begins to develop language even before the use of words.”(Clark,1996) We call it as a starting of education.

It is also said that education simply means learning through self experience as well as from others and language is a tool that makes it possible. Education also means transferring knowledge from one generation to another. It is the process of facilitating learning i.e. the acquisition of knowledge, skills, values, beliefs, habits and has a proper change in behaviour. Language plays an important role in acquiring knowledge, expressing thoughts, communicating with each other, and have a progress in life.

## **1.2 English Language Teaching**

The existence of human beings is dependent on one of the prime needs, which is communication. Communication is the passage of verbal and non-verbal messages among individuals. Language is a better mode of communication and, therefore, is primarily a set of skills, including the four major skills, i.e., speaking, reading, writing, and listening. However, as is generally perceived, successful communication requires much more than an LSRW skill set. An attitude requires one to give and receive, to open up to others and to consider them rather than their words, to empathize, and to be able to look at things from multiple perspectives. Language is just the tool that aids in cognitive consideration of these attitude variables (Mishra and Muralikrishna 2).

The English Language Teaching (ELT) is a British term, and it stands opposed to English as a Native Language (ENL). In general, ELT refers to the "teaching of English to non-native learners." On the other hand, to teach English as a Native Language" means to teach that language to native learners of English. Their mother tongue, indeed first language (L1) or "home language," is typically not English, thus making them non-native learners of English as far as they are concerned-based on the fact that native English culture was never their environment".

This set of learners has always been considered Z learners. (a) Learning English as a Second Language, especially in a number of countries such as India that shared a colonial past as British colonies. In most countries in the world today, English is taught as a foreign language or in those countries where the constitution designates English as an Associate Official Language now, and (b) learners of English as a Foreign Language.

### **1.2.1 Scope of ELT**

The English language is widely spoken across borders today. There exist over seven thousand languages in the world, and the homeland of ours may boast of having over seven hundred. Language is nature's tool to unite people and bestow upon them wealth. English is the modern language among which others from ensembles learn to share their knowledge. Opportunities abound in English for exposure to different cultures and openings. In multinational organizations, English is the medium of instruction and contact. Young generation seeking employment must deal with clients from all over the world, wherein the language of communication is English, and the work must be presented in that particular language. Following this, there exist, and this is in our country or anywhere else, for studies or further studies, tests of English language such as IELTS, TOEFL, PTE, SAT, ACT, GMAT, MCAT, or others. If any candidate desires employment in the government or private sector, studying the English language with complete competence compared to any other indigenous language is, therefore, a compulsion in our country. The establishment of many training institutes in our country testifies to the importance of this language for the career and professional development of learners. The language introduces students to the world in which they work. The very learning of a language offers exposure and opportunities.

### **1.2.2 Basic Principles in ELT**

1. The objectives for the course must be decided beforehand: What are the standards we expect from our learners upon finishing the course? What structures will they be comfortable using? The size of their vocabulary? To what extent will they understand the content of English and the English language they are learning? How much of the spoken language will they understand? How much will they be able to use themselves?
2. The practice consisted of slowly passing from the known world to the unknown one, or from concrete to abstract. In the exit pathways or seemingly parallel paths, that is, from simple to complex, from definite to indefinite, from analysis to synthesis, from the particular to the universal; or from the whole to its part, the extra disciplinary pathways; from experience to the intellectual, and from the psychological to the logical should flow gradually. Nothing must be hurried through.

3. Always work in small, logical, simple steps: a few simple structures or words are enough to start with, and then one builds from them, speeding up or slowing down the pace as needed.
4. Encourage learning through an undertaking-one at their own time. Learning is not an actual passive process. If learners have to acquire any learning, they must have something to actually engage in: to at least listen or comprehend. The learners must be given the chance to learn at their own pace. Rush will bring counterproductive results in the end.
5. Helping learners have a sense of achievement: Individuals learn best when they find or are given an answer to a problem confronting them. While it may be said that one learns from one's mistakes, people do progress by being successful; failure is not the best teacher. A feeling of success is such a wind beneath one's wings, pushing the individual on towards desire for more learning and, indeed, actual learning.
6. Giving Feedback: Everyone has the right to know how one is getting on and coping. The simplest process for giving feedback is by making fairly detailed positive comments right away on the oral and written presentations of the learner.
7. Providing practice and reinforcement: Give learners sufficient opportunity to practise what was taught and to reinforce the skills that learners may tentatively have acquired.
8. Focusing on real language: Real-life language use is much better than the arbitrary and artificial use of language. The fact is that not all language practice is language use. Should be equal attention given to fluency and accuracy.
9. Practice both accuracy and fluency: Accuracy - the use of the right word in the right place at the right time to produce the right impact and get the right result is just as important as fluency, which is the rapid, natural reception and production of contextualized, meaningful language use.

### **1.3 Pedagogy**

Google defines it as the process and approach of teaching, particularly when it comes to a theoretical idea or academic subject.

The Greek word for teaching methodology and practice is pedagogy. Pedagogy, which encompasses teaching styles, teaching theory, feedback, and assessment, is simply the

means by which teachers teach both in theory and in the actual classroom. The art and science of teaching is known as pedagogy. The appropriate application of teaching techniques and strategies based on students' backgrounds, knowledge, and experiences as well as the learning objectives stated by both teachers and students is sometimes referred to as pedagogy. Teachers need to know these things in order to teach effectively. Through interactions between the teacher and the students, pedagogy can enhance both the quality of the teacher's instruction and the way that students learn. The main tenets of effective pedagogy include inspiration, explanation, activity direction, critique, and inviting limitations.

Many discussions of pedagogy make the mistake of seeing it as primarily being about teaching. In this direction, Mark K. Smith explores the origin of pedagogy and the often-overlooked traditions of thinking and practice associated with it. He argues that a focus on teaching as a specialist role is best understood in other ways as well. Pedagogy needs to be explored through the thinking and practice of those educators who look to accompany learners; care for and about them; and bring learning into life. Teaching is just one aspect of their practice. He also looks to some of the issues facing development of pedagogical thinking.

