METHODS OF TEACHING ENGLISH IN ENGLISH MEDIUM AND ODIA MEDIUM SCHOOLS IN CUTTACK DISTRICT OF ODISHA

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Introduction

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1. CHAPTER 1

1.0 INTRODUCTION

English Language Teaching (ELT) in India has come up a long way traversing from the status as the relic of an elite colonial legacy to the language of the cosmopolitan urbane Indian. The growth and projection of English language to its contemporary status have been facilitated by the rapidly germinating English medium schools in different parts of the country. These schools, which follow diverse curriculum; different syllabi; and teachers with sundry proficiencies and background, have led to multifarious pedagogical environments which are a matter of intrigue and possesses ample opportunities for linguists and educationists to ponder and research on them. Hence, this study is an attempt to unravel and add on to the contemporary research on ELT.

The present study examines English language teaching methods adopted by teachers in English medium and Odia medium schools in the Cuttack district of Odisha. The present research is an endeavour to study the beliefs and theories that influence an English teacher to follow a certain pedagogical practice in the classroom. It aims to present a detailed analysis of teachers' approaches and practices, i.e. the link between theory and actual practice in the classroom. It attempts to provide a descriptive account of the process of teaching English in the schools in Cuttack. The study not only assesses the theories that objectively govern the teacher's belief but also provides an insight into the actual practices followed in class. Consequently, it is expected to provide a better understanding of classroom activities as well as the learning processes involved so much so that it functions as the preliminary step to improving teaching language in the schools of Odisha. Thus, this study will also be a guide for teachers and syllabus designers looking to gain insights into actual classroom practices which in turn might help them in developing more effective teaching materials for the betterment of English Language Teaching in the schools.

1.1 English in India: From Imperialism to Globalisation

With the arrival of the British and their subsequent colonisation, the establishment of English as a global language was imminent. More than the primary purpose of communication, it was necessary to use English as a tool to create a section of

Indians who were natives by blood but British in temperament. Thus, a class of English speaking middle-class Indians emerged to ensure the effective functioning of the administration under the British rule.

In the beginning, English education was imparted to Indians through the Christian missionaries, and therefore, the first set of schools established were seen as symbols of both religious expansion and colonialism. However, there were no attempts by the state-led administration to impose English on the masses. The demand to learn English rose when popular modern leaders of the time along with the middle class believed that English was a window to Western ideas and philosophy, thereby effective in emancipating Indians from the British. In the wake of this new-found aspiration, universities were established in Bombay, Calcutta and Madras. Thus, the language that was once viewed with apprehension had now become the language of the social elite, i.e. a symbol of class. Finally, in 1835, the British Government in India designated English as the medium of education for schools and universities and so, after a century of the British rule, English became popular and synonymous to a language of power and prestige (Vijayalaksmi and Babu 2015, 1).

Post-independence, this popularity waned. English now faced the prospect of obscurity. Under the influence of Wood's Despatch[1], subsequent committees suggested that the mother tongue be the new medium of instruction, relegating English to the position of a subject. Even Jawaharlal Nehru, the first Prime Minister of free India, touted to be a modernist, preferred Hindi to be the National Language because of its nationalistic connotations. So, on the one hand, English was strongly opposed by the nationalists who preferred the promotion of various Indian regional languages while on the other, it was supported by a multitude of voices who saw English was a window to Western and traditional ideals. However, when Article 343 of the Indian Constitution accorded Hindi the status of official language of the Union, it also suggested a continued use of English for official administrative purposes for fifteen years (Narang 2006, 245) Thus, English became an important language of India.

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[1] Sir Charles Wood, the President of the Board of Control of the English East India Company, had an important effect on spreading education in India when in 1854 he sent a despatch to Lord Dalhousie, the then Governor-General of India. Wood suggested that Primary Schools Must Adopt vernacular languages, High school must adopt Anglo Vernacular Language and on College Level English medium for education. This is known as Wood's despatch(Puri, 2017)

The impetus for the expansion and popularity of English began towards the end of the twentieth century with the arrival of capitalism. Since major economic world players existed within an ambit of institutions controlled by the United States, English became the *lingua franca* to drive market forces. To sum up, English became the associated language of economic globalisation in the late twentieth century (Wright 2016, 166).

Consequently, the advent of globalisation and liberalisation in India in the 1990s led to the preference for English language education in India. The arrival of corporate and economic firms brought a trend where English emerged as a necessary soft skill. It became an integral part of the country's efforts to integrate with the global market economy for technological advancement and nationalism. What was once seen as the language of the coloniser soon became a language of promising opportunities to Indians. This shift in attitude led to the implementation of policies and guidelines for the enactment of English Language Teaching (ELT) in India.

1.2 Second language and Foreign language learning: The context of English

A language is contextually defined as a Second language (SL) by the socio-cultural status of the language in the community. It is a language that is not the native language of the speaker but is used in the locality of that person. In contrast, Foreign Language (FL) is a language that is learned in an area where that language is not spoken. Before delving into the status of English as a second language (ESL) and English as a foreign language (EFL), it is important to understand the basic differences between Second Language (SL) and Foreign Language (FL). The distinction between SL and FL can be defined by the following four points (Shrestha 1983, 46):

- Cultural status
- Functional role
- Pedagogical Significance
- Nativisation.

Narang et al. (2006, 183) argued that the best way to approach the distinction between ESL and EFL is by analysing SL and FL situations. A foreign language is

a medium of interpretation of the cultural constructs of the speech community it is spoken in. A second language, on the other hand, provides a substitute medium for expressing one's own culture. (Narang 2006, 184). In the context of SL, Stern (1986, 16) comments that it is often learned informally because of its wide use within the community.

Functionally, a language can be defined as an SL if it serves as a *lingua franca* in a linguistically divergent situation. From the pedagogic point of view, SL is also a language which serves as a medium of instruction in educational institutions. On the contrary, an FL is taught as a subject in schools to make the learner competent in an additional language. This competence is then used to fulfil functions such as reading literature, exploring technical work, fulfilling a particular professional requirement and many other functions. As Wilkins(1972, 155) states, the second language is a language which has social as well as an internal function while foreign language lacks this internal communication function as the learner uses it to establish a relationship with a community other than his own.

According to the pioneering model of *World Englishes* formulated by Kachru(1982), the global presence of English can be categorised into three concentric circles: the inner circle consisting of Great Britain and the USA where the language functions as an L1 (or native language), the outer circle constituting of countries like India and Nigeria where the language was forced upon the subjugated people by Britain and the expanding circle consisting of countries like China and Brazil where English is studied as a foreign language.

In Figure 1.1, the concentric circles of World Englishes are presented graphically. The inner circle represents countries where English is a native language. These countries can be credited with the origin of the language. The outer circle consists of countries that had a colonial past. English was imposed on them as a part of their colonial legacy, and now, it is the lingua franca in these countries. It is also a part of their school curriculum and is the medium of instruction in higher education. The expanding circle consists of countries that are in the process of accepting the encompassing influence of English in the world economy. It exists as a foreign language in these countries.

Inner Circle
Native Speaker
(eg- USA, UK)

Outer Circle
English as SL
Colonial Legacy
Administrative Language
(eg- India, Srilanka etc)

Expanding Circle
English as FL
(eg- China, Russia)
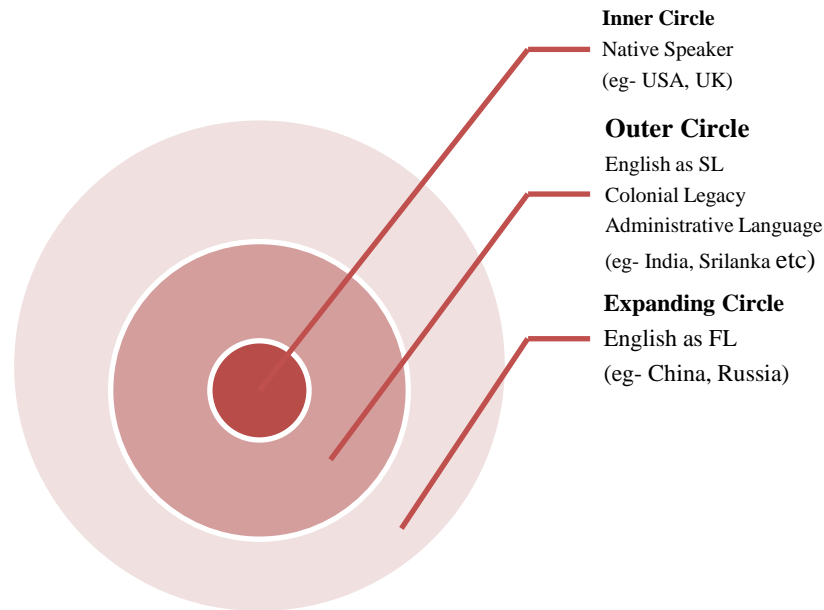
Figure 1.1 (Kachru's Concentric Circles of English)

1.3 Nativisation of English

As it was discussed in the previous section, nativisation is an important characteristic that defines the status of language either as a second language or a foreign language. Development of a native variety of a language indicates the close-knit relation that the language has developed over a period with the speech community. Nativisation is defined as the process of development of an indigenous variety of a language. The process of nativisation is facilitated by the transfer from local language in response to the new cultural and communicative needs (Saghal 1991, 300). In India, the pervasive presence of English translated to the emergence of a native Indian variety of English. Nativisation is defined as the process of development of an indigenous variety of a language. Structural analyses by Trudgill and Hannah (1994 as cited in Singh and Kumar 2014, 133) of this variety of English have shown unique linguistic features.

Development of a native Indian variety of English indicates that English has acquired the position of the second language in the country. It has a permeating influence on the socio-cultural milieu of the country. Consequently English began to be taught as a second language in the country. It is important to note that English holds the status both a second language as well as a foreign language. Even though it has come to acquire the position of L2, it continues to be taught as a foreign language in communities that do not use English in their daily life. It is hypothesised that English exists and is taught as a foreign

language in regional medium schools. English is taught as a subject in these schools, and its usage is restricted only to the classroom. In the following section, we would evaluate the state-led interventions that posit the contemporary status of the English in the curriculum.

1.4 **Three Language Formula and English Language Teaching**

In accordance with the needs and demands of the time, the Central Advisory Board on Education (CABE), the oldest statutory body of education in India, initiated the dialogue on languages in school education in the 1940s in which five key topics of discussion were identified (Ministry of Education 1957, annual report as cited in Agarwal 1993, 64).

1. The number of languages to be taught at various levels of school education
2. The introduction of second and third languages
3. The place and role of English
4. The place and role of Hindi
5. The teaching of Sanskrit and minor language(s) in school.

It mandated discussion on the position of English concerning Indian languages in the school curriculum. It also led the discussion on teaching a minority language or the native language of the students. Later, it culminated to the introduction of three language formula. In 1956, the three language formula was devised to eliminate inequalities among regional languages. The implementation of this policy was suggested by two plans:

Plan I

a) Mother tongue or Regional language or a composite course of mother tongue and a regional language or a composite course of mother tongue and a classical language or a composite course of regional language or a classical language, Hindi or English

b) A modern Indian language or a modern European language provided it has not already been taken under (a) and (b) above.

Plan II

a) Mother tongue or Regional language or a composite course of mother tongue and a regional language or   a composite course of mother tongue and a classical language or a composite course of regional language or a classical language,

b) English or a modern European language and Hindi (for non-Hindi-speaking areas) or another modern Indian language (for Hindi speaking areas). (MOE 1957 as cited in Agarwal 1993, 79)

The three language formula was approved in the conference of Chief Ministers in 1961. It was simplified and summed up in the following ways:

1. The regional language or the mother tongue when the latter is different from the regional language.
2. Hindi or any other Indian language in Hindi speaking areas; and
3. English or any other modern European language.

| Regional Language/ Mother tongue | ➕ | Hindi/ Any Indian language | ➕ | English/ Any modern European language |
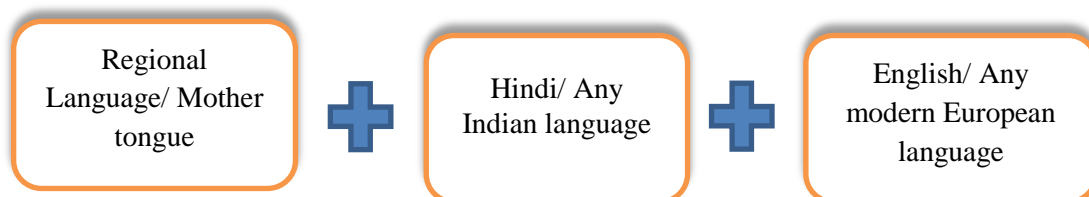
Figure 1.2 (The Language Formula recommended by MOE 1966)

Along with the above recommendations, CABE also added and deliberated on the scope of English as an obligatory subject. Subsequently, the council of chief ministers agreed that English should be taught as a compulsory subject. A summary of the decisions are paraphrased below (MOE 1957, as cited in Agarwal 1993, 98):

1. English should be taught as a compulsory language both at the level of secondary schooling and in university and colleges. Students must acquire adequate knowledge of English to be able to receive education through this language at the university level.