In recent years, interest has grown in 'pedagogy' within English language discussions of education. The impetus has come from different directions. There have been those like Paulo seeking 'a pedagogy of the oppressed' or 'critical pedagogy'; practitioners wanting to rework the boundaries to care and education via the idea of social pedagogy (i.e., an academic discipline concerned with the theory and practice of holistic education and care. The term 'pedagogy' originates from the Greek *pais* (child) and *againein* (to bring up or lead), with the prefix 'social' emphasising that upbringing is not only the responsibility of parents but a shared responsibility of society. As a result, social pedagogy is a function of society- it reflects how a given society at a given time thinks about education and upbringing, about the relationship between the individual and society and about social welfare for its marginalised members); and perhaps most significantly governments wanting to constraint the activities by requiring adherence to preferred 'pedagogies'.

A common way of approaching pedagogy is as the art and science (and may be craft) of teaching. Viewing pedagogy in this way both fails to honour the historical experience, and to connect crucial areas of theory and practice.

Pedagogy embodies knowledge and skills; approaches, methods and techniques of teaching, classroom management, and overall effective teaching practices. Thus it is a complex blend of professional knowledge and practitioner skills (Lovat & Australian Council of Deans of Education, 2003). The teacher's own philosophy of life, pedagogical beliefs and values play an important part in shaping technology mediated learning opportunities (Grabe & Grabe, 2004; Higgins & Moseley, 2001).

Pedagogy can be defined quite simply as the science of teaching or it is a science that helps a person to be appreciating what he/she would be expected to do as it is a general reference to a stratagem of instruction or the mode of instruction. Derived from the Greek term Paidagogas (paidos—a boy, a gogos-leader, agein-to lead). Paidagogos in ancient Greece was a trusted slave who accompanied a child to his classes, ensured his good behavior in public, cared for his needs, tutored him and assisted him to complete his homework. In many ways, he was like a guru, though of an inferior kind as compared to a guru in the Indian tradition of guru-shishya. In fact, one finds the tutor system in the west is a variation of this though a tutor is neither a trusted slave nor does he or she accompany a child everywhere.

Merriam-Webster-pedagogy is the art, science or profession of teaching: especially education.

Pedagogy is a term often used to for pinpointing correct use of the strategies of teaching. For example, Paulo Freire referred to his method of teaching adult humans as “critical pedagogy” (although we personally do not agree to the use of the term ‘critical’ which embodies a critical approach on its own). The instructor's own philosophical beliefs of instruction are harbored and governed by the pupil's back-ground knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher together in a democratic system of teaching-learning.

A prescribed syllabus represents something that is considered to be an obligatory part of learning required. We believe that pedagogy, as a term, refers to the entire context of instruction, learning, and the actual operation involved therein. More importantly, pedagogy varies as per the requirement of the subject. The late Malcolm Knowles reasoned that the term andragogy is more pertinent when discussing adult learning and teaching. He referred to andragogy as the art and science of teaching adults.

In his work *Universal Pedagogy* (1906), Herbart advocated five formal steps in teaching, which were translated into a practical teaching methodology:

1. Preparation : relating new material to be learned to relevant existing ideas (memories) to stimulate the student's interest (prepare students to be ready for the new lesson)
2. Presentation : presenting new material in the form of actual experience of concrete objects (present the new lesson)
3. Association: comparison of the new idea with existing ideas to find similarities and differences and thus implant the new idea in the mind of the student (associate the new lesson with ideas studied earlier)
4. Generalization: procedures designed to take learning beyond perception and experience of the concrete into the realm of abstract concepts (use examples to illustrate the lesson's major points)
5. Application: using the newly acquired knowledge so that it becomes an integral part of the life of the student (test students to ensure they learned the new lesson).

### **1.3.1 Learning Theories and Pedagogy**

Pedagogy is more of a psychological construct as against an educational one. It has its roots in psychology which was later borrowed or loaned into the field of theory of education. Theories of learning have been developed to describe how people learn. These theories aid in the development of various pedagogical approaches. Some of these theories are discussed hereafter.

#### **Behaviourism**

Behaviourism, a term coined by American psychologist John B. Watson, is based around the idea of a stimulus-response pattern of conditioned behaviour. One of the most famous experiments in classical conditioning was performed by Russian physiologist Ivan Pavlov. By introducing the sound of a bell to go with the placing of food in front of a dog, Pavlov was able to create a conditioned response in the dog where the dog would salivate even at the sound of the ringing bell.

Some of the most important developments in behaviourism, especially as it relates to pedagogy, took place in the mid-twentieth century with the work of B. F. Skinner.

Skinner studied operant, or voluntary, behaviour, and called his approach "operant conditioning." Skinner's mechanisms included positive reinforcement, negative reinforcement, non-reinforcement, and punishment. In a classroom setting, ignoring misbehaviour in the hope that lack of reinforcement would discourage the behaviour usually proves disastrous.

### **Cognitivism**

Cognitivism became the dominant force in psychology in the late twentieth century, replacing behaviourism as the most popular paradigm for understanding the learning process. Cognitive theory is not a refutation of behaviourism, but rather an expansion that uses changes in behaviour as indicators for processes within a learner's mind. The concept of cognitive theory utilizes the concept of "schema," a structure of internal knowledge, as well as the concept of short and long term memory. Cognitive theory suggests that meaningful information is easier to retain, and new information is affected by context, environment, and previous schemata.

### **Constructivism**

Constructivism is based on a set of assumptions about the nature of human learning. It values developmentally appropriate teacher-supported learning that is initiated and directed by the student.

According to the constructivist approach, learners construct and interpret their individual realities based on their perceptions of experiences. Learning is regarded as a process in which the learner actively constructs new ideas or concepts based upon current and past knowledge and beliefs. Constructivist learning, therefore, is a very personal endeavour, wherein internalized concepts, rules, and general principles may consequently be applied in a practical real world context. The teacher acts as a facilitator, encouraging students to discover principles for themselves and to construct knowledge by working to solve realistic problems. Working with other students enables the sharing of viewpoints and an emphasis on collaborative learning. Constructivist theories are behind many modern teaching styles, such as Generative Learning, Inquiry based instruction, Discovery Learning, Cooperative learning, Collaborative learning and knowledge building, promoting the student's free exploration within a given framework or structure.



### 1.3.2 Standards of effective Pedagogy :

1. Joint Product activity
2. Language development
3. Contextualization
4. Challenging activities
5. Instructional conversation

a) Joint Product Activity :

Learning occurs most effectively when experts and students work together for a common product or goal and are therefore motivated to assist one another. "Assisting" is the general definition of teaching thus joint productive activity (JPA) maximizes teaching and learning.

Example: 1) Classroom seating arrangement.

2) Participates with the students in activities like listen and act, In and out, Simon says,

Organization of students in a variety of grouping, such as by friendship, mixed academic ability language, project or interest to promote interactions.

b) Language Developments:

1. Language development is the process by which children come to understand and communicate language during early childhood.

2. Language development is a higher-level cognitive skill involving audition and oral ability in humans to communicate verbally individual's wants and needs.

Language development at all levels should informal, problem solving and academic which must be fostered through use and purposeful, deliberate conversation between teachers and students, not through drills and decontextualized rules. Reading and writing must be taught both as specific curricular and integrated into each content.

Examples :

- 1) Listening students talk about familiar topics such as my family, my village, my school.
- 2) Storytelling
- 3) Question - answer session

- 4) Interaction with students in ways that respect students.
  - 5) Connect student's language with literacy and context area knowledge through speaking, listening, reading and writing activities.
  - 6) Encourage students to use content vocabulary to express their understanding.
  - 7) Students interact with other and the teacher during instructional activities.
- c) Contextualization : (Making meaning connecting school to students lives)

Contextualization in sociolinguistics concept which refers to the use of language (both spoken language and body language) to signal relevant aspects of interaction or communicative situation. This may include clues to who is talking, their relationship, where the conversation is occurring and much more. The high literacy goals of English teaching are best achieved in a day, culturally meaningful context. This contextualization utilizes students' funds of knowledge and skills as a foundation for new knowledge. This approach foster, confidence in learning English.

Contextualization means connecting new learning to previous knowledge, teachers make these connections, strengthens newly acquired knowledge and increases students' engagement with learning activities.

Examples:-

1. Doing activities with what students already know from home, community and school.
  2. Designs instructional activities that are meaningful to students in terms of local community norms and knowledge.
  3. Assists students to connect and apply their learning to home and community.
  4. Varies activities to include students' preferences.
- d) Challenging activities (Teaching Complex thinking)

Complex thinking refers to the ability to interconnect different dimensions of reality.

Examples:-

- 1) Assures that students for each instructional topic see the whole picture as a basis for understanding the parts.
- 2) Present challenging activities for students' performance.
- 3) Designs instructional tasks that advance students' understanding to a more complex level.

e) Instructional conversation:

Thinking and the abilities to form, express and exchange ideas are best taught through dialogue, questioning, sharing ideas and knowledge. Instructional conversation provides opportunities for the development of the languages of instruction and subject matter. Examples (Indicators):

1. Arrange the classroom to accommodate conversation between the teachers and students.
2. Guidance about the conversation
3. All students must be included.

Joint product activity helped in the planning of preparation and group activities while language development guided to form activities for the language skills (LSRW). To make the relation between the activities of the pedagogical skills programme and the students' real life, contextualization became useful to the present research. Teaching through conversation and challenging activities directed to form activities for the pedagogical skills programme.

### **1.3.3 Approaches of Pedagogy:**

The five main approaches of pedagogy are Constructivist, Collaborative, Integrative, Inquiry-based learning and Reflective.

a) Constructivist Approach:

It is based on the assurance that learning occurs as learners are actively involved in a process of meaning and knowledge construction despite passively learning or receiving information. The main elements of this approach are knowledge is constructed and personal learning exists in the mind of the students and it is contextual social active process. Motivation is the key to the learner.

According to this approach, students learn best when they engage in learning experiences rather than passively receiving information. Students and teachers work together to construct knowledge as knowledge cannot be directly imparted to students. An experience can only facilitate students to construct their own knowledge. So, the goal of teaching is to design these experiences.

The present research study is about the pedagogical skills programme for the effective teaching of English at the primary school level. This programme is activity-based which includes the learner's active participation as a

constructivist approach also focuses on the learner's active involvement in the learning process.

b) Collaborative Approach:

In this approach despite individual learning two or more people come together to share their knowledge and ideas on a specific area for improvement or learning any new thing. Jigsaw technique, Think-Pair-share, Brain storming, Daily discussions questions, group discussions, Peer review, Scaffolding. These are some collaborative learning strategies to keep students engaged in the study. To improve team performance, through the collaborative approach, requires collaboration techniques such as trust and communication between team members, recognition of efforts, transparency and teamwork outline.

'Collaborative Approach' gives importance to group learning rather than the individual. In the present study, most of the activities are group activities such as role-play, group discussions, conversations, etc. for the better improvement of English language communication skills.

c) Integrative approach

The integrative pedagogical approach brings together separate subjects, lessons in which students can grasp content with more authentic, understanding support of students' engagement and learning.

The integrative approach relates classroom education or bookish knowledge with real-world applications. So, the students find the classroom teaching more meaningful and relevant. This approach inspires the interest of students in studied subjects as it is related to real-life situations and other subjects. Also, theoretical knowledge and practical skills are integrated with this approach of pedagogy.

'Integrative Approach' encourages the integration of separate subjects, lessons. Similarly in the present pedagogical skills programme, activities are integrated with different language skills and content and also with the student's basic need for improvement in communication skills.

d) Inquiry-based learning :

Inquiry-based learning is a pedagogical approach that emphasizes students' questions, ideas and observations. It also emphasizes the students' role in the

learning process. Students are encouraged (motivated) to explore the material, ask questions and share ideas rather than the teacher tells students what they need to know.

Inquiry-based learning includes problem-based learning which is generally used in small-scale investigations, projects and research. It gives students the ability to question and handle the educational material which they need.

'Inquiry-Based Learning' promotes asking questions, doubts and scenarios in the Pedagogical Skills Programme. In some activities, teachers had given different situations to act.

e) Reflective Learning Approach :

Reflective teaching means thinking over what we (teachers) do in the classroom and why we do it. It means it is the process of self-observation and self-evaluation. This may then lead to changes and improvements in teacher's teaching.