2. English should not be introduced earlier than class V. The precise point at which English should be introduced at the middle stage was left to each state to decide.

3. The Commission's opinion on the status and role of English defines the position of English about other languages in the scheme of language policy and planning. As per the Commission, the hierarchy of English stems from the fact that a working knowledge of

English serves as an important soft skill and hence it is necessary for attaining higher education.

After due review of the functioning of the languages at school and subsequent recommendations from the Education Ministry during 1964 and 1966, a final modified version of the three language policy was drafted. The modifications were made keeping in mind the diversity of Indian linguistic scenario i.e.

a) The mother tongue or the regional language
b) The official language of the Union or the associate official language of the Union so long as it exists; and
c) A modern Indian or foreign language not covered under (a) and (b) and other than that used as the medium of instruction. (MOE 1966,192)

Thus, the three language formula played a crucial role in defining English as an essential component in the school curriculum. This policy also enabled in establishing English as a second language in the sociolinguistic profile of the country.

1.5 **The diversity and variety of English teaching in India**
The knowledge of English became a yardstick to facilitating upward mobility in class structure in India. It became a marker of prestige and status in the society. Owing to this pervading influence of English, many private schools mushroomed with the tagline of offering the best English language education in India. Eventually, English medium schools emerged as the first choice of preference in the society. To accommodate this growing demand of the society, the state education boards had to eventually introduce the English before grade 5.

According to a report by National Council for Educational Research and Training (Position Paper, National Focus Group on Teaching of English, 2006), the schools in India can be characterised in the following manner:

TP = Teachers' English language proficiency; EE = English language environment (Kurrien 2005 as cited in NCERT 2006, 9)

↑↑TP ↑↑ EE	This includes English medium private schools, or elite government schools which are characterised by proficient

	and competent teachers and the students in these schools are exposed to English in their environment in varying degrees. The students constitute the elite strata of the society who use English either as a first language or as a language of communication at home.
↑TP ↑ EE	This category includes schools which use both English and regional language. The teachers in these schools have partial expertise. The students in these schools come from communities who aspire to mobilise upward through education. They either have little or no exposure to English in their environments
↓TP ↓ EE	It includes regional medium schools which are aided by the state. In these schools, English education coexists with regional languages. They are mostly established by educational societies or a trust. The students in these schools come from a background with different credentials.
↓↓TP ↓↓EE	This includes government schools run by state bodies like municipal corporations. The medium of instruction is in the regional medium. They remain the source of elementary education for children from rural regions and poor urban communities. The teachers a have very low and restricted proficiency of English and are least competent of all the categories of school. The families of the students are often from deprived and destitute communities.

In December 2000, the National Council of Educational Research and Training (NCERT) released a National Curriculum Framework for School Education. Its recommendations about languages to be used at the school level are (NCERT 2000, as cited in Deka 2012, 8):

Primary Level (Classes I-V)	Class I and II- One language: the Mother Tongue/ the Regional Language. Class III to V: Mother Tongue/ regional language.
Upper Primary Level (Classes VI-VIII)	Class VI to VII: Three languages: the Mother Tongue/ the Regional Language, Modern Indian Language and English.
Secondary Education (Class IX and X)	Three languages: the Mother Tongue/ the Regional Language, Modern Indian Language and English

In the report of the study group on teaching English published by the Ministry of Education and Youth service, Government of India, New Delhi, 1971, it was stated that by the end of the secondary school course, a student should be able to:

- Read with fluency and understand passages of prose written within the limits of the teaching points and reading a vocabulary suggested in the syllabus.
- Understand a simple talk on a subject within his experience.
- Use the language correctly in speech and writing within the limits of the teaching points and active vocabulary detailed in the syllabus.

1.6 **English Language Teaching Scenario in Odisha**

According to the Government of Odisha, Odia is the predominant language in the state which is spoken by 84% of the people of the state. Along with the other major languages spoken in the state are Hindi, Urdu, Bangla, and Telegu. According to the 1981 census, the other language spoken in the state are Punjabi (0.5%), Tamil(0.4%) and Malayalam (0.5%). English is mainly spoken by *crème de la crème* of the educated class.

The overall literacy rate according to census 2011 is 73.5% which is marginally behind the national average of 74.04%. According to a report by Annual Status of Education Report (ASER annual report 2014), the percentage of children (grade I to VIII) enrolled

in private schools is 4.7 % in 2006, 7.4% in 2013 and 8.9% in 2014 in Odisha. The increasing percentage of enrolment in private schools bears testimony to the increasing popularity for private schooling.

1.7 **Mother-tongue-based Multilingual Education (MTB-MLE)**

Odisha presents a rich picture of the tribal population. According to the 2011 Census, the Scheduled Tribe population is 95, 90,756 constituting 22.85% of the total population of the state and 9.7% of the total tribal population of the country (Mohanty 2017, 32). There are 62 varieties of tribal population and 13 Particularly Vulnerable Tribal Groups (PVTGs). To address the issues of the marginalised community and prevent the high dropout rate, the Government of Odisha started MTB-MLE system of primary education in 2007. Mother-Tongue based Multilingual Education (MTB-MLE) is a system of elementary education in which the instruction for education is provided in the child's native language (L1). The instruction begins with L1 and gradually leads to the introduction of a second language (L2) and L3 in due course of time. This model of education is practised to address dropouts and provide a comfortable environment for the child to learn according to a notification in 2014 by School and Mass Education Department, Govt of Odisha, this system of education endeavoured to equip the students to develop proper cognitive; and reasoning skills; and to acquire proficiency in other languages. The child's native language is used as a medium of instruction in selected state-aided schools. This model of instruction continues for the first five years of the child's elementary education. They are introduced to Odia as a second language in Class II. English is introduced in Class III.

1.8 **Cuttack District, Odisha: Current Scenario**

The schools in Cuttack can be categorised into English medium schools and Odia medium schools. The schools can be further categorised as those who are governed by state educational boards and those which are managed by private trusts. These schools also vary on account of their affiliation. The state-funded English medium schools follow the state education board while the private trust-funded English medium schools follow either the syllabus of Central Board of Secondary Education (CBSE) or the Indian School Certificate Examination (ISCE). In the specific case of Odia medium schools, both state-funded and private trust funded schools, follow the State Board of Education which is otherwise called as the Board of Secondary Education (BSE).

In Odisha, English Language Teaching in English medium schools and Odia medium schools vary vastly in content as well as methodology. In the English medium schools, English is introduced in the first year of the education. It is taught from the very first class, i.e. from nursery and KG as the official medium of instruction. Thus English is not learnt as a separate subject, i.e. a foreign language but as the primary language. This distinction creates a huge difference in the acquisition process of children in English medium schools as compared to children in government schools. Since the child is exposed to the language at an early age, through gradual immersion. This is a major factor which creates a difference between the two learning patterns. In private schools, i.e. in English medium schools, English is taught almost as a second language (ESL) while in government schools it is taught as EFL, as a foreign language.

In Odia medium schools, English is introduced in the curriculum in the third year of schooling. It is taught as a subject rather than a language. Since the medium of instruction is Odia, the students are not exposed to an English speaking environment where the child gains a command over the language easily without any conscious effort. They begin with the alphabet and proceed by learning grammar and reading prescribed textbooks. Additionally, a lot of emphases is laid on the correct grammatical usage. The students are also encouraged to improve their reading and writing skills through translation exercises.

1.9 **The Present Study: Research Goals and Objective**

Research in the field of ELT shows that a lot can be learned observing a teacher's methods and understanding it, in a classroom. A teacher's beliefs, practices and approaches shape the process of learning for the child. In that sense, the discourse that drives classroom learning rests upon the teacher and their characteristic patterns of instructional behaviour.

This research, therefore, is focused on the methods of English teaching followed in the schools of Cuttack. At the outset, it will focus on teaching techniques and methods used by the teachers in the classroom. Consequently, it will also examine the materials and aids used by these teachers in implementing these methods and in staging and sequencing of the syllabi. Finally, the research will contextualize it in the light of the extensive studies done thus far, such as learning theories, linguistic theories and socio-cultural background that influence the teacher to adopt a certain belief about English language teaching.

The research questions covered in the study are:-

- What are methods of English Language Teaching employed by the teachers in the two schools?
- What are the methods employed for grammar teaching? Are those implicit or explicit in nature?
- Are the teachers in these schools subscribing to methods like Grammar Translation, Direct, Audio-Lingual or Communicative method?
- What are the factors that govern the staging and sequencing of the contents of the curriculum?
- To what extent is the agreement and divergence between the two school's English teaching methods?
- To identify, whether English language procedures and content taught in the class are designed according to the communicative perspectives of the curriculum prescribed?
- Is there clarity of purpose in the teacher's mind regarding the background theories and philosophies as outlined in the curriculum and method employed by them in the classroom implementation?
  Is there a justification for the choice of the materials and method for implementing the said theories and philosophies?

Significance of the Present Study

Narang(1994) in her XXXX, talks about the various factors that influence the selection of a particular method in language pedagogy. Apart from linguistic theory and learner needs, even societal expectations play an influential role in the selection of a certain method.

In the National Curriculum Framework for School Education released by NCERT in 2000, there are several qualitative parameters that differentiate various kinds of schools by English language teaching. According to the report, there is a stark difference between the teacher's proficiency and the English language environments across the schools in the country. Ariel Finlinson (2016) talks about the pedagogical practices relevant in an English as a Second Language classroom, with a specific emphasis on the role of the teacher.

This study aims to contextualise ELT across the schools in Cuttack district of Odisha. It explores the methods of English language teaching followed by the teachers in English

medium and Odia medium schools in the Cuttack district of Odisha and aims to present a detailed analysis of teachers' approaches and practices. i.e. the link between theory and actual practice in the classroom. It will also provide a descriptive account of the process of teaching English in the schools in Cuttack so that study not only assesses the theories that govern the teacher's belief but also provides an insight into the actual practices followed in the classes. Consequently, it is expected to provide a further understanding of classroom activities as well as the learning processes involved and suggest possible solutions to improving the quality of English teaching in the schools of Odisha. It is hoped that this study can be of help to teachers and syllabus designers and be beneficial in developing more adequate and effective teaching materials for the betterment of English Language Teaching in the schools

The next chapter reviews the literature relevant to the current study. It appraises the existing works and literature on the topic. This includes the different methods of language teaching with a brief history of the paradigm shifts in the field of language teaching. It analyses the different component that differentiates the language teaching methods. Finally, it explains the relationship between linguistic theories and classroom practices.

Chapter- 2

Literature Review

2. CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature relevant to the present study. It begins with an account of the existing theories of language and learning in general. Therein, it moves to the approaches and methods of language teaching with an emphasis on the relation between theory and practice in language pedagogy. The chronological sequence of the theories of language teaching is also appraised. Finally, it states the different elements that form the characteristic feature of any particular method of language teaching.

2.1 Theories of Language Learning: Views and Perspectives

Theories of language learning are based on the interpretations of the nature of language. According to Richard and Rodgers (1999, 16), there are three views about the nature of language (Figure 2.1).

- The Structural view of Language.
- The Functional View of Language.
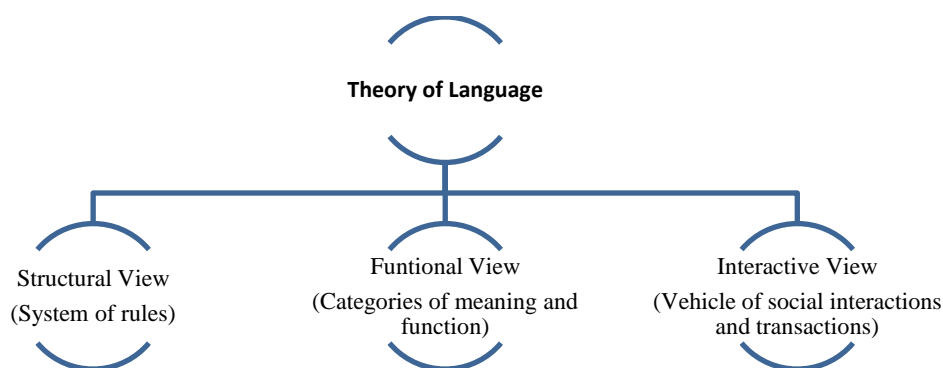- The Interactive View of Language.