In reflective teaching learning, teachers think over their teaching practices for better learning outcomes, teachers analyze how something was taught and how the teaching might be improved. Some points of consideration in the reflection process might be currently what is to be done, why its being done and how well students are learning. In short, we can use reflection as a way to learn more about our own teaching, in group teaching or to focus on the problems which students have faced. For the professional growth of the teacher, the reflective approach of pedagogy is very important.

The reflective approach proved to be very useful for the present research work to find out the problems of primary school teachers while teaching English in the classroom. Through the pedagogical skills programme, the teachers began to think over their teaching practices for better learning outcomes and analysed their English teaching performance. The teachers got the motivation to improve their English teaching practices.

So, all these five approaches are related to the present study but reflective and collaborative approaches are more closely as they are about to improve teachers' teaching, practice or skills and the present study is also concerned with the improvement of pedagogical skills of primary school teachers for effective teaching of English.

#### **1.4 The Importance of Teaching and Learning English in India**

In our country, people have been learning English since it was first introduced in school in the second half of the nineteenth century. In the first fifty years, the purpose of learning English was to get a government job. But later English was learnt for studying in foreign countries, studying professional courses like medicine, engineering, etc., in our country and studying English literature and so on. Its power over local languages. Ultimately the legal system after Independence, the inclusion of English in school curriculum was debated everywhere. Arguments for English outweighed the others with special support from scholar administrators like Jawaharlal Nehru, academicians like Prof. Gokak and others.

India with a population of around one billion people is often regarded as a model of harmonious linguistic Co-existence within a single state. It has two official languages, Hindi and English, other than 18 major languages scheduled in the Indian constitution and 418 Listed languages each spoken by 10,000 people or more. Today in the official domain there is a strict hierarchy of Indian languages and at the top one Hindi and English. English was used in India and everywhere in the colonies as a tool of power to cultivate a group of people who identify with the cultural and other norms of the political elite. European values were considered inherently better whereas the indigenous culture was often considered barbaric. English was considered as a road to light a tool of civilization. India, English gradually acquired, socially and administratively, the most dominant roles. By the 1920 English had become the languages of political discourse, international administration and law. Even after the colonial period ended English maintained the national media and important professions were conducted in English.

English has been progressively gaining ground over the years. Regarded and “neutral” language for wider Communication and the language of technology, modernity and development English is also a social status symbol. Parents see English Medium schools on a way of pushing their children up the social scale. It is however ironical that even though enjoys a high status in the wake of globalization, its teaching and learning in the educational institutes is rather inadequate and unproductive. Current methods of treating the learning of English in the classroom however

“Communicatively” they may be oriented are no longer sustainable. Children need to be given the opportunity to acquire English through play activities at kindergarten age.

Only in this way will they develop the kind of native speaker competence that they are going to need in the modern to deal with the extensive range of varieties and styles of spoken and written English that they will be called upon to handle. In India English now exists on a second language and it should be taught as a language and not as a literature. The aim of teaching English in India is to help students to understand spoken English, read English and writer English. For us Indians, English has a special place. This is not merely because it has historical associations and has made an impact on our culture life. For this reason, English is not a foreign language; it is a second language to us. So, in the teaching of English in India, we should treat it as a second language and not as a foreign language. It plays an important role in various fields.

From above it may be early concluded that English plays an important role in our national life. English is more important today than it used to be in British Period in India.

### **1.5 Status of English Language in India**

For, almost two centuries now, English has been playing an important role in our educational system as well as in our national life. It is generally held that the British introduced English in our educational system in order to produce clerks for their colonial administration and to produce what Lord Macaulay called “a class of people, Indian in blood and colour, but English in taste, in opinion, in morals and in intellect”. And indeed, though the British system of education had the intended result of turning out vast armies of pen-pushers, as it is still doing, the learning of English which this system emphasized proved beneficial in more than one way.

In the first place, it helped the growth of nationalism which ultimately freed the country from the British yoke. Our national leaders drew their inspiration from the writings of the great thinkers like Ruskin, Carlye, Abraham Lincoln and others who wrote in English. It is also interesting to note that the founder of the Indian National Congress, Allan Octavian Hume, was an Englishman. English also served as a great unifying force in our struggle for independence. It is through this language that leaders from the four corners of our vast country could communicate and chalk out their common plans of

action. Even now, English is playing this important role as the national link language for the purpose of inter-state correspondence and as the language of trade and commerce between different parts of the country. Study of English has enriched the Indian languages and literature. All the Indian languages have freely borrowed words from English and have coined words and phrases on English models to enrich their vocabulary. The influence of world literature on the vernacular literature of India is also directly attributable to the popularity of English literature in India. Almost all the eminent writers of India were proficient in English (the great saint – poet Tulsidas (1532-1623) was a notable exception) and they became aware of the great literary movements in England and elsewhere through their study of English literature, which deeply influenced their writings. English has also greatly contributed to the growth of knowledge in India, particularly in the field of science and technology. It has brought home to us the different development in the international scene and helped us in properly understanding the world situations.

With the attainment of Independence, the role of English in our education as well as in our national life came to be seriously questioned. It became apparent that English could not continue to occupy the privileged position it had been occupying under the British. There was a lot of controversy over the status of changed context and the dust raised by that controversy has not settled down yet. However, wise counsel prevailed and the continued use of English for the following purposes seems to have been recognized by all:

- As a national link language.
- As an international link language.
- As a library language.

### **1.5.1 English as a National Link Language**

The Constitution of India adopted in 1950, had envisaged Hindi as the only official language of the Union of India and English was to continue for 15 years from the date of adoption of the Constitution. This was vehemently opposed by the Southern States. As a result, Parliament enacted in 1963 the Official Languages Act, 1963, providing for continued use of English for an indefinite period. Besides being the Associate Official Language for inter-state communication and communication between the States and the Centre, English is the only language which is understood by the educated



people all over the country (Baruah, 1991). Without English both official and private communication between many parts of the country will be completely cut off. In this connection, the clear and emphatic opinion of Jawaharlal Nehru is worth quoting: If you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap, a hiatus. The creation of any such gap or hiatus must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future.

The Indian Education Commission (1964-1966) has also recommended the continuance of English in the interest of national integration and for higher academic work. It is therefore apparent that English must continue as a national link language for quite some time to come. The following comments of Mrs. Jane Croom-Johnson, wife of a former representative of the British Council in India, and the remarks of Prime Minister Desai quoted by her, neatly sum up the situation: —Perhaps the French might have ruled India and the unifying language of India might have been French, but in the event it was English which became the means of communication not only of India with the outside world, but of Indians from different parts of India. A friend of ours from Kerala met, courted and married his Bengali wife in English, as neither spoke the other's language, and many an Indian speaks our language better than we do. We were once at a British production of a Shakespeare play when we heard two young Indians commenting with disgust that a whole speech had been omitted. We hadn't even noticed on January 7 this year, Mr. Morarji Desai said in Delhi to Mr. Callaghan, [The British Prime Minister]: We will not deny to ourselves the practical as well as cultural benefits of familiarity with English, this most eloquent and popular of languages' (Cf. Baruah, 1991).

### **1.5.2 English as an International Link Language**

English is the most widely spoken language in the world. It is the mother-tongue of more than 320 million people and another 200 million use it as their second language. Apart from being the native or first language in countries as widely apart as the United Kingdom, the United States of America, Australia, Canada, New Zealand and South Africa, English is an important second language almost everywhere in the world. Even in India it is not only a popular second language but also the mother tongue of a small

Indian Community, the Anglo-Indians. According to the 1971 census nearly two hundred thousand Indian use English as their mother-tongue. Besides, quite a few Indian States and Union Territories, viz., Nagaland, Meghalaya, Arunachal Pradesh, Mizoram and Sikkim, have adopted English as the official language. The same situation obtains in many countries in Asia and Africa where English is not spoken as a native language. Even in countries like Russia and China the demand for learning English as an important foreign language is increasing. Because of this great popularity and worldwide distribution, English has the preeminent claim to be the medium of international communication. In fact, English has ceased to be the language of its native speaker's only-it has already attained the stature of a world language. If a person knows English, he is sure to be understood anywhere in the world. With the tremendous advance in modern transport and communication systems, the world is growing smaller and smaller. Today we are in closer contact with the different parts of the world than our forefathers could ever dream of. To express our views in the comity of nations and to develop trade, commerce and diplomatic relations with other countries we need to have a common medium of communication. A common language is also a great cementing force; for it is through a mutually intelligible language that nations can better understand each other. English is therefore going to play an important role in world affairs and it will be to our own advantage if we continue to learn English as an important foreign language.

### **1.5.3 English as a Library Language**

Perhaps the most important role that English has to play in India is as a library language. This term, used by the Indian Education Commission (1964-1966) popularly known as the Kothari Commission, seems to be an extremely happy choice. It is agreed on all hands that the mother-tongue is the best medium of instruction and the Commission has recommended the use of mother-tongue as the medium of instruction up to the highest level of education. But the Commission has also said that no student should be awarded a university degree unless he has acquired some proficiency in English. This is as it should be, for English can be rightly regarded as the key to the store-house of knowledge. Books on all branches of knowledge are available in English. Besides, more than 60 percent of the world's technical journals, newspapers, periodicals, etc., are published in English. It might be possible to translate some of the books into the regional languages of the country, but not even the richest country with

the most sophisticated translating machine can ever hope to cope with the ever-growing stream of knowledge that is being spread through these publications. Therefore, to keep themselves abreast of the latest developments in the field of science and technology our students will have to acquire a reasonable amount of proficiency in English. The importance of English as a library language can be best described in the words of Dr. Radhakrishnan Commission.

“English however must continue to be studied. It is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges we should give up English, we would cut ourselves from the living stream of ever –growing knowledge. Unable to have access to this knowledge, our standards of scholarship would fast deteriorate and our participation in the world movements of thought would become negligible. Its effects would be disastrous for our political life, for living nations must move with the times and must respond quickly to the challenges of their surroundings. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. Our students who are undergoing training at schools which will admit them either to university or vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge, and in the universities no student should be allowed to take a degree who does not acquire the ability to read with facility and understanding works of English authors.”

### **1.6 Position of English in School Curriculum**

- While recognizing the importance of learning English, we have to admit that it cannot occupy the same place in the school curriculum as it did in the past. Nor can we afford to continue its teaching with the same objectives, or lack of objectives, under the changed conditions. For almost 200 years English dominated the school curriculum. It was the medium of instruction not only at the university level but also at the school level until the early thirties of this century. Even when it is ceased to be the medium of instruction, maximum number of periods were devoted to it and the students main preoccupation was the impossible task of acquiring a mastery of the kind of English written by the great English writers of the past. Needless to say, this was a highly frustrating situation and except in the case of a very brilliant student the standard of

achievement in English was extremely poor. This led to still worse consequences. The disproportionate emphasis on acquiring the silken terms and taffeta phrases of English resulted in the neglect of other subjects which brought down the overall standard of education in the country.

- It is now realized that this state of affairs cannot continue and that the teaching of English should be made more practical and language-oriented in order to achieve the limited objectives of learning this important foreign language. The Official Language Commission appointed by the Government of India clearly indicates the position of English in our educational system.
- Since we need knowledge of English for different purposes, the content and character of the language as well as the method of imparting it has to undergo a change. English has to be taught thereafter, principally as language of comprehension rather than as literary language so as to develop in the students learning it a faculty for comprehending writings in the English language ,more especially those relating to the subject-matter of their specialized fields of studies .No doubt, to a limited extent, a capacity for expression would also accrue and may usefully be cultivated along with the faculty for comprehension; however, the change in the character and knowledge of English appropriate to our requirements hereafter ,as distinguished from the past, is clear enough. The requirement of knowledge for comprehending English is mainly a matter of understanding the basic grammar and structure of language and thereafter, principally, a question of widening the vocabulary in the desired direction. A perception of the literary beauties of Shelly's lyrics and Shakespeare's poetic imagery is not strictly related to the requirements of the case. There will be full-fledged faculties available in our universities for the specialized study of the English language and literature in the same way in which there would be such faculties for other important languages and literature. The special requirement must not however, determine the general position in the educational system.
- The three-language formula, first suggested by the National Integration Commission (1962) and later recommended by the Education Commission (1964-1966) envisages compulsory study of English either as a second (L2) or as a third language(L3) for a duration of six years or three years respectively in non-Hindi-speaking areas, as a second language of six years duration in Hindi-