Figure 2.1(Views about language)

According to the structural view, language is a systematic arrangement of elements whose primary purpose is to encode meaning. In accordance with this view, the target of language learning is to learn the elements of language. Thus, the structural view of language entails that language learning involves learning of sounds; words;

and grammar of a language. The functional view of language considers language as a medium for the fulfilment of a certain function and accords language, the position of a vehicle to express functional meaning. It emphasises the need to learn the semantic and communicative aspects of language over the grammar rules. The third view of language, i.e. the interactive view, observes language as a tool for establishing and fulfilling interpersonal relationships. Thus, the existing theories of language learning derive their basic premise from the view and interpretations on the nature of language.

2.2 Language Learning: Methods and Approaches

The general principles of language teaching constitute the theoretical framework of language learning and the set of teaching procedures. The abstract concept of language learning consists of viewpoints about the structure of language and learning principles. The teaching procedures include the choices and selections made by the teacher regarding the aspects of teaching such as the materials and content; syllabus structure; and staging and sequencing of content; and testing tools. The relationship between theory and practice can be explained by looking at the terms 'method and approach'. The association between approach and method was first explained by American linguist Edward Anthony (1963 as cited in Richard and Rodgers 1986, 15). He identified three levels of conceptualisation and organisation in language teaching. The three levels are approach, method, and technique. The approach towards language learning constitutes the view about the nature of language. The method is the application of the theoretical framework to pedagogical practices, and the technique is actualisation of the practices in a classroom setting. To put forth this in a model, the approach is the level consisting of belief and perspective toward the structure of language in general, and language learning in particular. The method is the level of amalgamation of the belief system and practical choices. This consists of selecting the materials and content to implement the said belief about the language teaching procedure. The third level in the model is the technique which consists of the manner in which the procedures are laid in the classroom.

Richard and Rodgers (1986, 26) used the terms approach, design, and procedure (Figure 2.2) to explain these stages involved in designing a language teaching method. The term approach reflects the theories and views about the nature and structure of language. The design is the stage consisting of a selection of objectives

and aims of the language teaching procedure. The objective of language teaching includes proficiency in grammar and structure; communicative competence; or knowledge about pragmatic usage of the language. The procedure includes a selection of steps to stage the method of the teaching. This includes classroom practices and the behaviour observed about the method of language teaching. The various stages of language teaching can be seen in Figure 2.2.
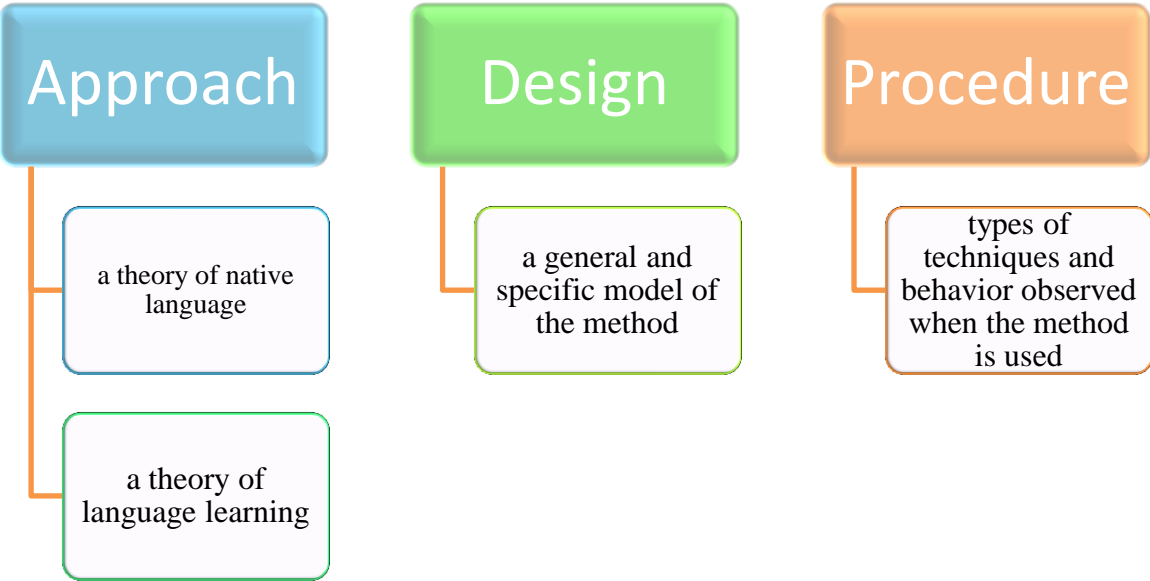
Figure 2.2. Stages of Language Teaching, (reproduced from Richard and Rodgers 1986, 26)

A similar relationship was also given by Halliday et al. (1964, 128) who explained the techniques and procedure which involve intermingling of linguistic theories and classroom teaching. They introduced the terms 'Method', 'Methods', and 'Methodology'. Methodics is defined as a framework for the amalgamation of linguistic theories and pedagogical techniques. It is different from methodology in the sense that it bears the relationship with linguistic theories and principles. Methodology refers to the pedagogical aspects of language teaching without any reference to linguistic categories. Therefore, methodics and methodology are both prerequisite preparations, before actual language teaching. The method is the third stage consisting of techniques involving the presentation of materials to the learner.

Narang (1994, 55) stresses on the various factors that govern the development of a particular method. The development in disciplines like Linguistics, Psychology, Education, etc., influence the development of language teaching method. The methods also change in response to the changing demands of language education resulting from social aspirations of a developing society. The factors influencing the development in the area of language pedagogy and the development of a method can be seen in Figure 2.3 (Narang 1994, 56). The needs and expectations of the society play a crucial role in deciding the objective of language teaching. The parallel developments in disciplines like Psychology influence the selection of materials and method of teaching. The technological availability of media decides the usage of aids and materials in the classroom. The subjective experience and belief of a teacher also contribute to the pedagogical practices used in language teaching.

Methodics
- Linguistic theory, Linguistic Grammar analytical techniques

Methodology
- Needs and expectationsof the society(socio-economic sociopolitical, socio-cultural, socio-psychological, educational factors etc)

Method
- Teacher's experience and response to the prevailing techniques and practices of language teaching
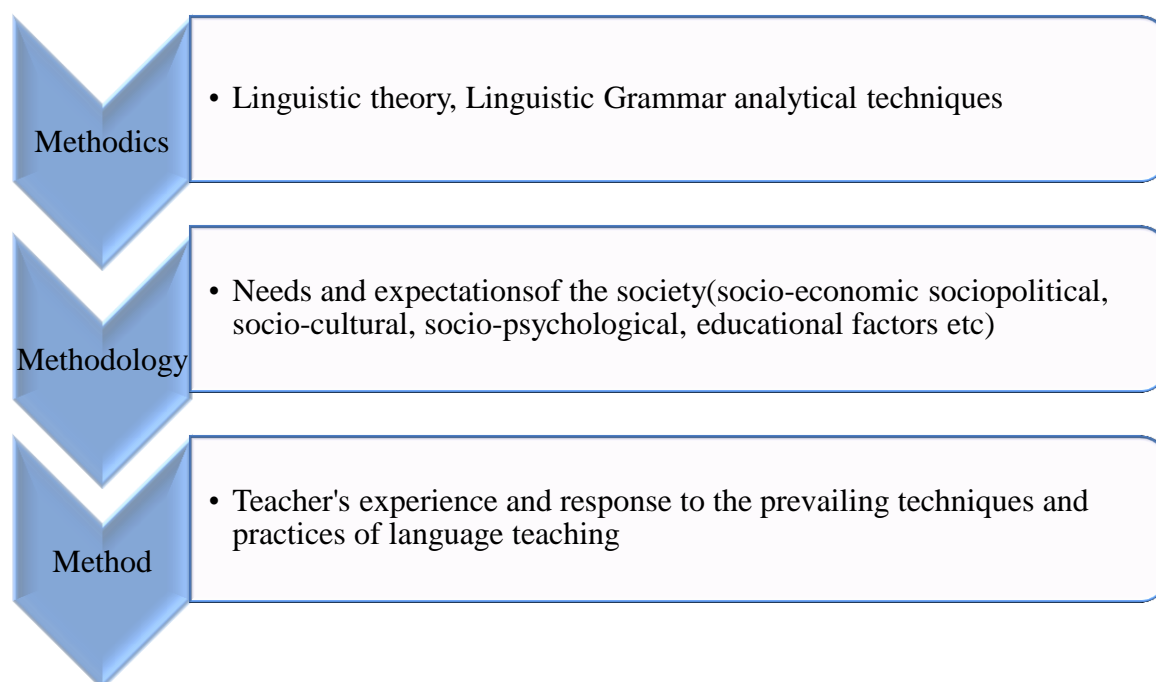
Figure 2.3. Factors influencing the pedagogy of language

2.3 Acquisition and Learning: Perspectives

In the context of language teaching, the theory of learning pertains to issues like how do human beings learn a language; and under what circumstances and conditions is a language successfully learned. The consequent sections review the essential differences between learning and acquisition.

Acquisition in the context of language implies the natural process of learning a language without making any conscious effort. It refers to the first language internalised by a child. On the other hand, learning refers to the conscious efforts undertaken by an individual to learn the components of a language.

Noam Chomsky (1965, 25) stated that a human child is born with an inherent ability to learn a language. This inherent ability of a child to learn a language is known as Language Acquisition Device (LAD). A child is predisposed to acquire any language and its components. Chomsky refutes the possible learning of a language through imitation as the linguistic input around a child is highly irregular and sometimes ungrammatical. This, according to him, applies to all natural languages. A child, irrespective of his/her intellectual ability, becomes fluent in their native language acquiring all the complexities and subtle nuances of a language. A diagrammatic representation of the model can be seen in Figure 2.4.

Language Acquisition Device

Linguistic Input
• All forms of language that a child is exposed to in the environment.

• Linguistic Processing

• Phonology
• Morphology
• Semantics
• Syntax

Theory of Language

A Child's linguistic competence.
• Speech Production
• Language Comprehension
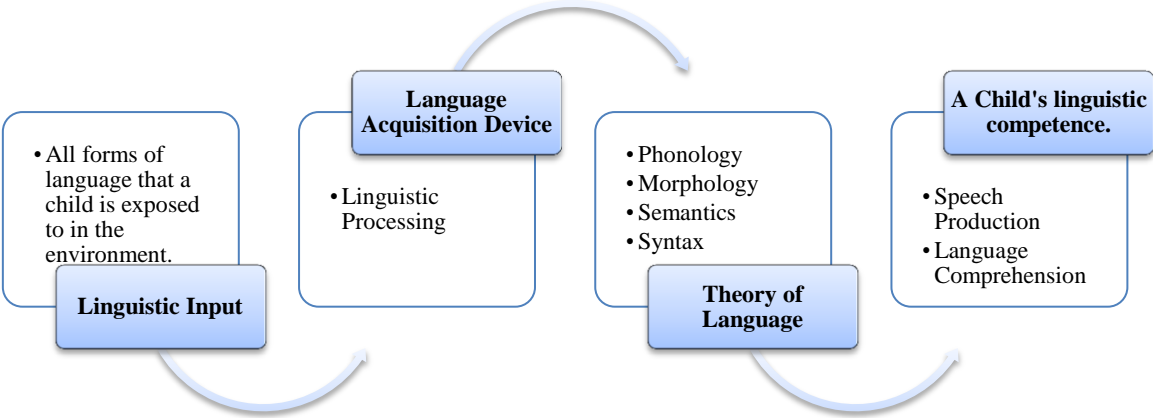
Figure 2.4. Chomsky's model of language learning

The prominent work in the field of second language learning can be credited to the works of Stephen Krashen. Krashen (1982, 9) gives five hypothesis to explain second language acquisition which are: 1) The Acquisition-Learning hypothesis; 2)

The Monitor hypothesis; 3) The Input hypothesis; 4) The Natural Order hypothesis and 5) The Affective Filter hypothesis.
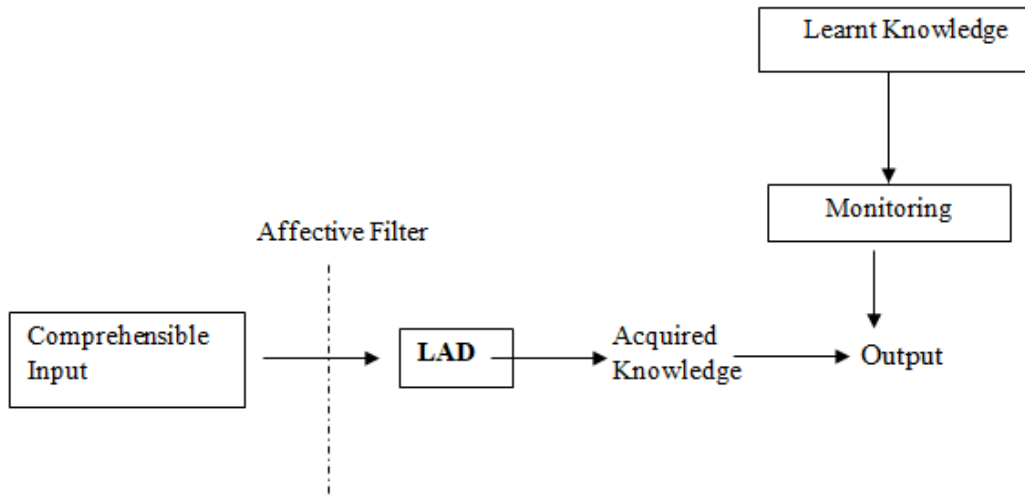
Figure 2.5. Krashen's model of language learning.