speaking areas. The Regional Language or the first language (L1) is to be taught from class 1 to class x and the second and the third languages are to be introduced in class v and class viii respectively. In Hindi-speaking areas the third language should be a modern Indian language other than Hindi. The mother-tongue or the regional language should be the medium of instruction at all levels of education. Following the recommendations of the Commission and the subsequent National Policy on Education (1968) the states are also switching over to the regional languages as media of instruction at all levels. Making an official statement of policy (1967), the then Union Minister for Education had said: "The Government of India has accepted in principle that Indian languages should now be adopted as media of Education at all stages and in all subjects including agriculture, engineering, law, medicine and technology." This is an admirable policy so far as it goes ,but many academicians and leaders in public life feel that any sudden banishment of English from higher education, without sufficient and careful preparation ,would not only bring down the standards of university education but would also cripple the intellectual life of the country as a whole. They therefore suggest that the universities, under the guidance of the University Grants Commission, should adopt a phased-programme of switch-over suited to each university so that the standards do not suffer on account of non-availability of books in the regional language.

### **1.7 Relationship between Language and Education**

Language is known as the medium of transferring knowledge, culture, thoughts and form a society as a social group. Clark asserts as "A child is born with no language but slowly begins to develop language even before the use of words."(Clark,1996). We call it as a starting of education.

It is also said that education simply means learning through self - experience as well as from others and language is a tool that makes it possible. Education also means transferring knowledge from one generation to another. It is the process of facilitating learning i.e. the acquisition of knowledge, skills, values, beliefs, habits and has a proper change in behaviour. Language plays an important role in acquiring knowledge, expressing thoughts, communicating with each other, and have a progress in life.

In the age of ICT, education is one of the basic needs of human beings and language lays the basic foundation for all faculties of the education. Formal education comprises curriculum, books, teaching-learning process, examination. Curriculum and books are written in language as per the region and circumstances. The teacher explains any point through the language and students understand it through it (language). Examination or evaluation is also given through language. In this way, language has been an integral part of education from the ancient to the recent age of ICT. As languages underwent changes according to regions and countries, there are about 6500 Spoken languages in the world, which are divided into the varieties of language such as Idiolect, Dialect, Isogloss and Standard language or Register language. But, English is one of the most prominent languages which is being spoken and understood in the most parts of the world. English is the only language through which the maximum latest information is transferred and used as a medium of instruction.

### **1.8 English Language and Pedagogy with Reference to Educational Commissions and Policies**

Before Independence, in 1759, Christian missionaries started the first modern formal school in India where English would be taught as one of the subjects. In 1835, Lord Macaulay proposed the English language as a medium of instruction in education in his Minute and Wood's Dispatch of 1854(Magna Chart of Indian Education) gave equality of status to Indian vernaculars/ regional languages along with English.

After independence, many commissions and committees were formed by the government to fix the place of English in the school curriculum and its importance. Some of them, made valuable suggestions to throw light on the status of English and its pedagogy, how it was taught and from which std. it should be prescribed to teach. The English language and pedagogy, according to commissions and policies is as follows:

#### **a. English language in the constitution**

In the constitution of India (1950), it was recommended that English would continue as the official language of the country (Union) for 15 years means up to 1965 and after that Hindi would replace it. It means that in the constitution, English was given importance as an official language.

But along with the Hindi language, the English language still works as an official language and the present research work is about the English language pedagogy.

**b. The University Education Commission (1948)**

The University Education Commission (1948) headed by Dr. S. Radhakrishnan recommended that English will be studied in high schools and universities to keep in touch with modern knowledge.

The present study acquaints the enhancement of the pedagogical skills of the English language to keep students in touch with modern knowledge.

**c. The Secondary Education Commission**

The Secondary Education Commission (1952-53) led by Dr. Lakshman Swamy Mudaliar stressed the importance of the activity method and project method and also recommended the three language formula, for the importance of the dynamic method of teaching.

In the pedagogy of the English language, these two methods (activity and project method) play a vital role and in the present study, the teachers' orientation programme is based on the above methods.

**d. The Three Language Formula:**

In 1961, the conference of Chief Ministers (CABE) was invited to define the relative status of English, Hindi and the regional languages in the school and college curriculum, which is known as the three language formula. It is recommended by the secondary education committee and the central advisory Board of Education. The Central Advisory Board of Education made a fixed formula of language and the conference (CABE) approved this formula for adoptions. The National Integration council upheld it and formed the language act. The three-language formula is a language learning policy that included the following recommendations about language implementation. This formula is as follows :

1. Mother tongue or another regional language (first language).
2. Hindi or any other Indian language in Hindi-speaking areas (Second language).
3. English or any modern European language (Third language).

These three languages are compulsory to learn from secondary school education.

This formula gave importance to the English language. This is reflected in the school curriculum and the present study is also based on the pedagogical skills of the English language.

**e. Kothari Commission**

The Kothari Commission (1964-66) supported the three language formula and recommended Hindi and English as link languages, especially English as a library language and a medium of international communication. Two important recommendations were that English should be the medium of instruction in all universities and special units should be set up for teaching English as a skill.

It gave importance to the English language as a skill subject and for effective teaching of English, the Pedagogical Skills Programme included activities about English language skills development.

**f. Gokak Committee**

In 1967, a study group was appointed under the head of V. K. Gokak by the Government of India. This group recommended that –

- (i) The teaching of English should be done through the structural approach.
- (ii) The introduction of English should be done from Std. V.
- (iii) The preparation of textbooks and other material be based on controlled lexical and structural items.
- (iv) They stressed the importance of methodology in improving the standards of English in schools.

The recommendations by the Gokak Committee such as the structural approach in the teaching of English and the importance of methodology is a part of the present teachers' orientation programme of the English language pedagogy.

**g. National Policy of Education: 1968, 1986, 1992**

In 1968, the National Education Policy recommended the strengthening of English as a language of science and technology (Hindi as a link language). The regional languages which were used as medium of instruction at school level should be made the medium of instruction at the college level.

The next stage in policymaking was the national policy on programme of Action (POA) repeated the earlier opinion on strengthening languages.