The Acquisition-Learning hypothesis sets the basic difference between the process of learning and acquiring a language. The process of second language learning consists of two systems: the acquired system and the learned system. The acquired system is the product of a subconscious process bearing a resemblance to the process undergone by a child to learn a native language. It is facilitated by meaningful interaction in the target language in a natural linguistic environment. The learned system is the result of the conscious process of learning the structure and function of language through formal instruction. Figure2.5 gives a graphic representation of the acquisition-learning system proposed by Krashen There have been many postulations regarding the nature of language learning. The most popular theories have been explained by researchers such as Skinner, Chomsky and Piaget, The consequent sections look at the major language learning theories explained by these researchers.

Behaviourism explains the process of learning in animals and humans alike. According to this theory, learning as a process can be equated to a course of habit formation. It relied on various experiments conducted on animals to conclude that, humans like animals, respond to certain stimulus to acquire behaviour. Depending on the nature of the stimulus, the behaviour is induced or altered. A positive reinforcement induces the acquisition of a desirable behaviour. Similarly, a negative

stimulus alters or negates the existing behaviour. B.F Skinner (1957), a prominent behaviourist, advocated that language acquisition is a process of habit formation in which the learners acquire a language by the process of imitation and reinforcement. Skinner postulated that the manner of the child's interaction with the environment bears a direct effect on the reinforcement of the child's language acquisition process. The nature of reinforcement can be both positive and negative.

The implications of the behaviouristic theory of learning can also be seen in language teaching methods of the structural phase. Skinner (1969, 64) reiterates, while applying the principles of behaviourism in language teaching, that language teaching is the planning of contingencies of positive and negative reinforcements. A student's learning is accelerated by the presence of such contingencies. In a behaviourist classroom, the teacher engages in repetition drills and language exercises to accentuate language learning. The grammar translation approach to language learning dwells extensively on the principles of behaviourism. The process of language teaching is simplified in conditions of learning. The teacher acts as the source of directed instruction. Tests and exams are used as a parameter to gauge observable behaviour of learning. The system of rewards and punishments are used to reinforce positive learning. The emergence of an audio-lingual approach to language learning carried the direct ramifications of these behaviouristic theories.

Cognitivism as a learning theory is rooted in a premise that focuses on learning through experiences and cognitive process. It started as a reaction to behaviourism which nullified the involvement of cognitive faculties in learning. According to cognitivism, learning occurs when a person accommodates and reflects new experiences. Language is a kind of human cognitive activity as it is a part of a wider cerebral development. Piaget (2005, 86), the chief proponent of this theory states that the development of language in children is a reflection of their progression in logical thinking and cognitive abilities. He advocated an individual perspective on Cognitivism. According to him, knowledge acquisition is a holistic and cognitive process. The behaviouristic and information processing theories failed to account for the role of the learner and his surroundings in the learning process. Goodluck (1991, 60), reiterates that there is a universal arrangement of the stages of the emergence of language in human beings. There is a regular pattern of mastery of most common function morphemes in a language. Also, there is a gradation to the emergence of

simple linguistic function to complex ones. A cognitive theory of learning views language learning as a conscious process of reasoning. A classroom, based on this theory, focuses on using learning strategies to augment the process of language learning. Language learning is accelerated by the use of learning strategies which help in processing information to enhance retention of information.

The Social Interactionist theory was introduced by Russian psychologist, Vygotsky (1974, as cited in Mcleod 2007). According to him, the process of learning is based on the context and interaction with other members of the society. According to the Social Interactionist theory of learning, the focus of knowledge is not derived from teachers but rather from how the student constructs the world around themselves. Vygotsky's theory (1986 as cited in Mahn 2008, 3) focused on the social constructs that influence the perception of the learner. In an ideal social constructive classroom, the focus of the instruction is based on achieving the learning goal through collaborative meaning.

The theories of social Interactionist can also be applied in a language learning classroom. A Social Interactionist classroom focuses on encouraging the learner to interact with the peer group. The teacher acts a facilitator who governs and monitors the thinking of the students. The classroom, like space, is aimed at encouraging social interaction. The curriculum serves to espouse the interest of the student and enables them to adopt it with their own culture. Thus, the teacher in a constructive social classroom assists in knowledge scaffolding, cognitive apprenticeship, tutoring, and cooperative learning.

2.4 A brief history of Language Teaching

The field of language pedagogy has been governed by various factors by the demands of the time. The objective and goals of language teaching have undergone many paradigm shifts. A timeline of the various phases can be gauged from the Figure 2.6. Narang (2006, 4-15) outlines the chronological evolvement of language teaching methods specifying the two major paradigm shifts in language pedagogy.
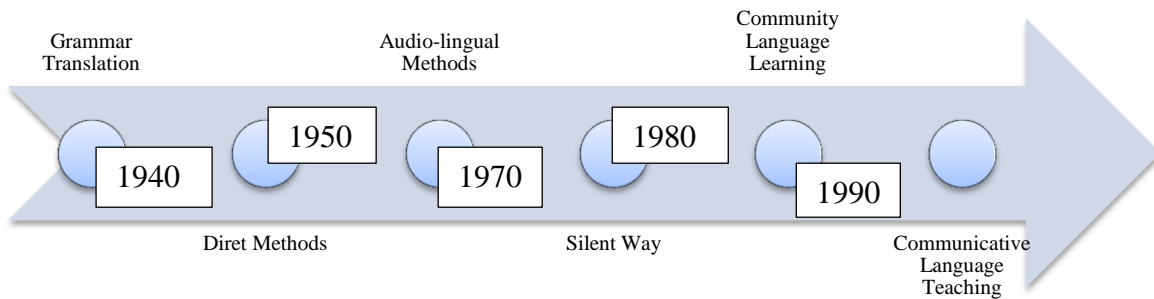
Figure 2.6. A timeline of language teaching methods.

2.4.1 The first paradigm shift: Grammar Translation to Direct Methods.

Two major paradigm shifts mark the history of language teaching. The first paradigm shift can be traced to the pre-structural phase. The pre-structural phase was characterised by an admiration of classical languages. The knowledge of classical languages was held in high reverence. The consequent language teaching methods focused on the acquisition of the structure of the language as the primary aim of language pedagogy. By the structure of language, we refer to the system of grammar that represents the encoded meaning. Hence, language teaching methods in this period focussed on teaching the form and content of grammatical rules. Teaching spoken vernacular forms and informal styles were discouraged. Importance was given to the purity and grammaticality of structures being taught.

Deeply influenced by the principles of behaviourism, the structural phase of language teaching considered language learning as a process of situation and environment based habit formation. There was a shift from normative grammar to descriptive pedagogical grammar. Further, there was also a change in the approach towards language teaching. Skill oriented language teaching was given prominence over knowledge oriented language teaching. Spoken form of the language was given

primacy over the classical written forms. The method employed to teach language was direct. Narang (2006, 8) presents a flowchart of the dynamic relationship between various factors resulting in the language pedagogy in the structural phase in Figure 2.7
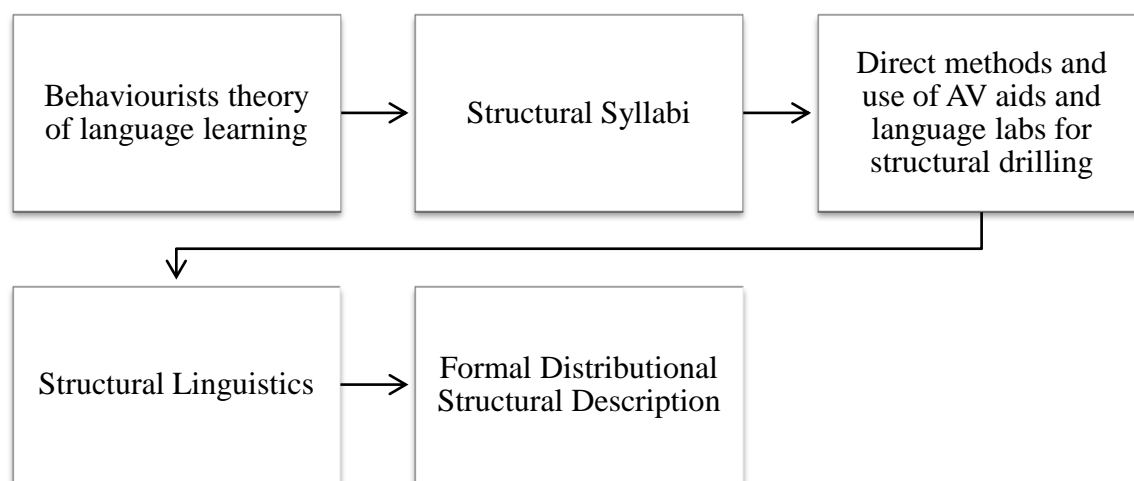
Figure 2.7. Linguistics and Language Pedagogy in the Structural phase reproduced from Narang 2006,8)

The cognitive revolution triggered by Chomsky's innateness hypothesis (1975Citation) changed the pre-existing assumptions about language learning. It shed light on the process which the human mind undergoes while learning languages. The concepts of data-based empirical assumptions about grammatical rules were replaced by the theory of Universal Grammar (UG). This mentalist and rationalistic theory of language; and the transformational generative rules not only enhanced the understanding of language and but also the process of language learning towards knowledge. Thus, it provided an operational framework to write language specific descriptions.

2.4.2 The second paradigm shift: Teacher-centered pedagogy to Learner-oriented pedagogy

Towards the end of the twentieth century, the language teaching shifted from the teacher focused pedagogy to learner-centered pedagogy. In the previous methods, the teacher assumed the prominent role in a language classroom. However, the second

paradigm shift marked a shift to the needs and demands of the learner. Thus, a distinction emerged between pedagogical theories and teaching practices. Differences between the teaching of second language and foreign language were established. Social functions of language were taken into consideration while designing syllabus and methods of language teaching. Register specific forms and functions of language were analysed so that language teaching could be focused on learner's need and purpose.

2.5 Major Methods and Approaches in Language Teaching

2.5.1 The Grammar Translation Method

A predominant method in the pre-structural phase, Grammar Translation method aimed to familiarise the learner with grammatical rules of the language. It emphasised on the primacy of rules in language and provided instructions with direct translations. The students were expected to memorise the vocabulary and instructions by translations from their native language. The teaching of grammar was processed by the examination of texts and development of awareness of the inherent structural nature of language. The goal of this method was to enable the learner to be able to read, comprehend and write texts in the target language. This knowledge was acquired gradually, by traversing the facts of language and the syntactic mechanisms, starting from simplest to the most complex. The exercises were practised regularly allowing the assimilation of the rules stated in the course.

According to Brown (2000, 15), Grammar-Translation Method is described as a method that focused on grammatical rules. The vocabulary was taught in a non-contextual isolated form. The words were isolated and translated into their equivalents in the mother tongue. The reading exercises consisted of translating texts from the target language to native language and vice versa. Mechanical drills and memorisation by repetition were important characteristic features of this method.

Larsen-Freeman (1986, 4) summarised the key features of Grammar-Translation Method in a classroom setting. The GT classroom was teacher centred. The teacher was the source of content and instruction in the class. The students occupied the role of passive recipients of the instruction. The medium of instruction was the native language or L1 of the students. The classroom interaction was between the student and teacher. The grammar was taught overtly. The rules of the language were

presented in a deductive procedure. The vocabulary was taught in isolation. Students were expected to internalise the L1 equivalents of the vocabulary presented. The material consisted of texts from L1. There was a natural order in the teaching of skills: reading, writing, and grammar. The main techniques used in the classroom were a translation of the literary text, reading comprehension questions, use of words in sentences, fill in the blanks, composition etc.