The Acharya Rama Murti committee (1986) had given official support to the three language formula.

The NEP (1986) was modified in 1992. From 1992 Liberalization, Globalisation and Privatization brought changes in the country's policy. So the education policy also needed to be modified as per the country's policy. The NEP 1992 policy emphasizes the multilingualism of children.

The National Education Policy (1992) emphasized the multilingualism of children. Then the NEP 2020 also stressed the same from the primary school level. So, it becomes important for teachers to improve their pedagogical skills in teaching English.

**h. NCF (2005)**

NCF 2005 gave a fresh encouragement to language education. Children's mother tongue including tribal languages should be considered as the best medium of Instruction, proficiency in multiple languages including English should be encouraged in children. Reading should be emphasized throughout the primary classes. The NCF advocates the three language formula and emphasizes the constructivist approach in the teaching-learning process.

The NCF 2005 also recommends avoiding the old methods of teaching, softening the subject boundaries to get integrated knowledge and joy of learning. The present study explores the new avenues of innovative joyful methods, techniques, and strategies in pedagogical skills for effective teaching of English.

**i. The National Knowledge Commission (2009)**

The National Knowledge Commission also highlights the importance and necessity of the English language in the 21st Century. The commission recommended the teaching-learning of the English language to all students in schools.

The present study emphasizes the pedagogical teaching for effective skills of English keeping in view all students including a rural area, also.

**j. National Education Policy, 2020**

National Education Policy 2020 consists of school education, higher Education, Additional key, focus area and transforming education, these four major parts.

It aimed to create an education system that will lead to the creation of an equitable and vibrant knowledge society. Language policy is one of the features of this draft. Before drafting this policy, the committee had observed that a large number of students are falling behind since classes in schools are conducted in a language that they do not understand. To overcome this situation, the committee recommended that the medium of instruction must either be the home language/mother language or local language till grade eight, wherever is possible. The draft recommended continuing three language formulas but suggested flexibility in the implementation of the formula. The draft words with the assumption that children have the potential to acquire multi-lingual skills. There are also suggestions for supporting education in local language and mother tongue, tribal as well as sign languages. A new course, called “The languages of India” is proposed for all students from grade 6 to 8 in which students will learn about the remarkable unity of most of the major Indian Languages. Along with this, a list of optional foreign languages including French, German, Spanish, Chinese and Japanese is offered at the secondary level.

The National Education Policy 2020 has recommended the three language formula with some historical changes. This draft recommended the use of a three-language formula from the primary level but the emphasis is given on the use of the mother tongue as the first language. This draft encourages multilingual skills from the primary level but suggests learning of the English language as one of the foreign languages and gives options to the English language.

After the study of the English language journey through the different Indian education policies, the researcher concluded that for the successful implementations of the recommendations, teachers should take responsibility for upgrading their pedagogical skills so that they can effectively teach English at the primary level. Therefore, the researcher decided to develop a pedagogical skills programme for the primary school teachers for effective teaching of English.

## **1.9 English Teaching –Approaches, Methods, Techniques and Strategies**

In the teaching-learning process, what to teach, how to teach, the nature of the content, small tricks used by the teacher to transfer knowledge, become an essential part. From an educational perspective, these are called approaches, methods and techniques. These terms seem to be the same but there are slight differences between them.

An approach refers to psychology. How and what to teach means the approach. It also involves the selection and gradation of the teaching materials while the method decides the nature of the content and concerns about the presentation of the selected and graded teaching material. Technique means the small, particular trick used by the teacher to make the teaching-learning process more effective and meaningful.

An approach is a view of looking at teaching and learning. In any language, a teaching approach is a theoretical way of what language is and of how it can be learned. (Google).

Many approaches are used in the teaching-learning process. But in teaching English, the main approaches are the structural approach, situational approach, communicative approach. In the structural approach, the emphasis is on the mastery of structure while practicing the structure. Teacher and students use oral drills such as repetition, substitution, question - answers and chain drills. According to the situational approach, the second language or English language must be learned by creating different situations in the classroom with the help of actions, pictures, films, modes and sketches. The communicative approach emphasizes the communication skill than other skills to build the confidence of the students to speak in English and use the English language in daily life.

Along with the approaches, some methods are useful in English language teaching and learning. Some of them are the Grammar-Translation method, Direct method, Bilingual method, Dr. West's method.

But nowadays, the Grammar translation method and bilingual method are not used or recommended in daily English teaching.

The direct method is the most useful in present-day for English teaching. Through this method, English is taught through English directly. The use of the mother tongue is avoided. The meaning is explained through the action,

situation, pictures, objects or natural content. Students are encouraged to think and speak in English directly as we learnt our mother tongue naturally. The sequence of learning language LSRW is followed in this method. For this purpose, audio-visual aids are used. The students get interested in classroom activities by heart. The experience of learning a language can be remembered by the students for a long time.

Along with the direct method, Dr. West's method is also very useful in English language teaching. In India, English is learnt as a second language or as a foreign language. While learning it, the natural sequence LSRW is kept in mind and the teacher wanted to follow it. But sometimes, due to lack of educational aids, expert teachers or proper surroundings of the students, they (teacher) are unable to follow the above sequence. So many students can't speak English confidently. So, according to Michal West from West Bengal, reading skill is more easily taught and profitable. In this method, more emphasis is given on the reading skill first and then another skill.

While teaching through different methods, the teacher uses different kinds of classroom activities. These activities are known as techniques of teaching-learning process. A technique is an actual implementation of the different approaches and methods in the classroom while teaching to achieve the objectives of that particular topic. All the teachers try their best to make their teaching more effective and fruitful. In this task, a technique like storytelling, role play, eliciting vocabulary, dramatization, discussions, group work, pair work, language games, etc. is used. All these techniques make the teaching and learning of English more effective to build up confidence among students and to create a learning environment in the classroom.

### **1.10 Language skill (LSRW)**

When we think to learn a language, it is clear that language is a skill - subject. We can't learn language only by reading the rules of grammar, pattern or methods of learning. Learning any language means acquiring the specific skills of a language as learning to swim or to drive a car or to cook.