2.5.2 The Direct Method

The Direct Method of language teaching was a result of the revolution in the field of English language teaching against the limitations of Grammar-Translation Method. The foundational assumptions of this method rest on the belief that learning an L2 is similar to learning an L1. Just as a child acquires a language by being directly exposed to an input with a rich linguistic environment, an adult can also learn a language by spontaneous exposure to it. According to Richard and Rodgers (2001, 2), the medium of instruction in the classroom was exclusively in the target language. The content of teaching consisted of fragments of the language used in the everyday colloquial parlance. The oral interaction was highly encouraged in the class. Spoken skills were developed with carefully guided sequences of interactive exchanges between the teachers and students. The vocabulary was taught in context with the use of picture naming, demonstration and association of ideas. Grammar was taught inductively. Students were introduced to the structures of the language and encouraged to draw the rules themselves. Errors were frowned upon and corrected immediately. Popularly known as Natural Method, it was defined by Palmer (1987, 31), as a language teaching based on the doctrine of exclusion of translation. According to Fries (1993, 19), it was a method of language teaching through discourse where students were encouraged to indulge in conversation, discussion and dialogue in the target language. The teacher played the role of both a facilitator and a participant in the class. The direct method gained considerable popularity at the outset of the twentieth century. As a method, it is still popular in private schools where the medium of instruction is in the target language. It is criticised for its lack of concrete theoretical underpinnings as the success of the method rests solely on the skill and talent of the teacher.

2.5.3 The Audio-lingual method

The development and popularity of audio-lingual method can be traced around the Second World War. It started as a result of the need to learn new languages for working as an interpreter or translator. This method of language teaching rested purely on the behaviouristic principles of language learning. It was a teacher-centric approach to language pedagogy in which the teacher assumed the supreme role in the classroom. The teacher served as a model for an ideal speaker whose fluency and command over the language was to be imitated and emulated. The primary objective of the audio-lingual method was to master pronunciation. Initially known as the aural-oral method, this method acquired shape and picked up momentum in the 1950s. Influenced by behaviourist psychology and structural linguistics, it stressed the need to indulge in pronunciation drills and practices to acquire competence in the language. The students were made to listen to audio recordings of the language models in different contexts. They were encouraged to practice in a variety of drills to reinforce the behaviour.

Prator & Celce-Murcia (1979,18) lays down the basic premises of the audio-lingual method. The classroom acted like an audio lab with appropriate devices to listen to the target language recordings. The texts and materials for the classes were presented in the form of dialogues. The instruction was given in the form of audio and spoken forms which were to be memorised and practised by the students. Grammar was taught inductively, i.e. students were introduced to language fragments and made to draw rules themselves. Structures were learnt by reiteration and repetition of rules. The teacher assumed the primary role in the class. The instruction was given in the target language, and the use of L1 was discouraged. The student's errors were strictly dealt with and immediately corrected. Successful outcomes and results were positively reinforced. Speaking and listening skills were given primacy over reading and writing skills.

2.5.4. Communicative Language Teaching

In the previous sections, the methods of language teaching discussed were based on the assumption that language learning involves cognitive activities. Development of the Chomskyian theories in the 1960s led to the conclusion that language learning is a socio-cognitive process. The concepts of Competence and Performance led to the

growth and establishment of Communicative Language Teaching. Consequently, Hymes (1972 as cited in Narang 2006, 12) put forth the concept of "Communicative Competence" which added to the concept of "Linguistic Competence" put forth by Chomsky. According to Richard and Rodgers (1986, 69), the goal of language teaching should aim to develop the concept of Communicative Competence by Hymes. *Communicative Competence* refers to the ability to use structures of language by the context and situation within which the discourse takes place. The concept consisted of the formal possibility of an utterance, its feasibility, appropriateness about a context and its probability of use. It encompassed the social aspects of the language use into the goal of language learning which was later adopted as the goal of language teaching. A diagrammatic representation of the components of communicative competence can be seen in Figure 2.8.

Linguistic
- Understanding and using correct language

Strategic
- Achieving conversational fluency

Communicative Competence

Socio-Linguistic
- Having awareness of socio-cultural rules and references

Discourse
- Understanding the organsiation of ideas
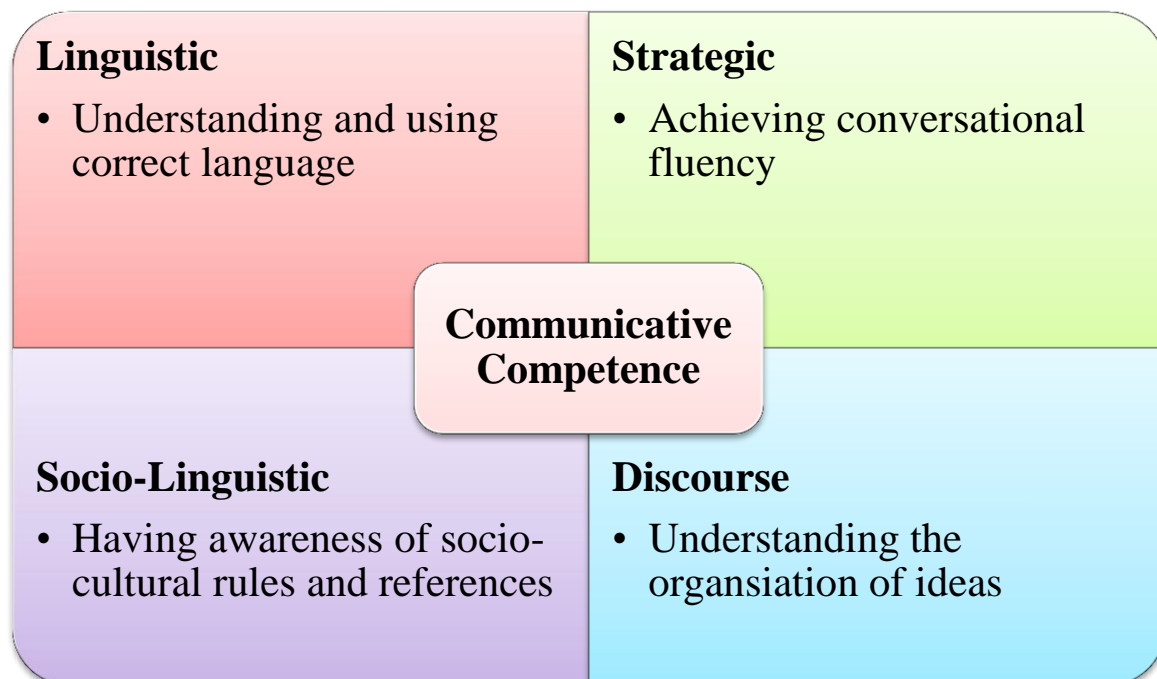
Figure 2.8 Hymes's Communicative Competence, a pictorial model

This relation between the appropriateness of the language structure and the sociological context formed the basis of Communicative Language Teaching (CLT). In this method, the students have introduced to utterances by the situation it was probable to occur in. As Brown (1994, 349) argued CLT involves techniques essential to a speedy learning process. Hymes (1972, 61) reiterates the same when he points out

the irrelevance of grammatical structures without the rules for the contextual use of the language. So the CLT method was unanimously advocated by linguists and teachers alike.

CLT assimilates language construction, and it's purposed to convey meaning. It involves communicating in real life situations such as greeting or apologising. Thus language is a manifestation of functional meaning represented by the structures. In day to day conversation, people do not conceptualise grammatical categories as explained by linguists. They speak to establish social functions. This has been reinforced by Richard and Rogers (2001, 161) when they say that that "the communicative approach integrates functions of language and grammar with "functional and communicative meaning exemplified in discourse at its core."

Harmer (2002, 85) outlines the premise of CLT in six features: The first feature is the desire to communicate. In a class in which a teacher follows the communicative approach, activities and tasks should create the desire among learners to communicate something meaningful rather than pure memorisation of rules. The second feature extols on the communicative purpose. Activities and tasks should contain a purpose for real communication rather than to learn grammar. The third feature focuses on content rather than on form, i.e. the students should concentrate on what to say (content) not on how to say (form). A learner should have a message in his minds when he wants to communicate. The fourth feature stressed the importance of the variety in language. Activities and tasks should present learners with diverse situations from daily life, so that language learning isn't a tedious task. In a nutshell, learners should be encouraged to use language that is similar to real life rather than seeing it as a task to be completed. The fifth feature is the minimal intervention on the part of the teacher. While doing activities, learners should work freely without any intervention from the teacher. The teacher's role is restricted only to facilitate meaningful communication among learners. Evaluation can be done at the end of the session. The last feature states that there is no fixed material for the classroom. Activities and tasks should not be limited to language forms. Learners should be free to choose what and how to communicate by themselves.

2.5.5. The Humanistic Approach

Humanism is a psychological term that focuses on the sub-structures of human mind and emotions. The application of this theory in language pedagogy aims to consolidate the importance of emotions and feelings into the system of language teaching. According to Stevick (1980), there is a need to take into account the importance of relationships inside the classroom among those involved in the learning process over other factors such as materials and techniques. Humanism in language pedagogy endeavours to accommodate the following key points:

- Due importance on the improvement of human values.
- Promote self-awareness.
- Compassion for human feelings and sentiments
- According to an active role to the student in the process of learning.

In this approach, the role of the teacher relegated to that of a participant and facilitator in the class. The method stressed importance on how to learn instead of what to learn. The application of this method in language teaching led to the practising of many methods which will be discussed in the sections that follow.

i.   The Silent Way

The Silent Way as a method of language teaching was developed by Caleb Gattengo in the early 1970s (Richard and Rodgers 1986, 17). As a method of language teaching, it was based on cognitive arguments for its theoretical sustenance. As the name suggests, the silent way advocates that the teacher or instructor should be as silent as possible in the class making way for the student to dominate the discourse. It adopted a heuristic and problem-solving approach to language learning. According to Richard and Rodgers (1986, 99), learning is assisted if the learner adopts a path of discovery and reflection rather than of memorisation and remembering. It is also facilitated if the learner mediates his way through physical objects. It is expedited by problem-solving, and involving the texts and contents to be learned. This method banked upon 'discovery learning' procedures as part of the teaching methodology wherein the students are encouraged to build conceptual hierarchies by reflecting and investing in the concepts. According to Gattengo (as cited in Richard and Rodgers 1986, 102), learners should acquire an autonomous and independent position in the classroom. They should endeavour to assume the responsibility for their own

learning goals and should proceed in the learning process by solving language problems. The teachers were expected to assume the role of a stimulator rather than a spoon feeder. The materials involved in the language classroom were sets of Cuisenaire rods, i.e., small coloured rods of different lengths. These rods were used as cues to introduce components of language. The vocabulary was taught using the cues like colour, number and other adjectives used to describe the rods. Verbs were introduced using action involving the rods like giving and taking of the rods. Similarly, syntax was taught by pluralisation, word order, tenses and comparatives alike. The teacher introduces these props with short fragments sentences or phrases. The students were encouraged to build on these cues with minimal interference from the teacher. Thus, it can be concluded that the Silent Way of language learning was a learner-centric method of language learning.

ii.   The Total Physical Response Method

This method was developed by James Asher and was based on the coordination between language and physical movement. In this method, prime importance was accorded to listening and actions in the class. Richards and Rodgers (1986, 66) state that this method was built around the coordination of speech and action. According to Larsen- Freeman (1986, 110), the students were expected to abide and respond to the commands in the target language by the teachers. This method was based on the theory of language acquisition in which a child initiates the language acquisition process by reacting to the verbal spoken cues around him. A typical classroom setting consisted of a teacher issuing commands in an imperative language with body movements and action. This process was repeated until the students gauge the meaning of the commands. This was followed by some student volunteers enacting and repeating the whole process. The student was given the liberty to speak only when they are ready to speak and issue commands to either the teacher or the fellow students. As mentioned, this method was based on the humanistic method of language teaching; importance was given to the emotional state of the students. The role of the teacher in the class was to issue commands initially and then respond to the commands of the students. The students were expected to respond physically to the commands of the teacher. Grammar teaching consists of imperative sentence structures. The vocabulary was also presented in the form of imperative words and actions. The errors committed by the students were dealt leniently. They were

corrected indirectly later on. The order of the skills introduced was listening, speaking, reading and writing. The techniques followed in the class were commands, role reversal, and action sequences.

iii. Community Language Learning

Community Language Learning was developed by Charles Curran in 1972. In this method, a classroom was seen as a group of individuals who are in need of therapy where the teacher acted as a counsellor for the learners. According to Larsen-Freeman (1986, 89), the teacher attempted to understand the struggles faced by the students in their quest to internalise another language.