The learning of any target language is a systematic process. It can be presented in five stages as Input, Noticing, Recognizing patterns and rules, Use the rules or modify the rules and Automating. When a learner is learning a target

language, the first step is the input. The input can be both spoken and written, formal or informal, inside or outside of the classroom. The learner or teacher notices the gap in their language learning. Then, the learner starts to notice the pattern of the language structure. The learners refer to the things learned in the past and start to develop the language rules for themselves. In the third stage, the learner starts using the rules formed by himself/herself. Then they might be correct and modify the rules. In the last stage, the learner begins to use the target language means English like the way he/she uses his/her local language or mother tongue. The language learning process has become automatic like habit - formation.

Listening, speaking, reading and writing is the natural process of learning any language. English is also learnt in same sequence easily and naturally only by practicing the skills. Listening and reading skills are important for acquiring language, at the same time, speaking and writing skills are essential for expressing feelings, thoughts, ideas.

a) Listening Skills

Listening is the basic skill in learning English. The teacher can allow listening English in two ways which are casual listening and focused listening. Students can develop the power of understanding the English language, its structure, meaning of the objects, words, concepts, ideas and facts from the series of listening activities such as reproduction exercises, asking questions, audio-video interviews, role-playing, performing actions, showing a film, storytelling, minimal pair activity, sequencing recorded, audio speeches, use of the tape recorder, T. V. Radio in the classroom as educational aids. Thus, students can get great benefits from learning English as a second language.

b) Speaking Skill

“The speech is the language”- C. C. Fries

An important element of the communicative approach is a students' ability to use and understand the spoken language. – Leech and Svartik. Speaking is the most important skill of language among the four skills and also the main aim of learning English to communicate with the world. To get the mastery over the speaking skill, learners have to do the

activities like greetings friends, supervisor, strangers, introducing self and others, making telephone calls, role-playing, participating in discussion or debates, conversation at the shops, counters and restaurants, bank, class debate, narrating stories, etc. The success of language learning is measured based on the oral proficiency of the learner. There are various speaking activities to develop speaking skills in the learner. These activities can be controlled, guided and created. They help the learner to get mastery over the speaking skill.

c) Reading Skill :

Reading is the activity of looking at written or printed symbols and understanding them. Collins English Language Dictionary.

Eddie William, "A simple definition of reading is that it is a process whereby one looks at and understands what has been written."

Reading means to look at the written or printed symbols of a language and understand the meaning of the symbols. Sometimes, a reader reads it loudly and sometimes in mind silently. Thus, the reading is a physical as well as a mental process and purposive activity. We read to get information, seek enjoyment, self-education, understand official correspondence, etc.

We can learn to read by the methods like Alphabetic method, syllabic method, word method, phrase method, sentence method, story method and phonic method. The reading skill is also developed by the three approaches, the bottom-up approach, top-down approach and interactive approach.

d) Writing Skill

"Reading makes a full man, conference a ready man and writing an exact man" – Bean.

"Writing is a tool used to enable as to express what is in out of mind and for some people is almost as important as speech".- Bell.

What is our mind or to express our feelings, we need the writing skill.

To improve the writing skill, the teacher has to use different techniques like the use of a dictionary, word games, contextual clues, etc.

All these approaches, methods and skills are used while developing the questionnaire to find out the problems of the teachers regarding English teaching and to evaluate the lesson observation of the teachers. Various strategies and techniques are used while developing the different activities of the Pedagogical skill Programme for the teachers. It was also used for the demonstration of the different types of lessons.

### **1.11 Rationale of the Study**

A review of literature shows that studies related to the teacher's qualification, years of experience, pedagogical understanding, attitude, competence, behaviour and impact on student's academic achievement has been previously conducted by various organizations in different countries.

Yet there are a few aspects which would also be considered an important component of effective teaching, whether may be direct or indirect. Directly, it includes teacher's content knowledge about the subject and his/her expertise to transact the knowledge. Indirectly, it includes development of a positive conducive environment in classroom which would result into providing maximum learning opportunities to each and every student.

There is a need to create a suitable English learning environment in the classroom, develop confidence in speaking English and positive attitude towards English teaching among secondary teachers. One of the most persistent challenges in English classrooms is maintaining student interest and motivation. Understanding the pedagogical barriers teachers face in engaging students can help in designing more interactive and learner-centered methods.

The majority of teachers teach English subjects by the traditional method means only to follow the English textbook and tell the meaning of content but NEP 2020 says to follow the experiential learning approach.

Although general teaching challenges are widely studied, specific pedagogical challenges faced by English teachers at the secondary level are less explored, especially within specific regional or socio-economic contexts. This study will fill that gap and contribute to academic and practical understanding.

Especially in Indian classrooms where students of cultural diversity do sustain their journey of learning, how teacher cracks a balance among all kinds of students to develop a learning atmosphere based on a strategic intervention reflected in regular classroom conduct is where the literature shows some scope for further investigation. Thus, researcher wants to study about pedagogical challenges of English Teacher.

### **1.12 Statement of the Problems**

The problem is stated as “**A Study on Pedagogical Challenges of English Teacher of Secondary School**” .

### **1.13 Operational Definition of Key Terms**

**Pedagogical Challenges:** Difficulties or problems faced by teachers in the process of teaching and educating students. These challenges can involve various aspects of teaching and learning. (inf Scipedia)

**English:** English is a West Germanic language that was first spoken in early medieval England and eventually became a global lingua franca. (Wikipedia)

**Secondary School:** According to NEP 2020, the secondary school refer to the classes of 9-12.

### **1.14 Objectives of the study**

1. To identify the problems related to pedagogical skills of secondary teachers for effective teaching of English.
2. To examine the adequacy and inclusiveness of the current English curriculum in meeting the diverse needs of students.
3. To identify the challenges encountered by teachers in regular classroom teaching practices.

### **1.15 Research Question**

1. What are the pedagogical challenges of the secondary school teachers regarding English teaching?
2. How can pedagogy be more effectively implemented in the classroom in teaching English?
3. What are the challenges faced by secondary teachers in implementing various pedagogies?



### **1.16 Delimitations of the Study**

- Study has been delimited to Bargarh district.
- Study has been delimited to CBSE secondary school.
- The study has been delimited to only secondary school teachers.
- The research has been delimited to English language pedagogy.