This counselling learning model of language learning took into account the social dynamics of the group. At the outset, the group members were expected to overcome mental barriers that affect the interpersonal communication between the members. The anxieties caused by the educational goals of the classroom were overcome by support between the group members. The theoretical underpinnings of this method rested on the belief that language as a medium of communication is essentially a social process. Learning a language means sharing ideas and beliefs with other people who make it a cognitive and effective process. Hence, Community Language Learning adopted a holistic approach towards language learning.

A Community Language Learning classroom consisted of a teacher whose primary role was to act as a therapist for helping the students. The learner's role was defined regarding a homogenous group who were seeking help for learning the language. The medium of instruction was initially given in L1 to obliterate the insecurities and anxieties of the member. The instructions for learning were issued in the target language. Initially, listening and speaking skills were accorded more importance than reading and writing skills. There was no fixed material or text for the classes. The teacher was given the liberty to start with any topic which was familiar among the group. The L1 of the group was essentially used for grammar and vocabulary teaching. The nature of the interaction in the classroom was between teacher and student; or between the students. The errors were dealt in a flexible manner to avoid hurting the feelings of the learner. The techniques used in the class were mostly group tasks in which the students were divided into groups to work amongst themselves. In certain situations, the teacher acted as a human computer who moved

around in the class approaching students when they seek help by raising their hand or making some gesture. Another technique used in this method was transcription. In this activity, the teacher wrote chunks of the target language uttered by the learners and their L1 equivalents. This was followed by a discussion on the grammaticality and contextual coherence of the language.

iv. Suggestopedia

Founded by the Bulgarian educator and psychiatrist Georgi Lozanov (Citation), this method was based on the ideas of Suggestology. Suggestology is the study of non-conscious influences of the human mind. According to this theory, learning is aided and abetted by a stress-free and motivated mind. The first step in the quest for knowledge is to get rid of anxiety and strain.

Richards & Rodgers (1986, 42) reiterated this belief by saying that the suggestopedia classroom was marked by decoration, furniture, and the arrangement of the classroom, the use of music and the authoritative behaviour of the teacher. The objective was to present a pleasant and amicable environment to the learners. Guided by the principles of humanism, this method demanded teachers to consider the obstacles faced by the learners and seek ways to remove them. The problems consist of psychological and mental barriers for the learners. The principle of this method rests on the humanistic theory of learning. According to this method, the agency of power and authority in the class should be acknowledgeable and reliable as it has been observed people grasp better when the information doled out to them is from trustworthy and familiar sources. The distribution of power between the teacher and student should be that of parent and ward type. It is imperative that the source of knowledge should be characterised by the duality of patterning. Both physical environment and instruction should contribute to the process of learning. It is important to use various intonation patterns to warrant the attention of the student. Instructions, when accompanied by varying rhythm and tones, make for an interesting class. The teaching materials should be coupled with music and beats to arouse the interest of the class.

Thus it can be said that the history of language teaching is replete with many parallel movements in other disciplines. These movements have influenced, shaped and

moulded the field of language teaching. Each method and approach had its distinct characteristics and rested on certain principles about learning.

The pedagogical scenario has undergone many sea changes in accordance with the demands and needs of the learners and society. For a language teacher, it is imperative to be abreast with the developments and improvisations in language teaching. This study is an attempt to understand the pedagogical methods and approaches followed by the English teachers in schools in Cuttack district of Odisha. As discussed in the introductory chapter, the schools in Cuttack have different educational environment owing to the differences in affiliation, curriculum and medium of instruction. An attempt has been made to study the contrasts in the English language teaching procedures in these schools and draw a parallel between the methods followed by the teachers in English medium and Odia medium schools. Although the quantitative data involving the figurative measurable data has been recorded by the census and other Governmental organisations, but such a descriptive study involving quantitative and qualitative variables is first of its attempt. Hence, it is hoped that this study would help in understanding the educational scenario in Cuttack.

Chapter- 3

Research Methodology

3. CHAPTER 3

3.0 RESEARCH METHODOLOGY

This chapter presents an account of the methodology used during this research study. It outlines the steps followed in collecting data and describes the instruments that enabled the process. It also includes an account of the variables listed in the design of the data collection instruments and explains the procedures of the pilot study. The chapter also explains the research sample and the factors considered in selecting the sample.

3.1 Research Paradigm

The outset of any research is marked by formalising a hypothesis which is useful in questioning the nature and process of research. This enables the researcher to demarcate the theoretical basis of the research and explore the ideas and concepts embedded within the environment of the research. According to Mertons (2005, 91), the paradigm is a way of perceiving the world. It is the foundational insights and assumptions that guide one's actions. The notion of paradigm first emerged in works of Thomas Kuhn. In his book "The Structure of Scientific Revolutions" (1962), Kuhn defined paradigm shifts as a fundamental transference in the principles and concepts that forms the bedrock of any scientific investigation.

Thus, it is important to lay down the skeletal framework of the researcher's beliefs and perceptions to define the scope of the research.

3.1.1. Qualitative and Quantitative Research Paradigm

Qualitative research is an explorative study that consists of multiple research methods. It aims to seek a subjective investigation of the research variables and a complete detailed analysis of the same is undertaken to provide an insightful response. In the words of Walliman (2011, 73), "Qualitative research involves careful definition of the meaning of words, the development of concepts and variables, and the plotting of interrelationships between these."

Alternatively, a quantitative study is an inquiry into a social or a human problem, based on testing a theory composed of variables, measured with numbers, and analysed with statistical procedures, to determine whether the predictive generalisations of the theory hold true.

3.1.2 Longitudinal and Cross-sectional Study

A cross-sectional study is a variant of observational study that analyses data collected from a population, or a representative subset, at a specific point in time. The defining feature of a cross-sectional study is that it can be used to compare different population groups at a single point in time. A longitudinal study (or longitudinal survey, or panel study) on the other hand, is a quasi-experimental research design that involves repeated observations of the same variables (e.g., people) over long periods of time. When longitudinal studies are observational, they examine the state of the world without manipulating it. However, it has been argued that they may have less power to detect causal relationships than experiments.

3.2 Types of Research Involving Children in a Classroom Setting.

Johnson and Christensen (2008, as cited Sreeram 2014) identify five types of research concerning children. These include:

1. Basic Research: This research method investigates underlying scientific processes behind human actions. In early childhood, it refers to the underlying brain mechanisms behind the child's physical, cognitive, personal and social development.

2. Applied Research: This method of inquiry focuses on finding solutions. It may draw upon findings from Basic Research and point ways to solutions. Most early childhood researchers and practitioners follow this method concerning their research project.

3. Evaluation research: This method is a version of applied research that involves evaluating the effectiveness or impact of a new initiative. In early childhood studies, evaluation studies are often undertaken to find if the new programme or educational policy could be expanded enough to fit in a national setting. It lets the researcher critically analyse the impact of the implementation of such interventions.

4. Action Research: Set at a work site, this method is an extension of applied research. It begins with the identification of a problem within a workplace and aims at finding solutions that can be implemented with respect to the problem. In short, it attempts to understand the needs within a workplace.

5. Orientation Research: This method is beneficial in collecting information to emphasise positions within a debate around ideologies or society. It reinforces argument and navigates the researcher to argue for positions with respect to the disadvantaged. It focuses on social and economic inequalities and thus, makes the researcher's orientation transparent.

3.3 The Present Study: An Interpretive Paradigm

In order to evaluate the objectives of the present research, interpretive paradigm has been used to delve into the present research goals. The data, elicited in accordance with the research goals, was interpreted to draw inferences and conclusions.

Interpretative Paradigm started off as a reaction against the positivist's tradition of observing the world. Its theoretical underpinnings were based on the theories proposed by Hermeneutics and Phenomenology and advocated the need to provide a platform for interpretations by the research participants. This research paradigm is based on the participant's subjective perception of the variables and builds the enquiry on the basis of this perception. Interpretive paradigm concentrates on the methods of constructivism, phenomenology, ethnographic inquiry, participatory action research and symbolic interactionism (Alverman, 2010 as cited in Sreeram 2014). It evaluates existing theories, in three different ways. In the first scenario, theory serves the purpose of a guide that designs the research and aids data collection. Secondly, theory can also be used as an iterative process of data collection and analysis. Lastly, theory can become the outcome of a case study (Walsham, 1995, 6).

This research, based on an interpretive paradigm, uses mixed methods like interviews (qualitative); questionnaire and observation (quantitative) to understand the pedagogical practices of English teachers in the schools of Cuttack. As mentioned above, it uses theory to goad the design of data collection instruments and; analyse and infer the outcomes of the data. The existing notion of language pedagogy is used as a reference point to design the data collection instruments and elicit data. The experiences and beliefs of the research participants are interpreted to reach a generalized observation about the variables. The subjective reaction of the participants is elicited to interpret and answer the research questions. Thus, the study uses interpretative paradigm to design the research objectives; data collection instruments; and draw inferences from the results.

3.4 Research Goals and Objective

Research in the field of ELT has provided insights into how English teachers execute their teaching. Studies on their approaches and beliefs about language learning have shown how they have influenced actual classroom practices and behaviours. In short, they play a major role in shaping teachers' characteristic patterns of instructional behaviour.

Taking off from this important point of enquiry, this research discusses the methods of English teaching followed in the schools of Cuttack. The focus of the study is to examine the

set of teaching techniques and methods used by the language teachers in the classroom. In addition to the materials and aids used by the teachers, the staging and sequencing of the syllabi were also. Finally, the research contextualised learning theories, linguistic theories and the socio-cultural backgrounds of the teachers to explore this project in detail. The study is concerned with the overall methods of English language teaching practised by the teachers in English and Odia medium schools. It explored and engaged with the following research questions to gain insight into the goals of the study:

- What are the methods of English Language Teaching employed by the teachers in the two schools?
- What are the methods employed for grammar teaching? Are they implicit or explicit in nature?
- Are the teachers in these schools subscribing to methods like Grammar Translation, Direct, Audio-Lingual or Communicative method?
- What are the factors that govern the staging and sequencing of the contents of the curriculum?
- To what extent is the agreement and divergence between the two school's English teacher's methods?
- To identify, whether English language procedures and content taught in the class are designed according to the communicative perspectives of the curriculum prescribed?

3.5 Research Design

The research design is the conceptual framework that lays down the outline of the research methodology. In social sciences research, research design is the blueprint that outlines the nature of the data that has to be collected to support the hypothesis. Since this study is an attempt to look into the teaching practices, a sample consisting of English teachers that would suitably fit within the research questions of the project was taken. A sample is a representative part of the population considered for studying the research variables, the sample of the present study consists of fifty English teachers in English medium and Odia schools at Cuttack district of Odisha. It was decided that the teachers teaching English in class third grade to seventh class grade would be considered. This limit was decided by the theories of language acquisition. According to the critical period hypothesis, there exists an ideal window in which language acquisition is biologically assisted. Beyond this age, the ability of a child, to acquire a language with impunity, becomes restricted. Grade three to grade seven consists of children in the age group 7-11years which falls in the critical range as

agreed by most researchers. Again, it has been observed that from seventh grade onwards the focus of the English classrooms moves from language teaching to teaching literature and other aspects. Hence, the limit was decided considering these factors.

But, due to unavailability of teachers who would be willing to participate in the study, the higher classes were also considered. Thus, the final sample for the study was limited to fifty teachers teaching in secondary grade classes. The participants of the sample were chosen by random sampling. A total number of fifty teachers were selected to participate in the research. The schools ranged over different boards starting from Indian certificate of secondary Education (ICSE), Central Board of Secondary Education (CBSE) and Board of Secondary Education (BSE). The sample of teachers was equally divided between English medium and Odia medium schools. All Odia medium schools were affiliated to BSE. The sample of English medium teachers consisted of three CBSE and ICSE schools each. The Odia medium teachers were selected from four schools affiliated to BSE.

3.6 Data Collection Instruments

This study aimed to triangulate methods to ensure reliability and objectivity of the research. Triangulation, a technique in social sciences where the researcher involves two or more methods of data collection to validate their inferences, was used. Cohen et al. (2000,12) define it as the use of "two or more methods of data collection in the study of some aspect of human behaviour." Denzin (1978) lays down the types and varieties of triangulation:

- Data triangulation: involves time, space, and persons

- Investigator triangulation: involves multiple researchers in an investigation

- Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon

- Methodological triangulation: involves using more than one method to gather data, such as interviews, observations, questionnaires, and documents.

The present research employed methodological triangulation, i.e. a mix of quantitative and qualitative methods to collect data and arrive at a conclusion. Quantitative methods such as questionnaire and structured observation were used which objectively elicit the data about the research variables. Subjective aspects of the data were elicited using a qualitative method like interviews.

Triangulation in the present study is achieved by data collection instruments like questionnaire, interview and structured observation checklist. A diagrammatic representation of the triangulation is illustrated in Figure 3.1.
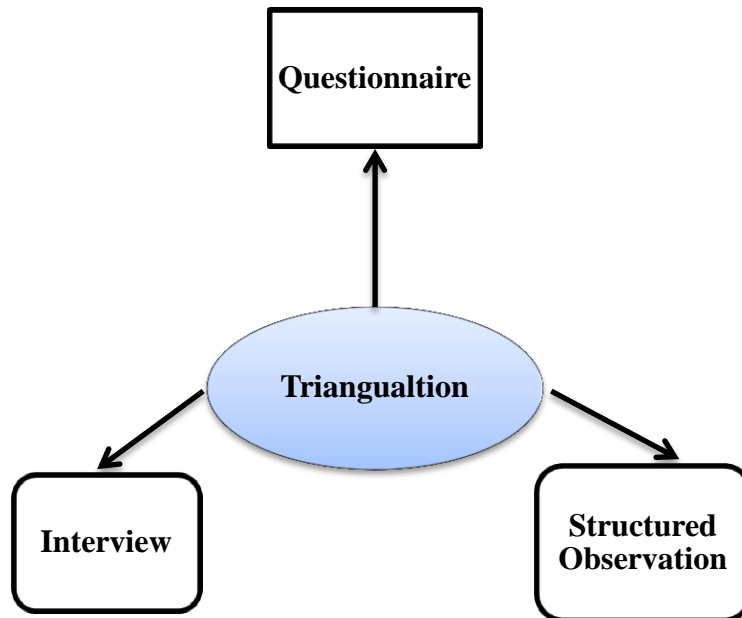
Figure 3.1. Data triangulation used in the study.

3.7 The Questionnaire Design

A reliable questionnaire should encompass all the variables that are identified (to be explored in the study) and elicit correct responses from the participants. In the present study, the objective is to gain insight into the methods of English Language Teaching followed by the teachers in schools in Cuttack district of Odisha. Hence, the variables focused on the different aspects of teaching methods. A structured questionnaire was designed to implicitly tap the teachers' approaches and practices of teaching the English language. Likert scale format was taken with multiple-choice statements and yes-no answer type questions in the final questionnaire.

Sections of the Questionnaire

Section A: Background Information

This section was designed to collect the background information within the limits of anonymity of the informants. The information gave a structured insight into the profile of the

teacher. It intended to understand the participants' introduction to English. This helped in tracing a trajectory of the participants from the position of a learner to a teacher while giving an account of the participant's engagement with the language in general. It intends to present the participant's sociolinguistic profile and present a picture of the participant's position as a speaker of the language. For any research on language teaching, it is important to analyse the instructional system and the content that is selected and organised. Hence this section also aims to look into the nature of methodological steps undertaken by the teacher while preparing for the classes. It also proposes to enquire if adequate resources were available to the teacher to prepare the lesson plans. This section expects to place the position of the teacher as the speaker of the language. During data collection, it was found that in some schools, a single teacher teaches more than one subject. Such practice is prevalent in public funded schools run on meagre budgets. In the absence of proper resources, a single teacher with limited expertise is expected to teach several subjects.

Section B

This section consists of subsections examining the response of the teachers towards nature of language, the nature of learning, and classroom practices relevant to the major approaches to teaching the English language. The section consists of three categories of questions. Question number 7 to question number 15 consists of multiple choice questions where the participants were given four options out of which they were to mark one response which best reflected their choice. The next part of the questionnaire, i.e. questions from 16 to 26 consists of questions in the Likert scale format which aimed at mediating the attitudes of the teachers on various variables based on methods of ELT. The final sections of the questionnaire consisting of questions from number 27 to 37 were of yes or no type. It endeavours to objectively elicit their responses towards different variables. The variables considered while framing the questions are :

- Grammar Teaching
- Vocabulary Teaching
- Belief about Language in general and Language Learning in particular.
- Role of teacher in the classroom
- Communicative aspects of language
- Use of aids or props in the class.
- Use of L1 in the learning process of L2.

A copy of the questionnaire used for the data collection can be accessed in the appendix (NUMBER).

The questions in the questionnaire were designed strictly within the limits of anonymity. It was presented keeping in mind that the results do not reveal any personal information of the participants. The participants were marked using confidential codes which ensure confidentiality of the data collection process. Each variable was covered by more than one question to cross-check the uniformity of responses. This ensured integrity of the results obtained from the data collection process.

3.8 The Interview Design

In this study, the interview was used as a method of data elicitation. Interview as a tool, allows the research to gain access to the viewpoint of the participant thus it comprises of open-ended questions. It helped to gain a subjective insight into their perspectives and attitudes of the participants. In the present study, the interview method has been used to attain a reinforcing result which enabled the fulfilment of the research goals. It also served as an addendum to the results obtained by the questionnaire and endeavours to strengthen the reliability of the data collected by providing a subjective analysis of the result obtained in the questionnaire.

Structure of the Interview

In the present study, the interview was designed around six open-ended questions keeping in mind the research objectives.

The first question was "How do you think a language is successfully learnt"? The objective of the present study was to explore the methods of English Language teaching followed by the language teacher. To arrive at the objective, it was pertinent to explore the approach and belief of the English teachers towards Language learning in general and English language learning in particular. This question provided a subjective premise of the belief systems harboured by the teachers regarding language learning and hence language teaching.

The next question was "Why is it important to communicate effectively in English"? The second question aimed at understanding the belief of the teachers regarding the importance of communicating in English and whether effective communication is the target of any language learning.

The third question was "Any methods being to teach English in the class? If so, which ones"? It was designed to test the awareness of the teachers about existing methods of English

language teaching. It also aimed to explore if they particularly subscribed to any available method or randomly use what they feel is a best suited method for their classroom keeping the student's proficiency in mind.

The next question was "What is the most important aspect that a teacher should focus on while teaching English"? The fourth question was an attempt to understand the important aspects that the teacher focuses on while teaching English. It also aimed to reflect upon the sequencing of the syllabus that the teacher follows in the class such as the order of teaching reading, writing and speaking skills.

The fifth question was "After years of service and teaching the same subject, do you prepare for a class? If yes, how"? It was specifically designed to know enquire the materials and resources used by the teachers in the class over a period of their career. It provided an insight into lesson planning and also explored the teaching aids used by them in the class. The question was also essential to gather facts about the practical practices of teaching English and making it more effective. It also helped to gather information about the ways that these teachers use to engage students in their respective classes.

The final question was "What in your opinion should be done (any changes etc.) to rectify the mistakes in the current curriculum"? This final question enabled the researcher to gain access to the attitudes of the teachers regarding the present curriculum. The corrective measures and feedbacks suggested by the teachers would be useful to understanding the debates on the curriculum. The feedbacks can be valuable to curriculum designers, policy makers and educationists to identify the issues and problems in the current curriculum and develop correctional measures.

3.9 Structured Observation

Observation can be defined as a method of research in which the researcher discerns the variables of the sample from their natural surroundings. It involves recording and watching the behaviour in the sample. It provides the researcher with an opportunity to understand the phenomenon under study and enables the researcher to understand the participants of the study while they are in a dynamic state. According to Seliger and Shohamy (1989,165), observation as a data collection tool is an effective way of gaining insight. The importance of observation as a research tool has been further corroborated by Dörnyei, (2007,178), who believes that observation empowers the researcher by giving them access to direct information rather than relying upon self- report accounts.

Observations can be highly explicit and structured. Structured observation consists of variables such as grammar teaching, the medium of instruction, attitudes towards errors for the present study. It serves as a checklist to mark the presence or absence of the enlisted features. In this study, the researcher uses a structured observation checklist to include various aspects of English teaching practised by the teachers in the class.

In the current study, observation is also used as a research tool to cross-reference the data elicited by the teachers in the questionnaire and interview. It provides an actuality of the pedagogical practices and methods as used in the class. According to Pajares, (1992), belief inventories need to be backed and supplemented by additional measures such as interviews and observation of behaviour. Thus, observation helps a researcher to provide a correlation between the belief expressed by the teachers and the methods practised in the classes in the present research.

3.10 Limitations of the study

Though the researcher endeavoured to attend and observe the classroom teachings of all the teachers participated in the study, some of the schools did not provide permission to attend the classes as it infringed upon their policies. To overcome this limitation in the study, observations were recorded from the students taught by the teachers in the form of a feedback form which consisted of twelve questions that were both open ended and close ended in nature. The feedback form would also serve as an effective checkpoint to the admittances of the teachers and as means to achieving triangulation in the research.

The Observation Checklist Design

The observation checklist is designed by the theories concentrating on aspects of the major approaches to English Language Teaching. The variables in the checklist were presented in a tabular form. This format enabled the researcher to look at items easily and check them. The design of the observational checklist was structured to encompass the following variables.

- The medium of instruction.
- Nature of instruction.
- The content of the instruction.
- The manner of dealing with errors.
- Usage of task-based activities.
- Grammar teaching.
- Vocabulary teaching.

The medium of Instruction: The checklist attempted to see the medium of instruction used in the classroom by the English language teachers in the schools. Traditionally, the teachers use L1 or L2 in English classrooms along with the target language, i.e. English. Hence, the checklist was designed accordingly.

Nature of instruction

In this section, the researcher attempted to illustrate the nature of interaction in the class that may be teacher-student type, student-student type or repetition/drill. It also aimed to understand if the nature of the classroom is student centred.

The content of instruction/teaching materials:

This section aimed to understand the source of the instruction in the classrooms. The source of the instruction can range from prescribed textbooks to random topics. Hence the checklist was designed to include all the possible sources of content that could be used in the classrooms.

The manner of dealing with errors:

This section dealt with the reaction of the teachers to the errors committed by the students. The manner of response was categorized into immediate and delayed reaction, and direct and indirect manners. It enabled the teacher to understand the nature of the errors committed by the students. As it has been discussed in the review of the literature, different pedagogical methods advocate different response to errors. A teacher's response to errors helped the researcher to understand the method of teaching used by them.

Classroom Activities

The activities in the classroom were defined according to two parameters. One parameter was based on the kinds of activities, and the other was on the frequency of the activities. The types of activity included were task-based, text-based, dictation and comprehension.

Grammar Teaching

The checklist for grammar teaching was marked for the various manners of grammar teaching. The categories included were implicit, explicit, descriptive, functional and any other method used by the teacher.

Vocabulary Teaching

The checklist for vocabulary teaching was marked by the medium of instruction and the method of teaching. The medium of instruction was categorized by translation from native language or strictly using the target language to explain the meaning of words. ; and using

native language and target language. The method of teaching was grouped into: in context, isolated and using visual cues.

3.11 Elicitation Procedure

The steps followed in administrating the data collection instrument and eliciting the data are explained in this section. It includes the procedural steps involved in administering the questionnaire and the interview; and carries an account of the observation and feedback recorded by the students. A pilot study was carried out to test the data collection instruments initially.

Pilot Study

A pilot study can be defined as a trial of the research methods before the commencement of the actual research to test the efficacy of the data collection instruments. It enables the researcher to identify the loopholes in the procedure if any so that it is rectified at the earliest.

For this study, the project was piloted using a sample comprising of ten teachers to test the data collection instruments. The participants of the pilot study consisted of teachers ranging from different schools across states like Delhi, Odisha, Uttar Pradesh and Karnataka. The motive behind selecting participants from a group other than the sample was to test the verifiability and reliability of the data collection instruments. The views and opinions expressed by the teachers were taken into account, and a separate section consisting of yes or no questions was added to the questionnaire. The revised data collection instrument was used for the final elicitation procedure.

i. Administration of the Questionnaire

It is important to adhere to proper guidelines while administering the questionnaire. Research ethics were followed while administering the questionnaire. The purpose of the visit to the schools was clarified, and the research goals were explained in detail to the participants. Due permission was obtained from the head of the institutions before meeting the teachers. The aim and significance of the study and the procedure of answering questions were explained to the participants. Teachers were assured that the questionnaire was not a form of evaluation and hence, anonymity was maintained in the questionnaire. The questionnaires were distributed in unsealed envelopes and instructions were provided along with it. This was followed to ensure anonymity for the informants.

ii.   Administration of the Interviews

The interview provides a subjective perspective into the nature of the variables. For the present study, the sample consists of fifty English language Teachers from the schools based in Cuttack. Once permission was attained from the head of the schools, the purpose of the interview was clarified and explained to the participants. The procedures involved in recording their responses were explained to them, and the participants were asked for consent before their responses were recorded. A copy of the consent form obtained is available in the appendix (NUMBER). A quiet and comfortable place was chosen for the participant was chosen while the researcher informed the participants about the manner in which the results of the interview would be dealt. The questions of the interview were asked in the serial order as mentioned in the interview and the responses were recorded. It is to be noted that in certain cases, the participants chose to write down their responses and they were given the liberty to do so.

iii.   Administration of the Observation

The researcher clarified the purpose of the visit to both the school management and the teachers. Permission for the observation was obtained from the school management to whom the researcher clarified the aim of the study and the procedure of observation. Additionally, the researcher repeatedly assured the teachers that there would be no kind of evaluation and no reference would be made in the results.

3.12 Analytical Procedures

The data analysis can be defined as a process of changing the form of the collected data (raw data) from unorganised, hardly readable to an organised, manageable and easily readable form. Merriam (1998, 178) states that data analysis is to "make sense of the data" and to "make meaning." Seliger and Shohamy (1989, 201) define the process of data analysis as "sifting, organizing, summarizing and synthesizing the data to arrive at the results and conclusions of the research."

The present study included both quantitative and qualitative data. The data was tabulated, and the analytical process underwent different stages by following a content-based analysis and inductive approach analysis. At each stage, the data went through a certain kind of transformation. Hence, a detailed clarification of the analytical processes is given.

i.   Quantitative Data Analysis

Quantitative data analysis refers to the procedures through which raw numerical data is processed to obtain the key percentages. In the case of this study, quantitative data analysis is implemented to the questionnaire and the observation data. The steps executed by the researcher for analysis are as follows:

- The data of the questionnaire and the classroom observation checklist were checked for completion. They were, then, coded using numbers (1-37) for the questionnaire.

- The categories and choices of the items were coded according to their strength (5=strongly agree,4= agree, 3=uncertain,2=disagree,1=strongly, disagree),(4=always, 3=usually,2=sometimes,1=never).

- Based on the participant's answers, the codes were transferred to the summary sheet. Following the codes in the summary sheet were checked again.

- Once the codes were transferred to the summary sheet, they were imported into Microsoft Excel 2007 and Statistical Package for Social Science (SPSS v15.0) for statistical analysis. Finally, the frequencies and percentages were presented in the representative graphs accordingly.

- Statistical tests like chi-square test, cross-tab and frequency charts were used to obtain significance in the results. The Chi-Square test of Independence was used to determine if there is a significant relationship between two categorical variables of English medium teachers and Odia medium teachers. Cross-tab as a method was used to aggregate and jointly display the distribution of multiple variables.

ii.   Qualitative Data Analysis

Qualitative data is the kind of data that is mostly in a textual form (words, phrases and sentences), i.e. non-numerical, usually obtained from open-ended items (the non-numerical form into a numerical form by coding, sorting, categorisation and identifying themes). In the present study, the qualitative data is obtained from the interview process which involved subjective responses of three teachers each from English medium and Odia medium schools.

Qualitative data analysis can be defined as a set of processes and procedures by which data is transformed from the non-numerical form into a numerical form by coding, sorting, categorisation and identifying themes. The answers of the interviewees were checked for completeness and number. The answers were read and grouped. For coding answers, they were typed in a word processor for clarity and control. Once the answers were grouped, they were labelled by descriptive words, categories and subcategories. Once the answers were

coded, categories and subcategories were established and grouped as thematically. Once themes were identified, they were again coded with numbers and analysed by Microsoft Excel 2007 and Statistical Package for Social Science (SPSS v15.0). Finally, cumulative frequencies and percentages; and results of statistical tests were presented.

3.13 Ethical Consideration

Every research should confirm to the prescriptive ideas of ethical and moral code.The ethical consideration issue centres on the participant's right to self-determination and anonymity. A classroom includes children. Being at a developmental age, they cannot understand concepts, under the authority of others (e.g. parents, teachers, guardians, etc.); and can be easily coerced. This makes them a vulnerable group. Thus, research involving children should prescribe to all ethical rules. In this study, the participants were the teachers and data elicited involved information about the children. Hence, it was imperative to undertake prescribed ethical guidelines before the onset of the research.

In India, the governing body for laying down rules for the functioning of universities and higher education, University Grants Committee (UGC) doesn't prescribe any ethical guidelines to be maintained while researching human subjects. Thus, the researcher adhered to the guidelines issued by the Institutional Ethics Review Board (IERB) in Jawaharlal Nehru University (JNU). IERB, in JNU, is the governing body responsible for laying down procedures and parameters for researching human participants. The guidelines issued by the board were taken into consideration before devising the consent form for the participants.

In the case of this study, the researcher maintained ethical consideration through the following procedures:

- The researcher explained the purpose and procedures of the study to the subjects.
- The participants were told that the data collected for the study would not be used for any other purpose.
- The participants were also told that their participation is voluntary and so, consent for participation was obtained from all the subjects.

A duly filled and signed consent form was obtained from the participants after explaining the details and procedures of the study. The sample of consent form used for obtaining permission from the participant is attached in the appendix.

Chapter- 4

Discussion and Findings

4. CHAPTER 4

DISCUSSION AND FINDINGS

4.0 Introduction

This chapter outlines the analysis and inferences obtained from the data elicited from the participants in this study. The present research involves three type of data collection instruments. The analysis and results are presented in different sections. The first section covers the results obtained from the questionnaire. The data from the questionnaire is presented in a thematic order. The corresponding section deals with the inference from the teacher interviews. Finally, the student's feedback is analysed and tallied with the inferences obtained from the responses of the teachers. The objective of the present study was to compare the methods of English teaching followed by the teachers in English and Odia medium schools. Thus the inferences attained by the data from the two categories of teachers are analysed to corroborate the propositions.

4.1 Results of the Questionnaire

The theoretical corollaries obtained from the questionnaire are analysed and presented as follows. The data is analysed on a thematic basis. The themes consist of the variables taken into account while designing the questionnaire. The following tests were used to analyse the data:

- Crosstab was used to descriptively present the percentage frequency distribution of the teachers about the options of the questions. It helped in analysing the overall response of the participants to each question and each option in the variable.

- Frequency Bar-charts were used to present a diagrammatic representation of the frequency distribution of the results.

- Chi-square test was used in questions where the each of the cell counts was above five which was to determine the significant differences (if any) in the responses between the English medium teachers and Odia medium teachers.

The questions in the questionnaire have been analysed under five major themes which are as follows:

i. Theme A- Grammar Teaching

ii. Theme B- Belief about Language Learning

iii. Theme C- Role of teacher in the classroom and their response towards errors

iv. Theme D- Use of aids and language activities in the class

v. Theme E: Use of L1 in the Learning Process L2

The questions purporting to each theme have been presented accordingly.

4.1.1 THEME A- GRAMMAR TEACHING

Six questions covering this theme out of which one was a multiple choice based question. The Questions were:

12. *According to you, grammar can be best taught by:*
     a) *Rules of grammar must be taught and constantly revised. Student also be made to draw examples from it.*
     b) *Examples of sentences and phrases should be introduced and student made to draw rules themselves.*
     c) *Students should not be made to memorize and learn grammar rules.*
     d) *Grammar is not associated with language learning.*

18. *Repeated grammar exercises from practice books are important to learn grammar rules.*
28. *Language examples help students understand grammar rules*
29. *Should students be introduced to the grammar rules and encouraged to draw examples from them.*
30. *Do you think students are capable of drawing rules from language usage.*
31. *Regular practice of grammatical rules before the learning of speaking skills should be ensured.*

Q. 12 According to you, grammar can be best taught by

Crosstab

According to you, grammar can be best taught by	Multiple Choice Options	Count	Teachers		Total
			English	Odia	
	Rules of grammar must be taught and constantly revised. Student also be made to draw examples from it	Count	18	20	38
		% within Teachers	72.0%	76.9%	74.5%
	Examples of sentences and phrases should be introduced and student made to draw rules themselves	Count	5	6	11
		% within Teachers	20.0%	23.1%	21.6%
	Students should not be made to memorize and learn grammar rules	Count	2	0	2
		% within Teachers	8.0%	0.0%	3.9%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%
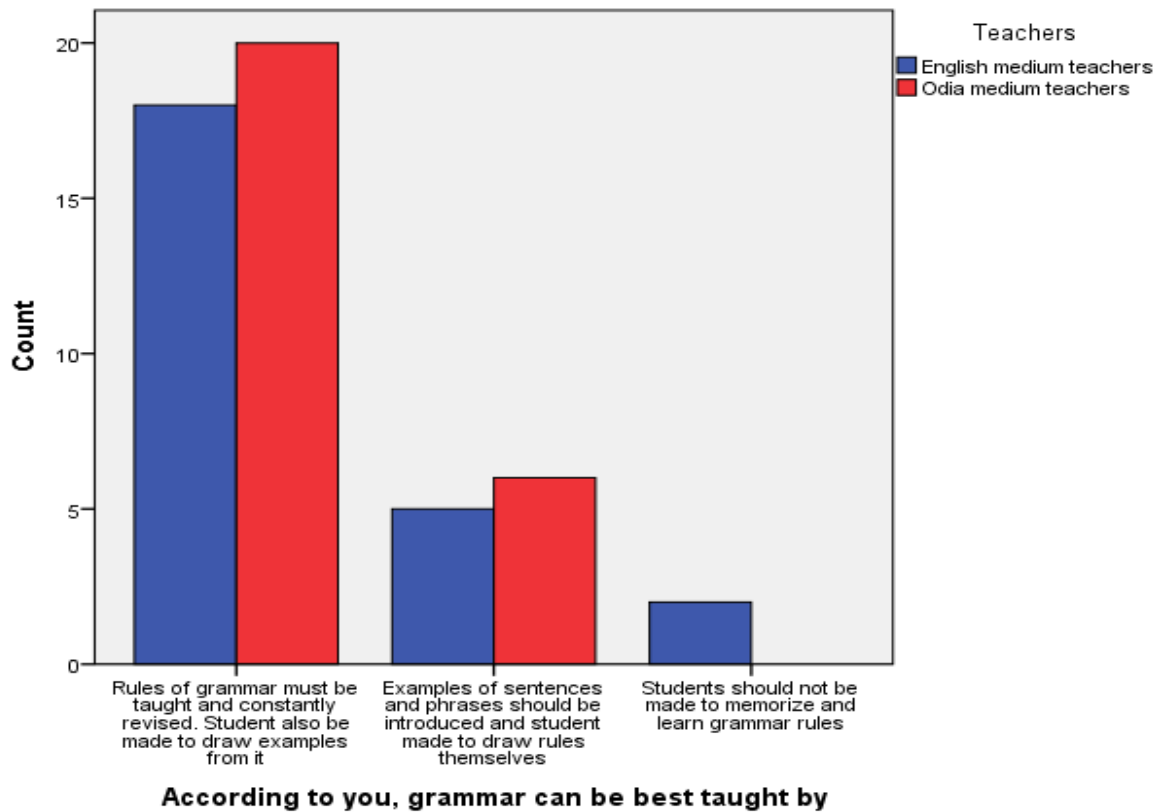
Table 4.1

Figure 4.1

From the Table 4.1, we can observe that about 72% of the English and 76.9% of the Odia medium teachers expressed that, rules of grammar must be taught and constantly revised and student also be made to draw examples from it. The bar chart in Figure 4.1, also depicts the comparative responses of the teachers. Both the school's teachers converge in their majority opinion. The response of the majority as depicted in this question is that grammar teaching must be taught by rules followed by constant practice of the rules. It is also to be noted that a similar response was observed about the option: examples of sentences and phrases should be introduced and student made to draw rules themselves. 20% of the English medium teachers and 23% of Odia medium teachers opted for this response.

Q.18. Repeated grammar exercises from practice books are important to learn grammar rules.

Crosstab

Repeated	Multiple Choice	Count	Teachers	Total

grammar exercises from practice books are important to learn grammar rules.	Options		English	Odia	
	Agree	Count	4	0	4
		% within Teachers	16.0%	0.0%	7.8%
	Disagree	Count	14	17	31
		% within Teachers	56.0%	65.4%	60.8%
	Strongly Disagree	Count	7	9	16
		% within Teachers	28.0%	34.6%	31.4%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%
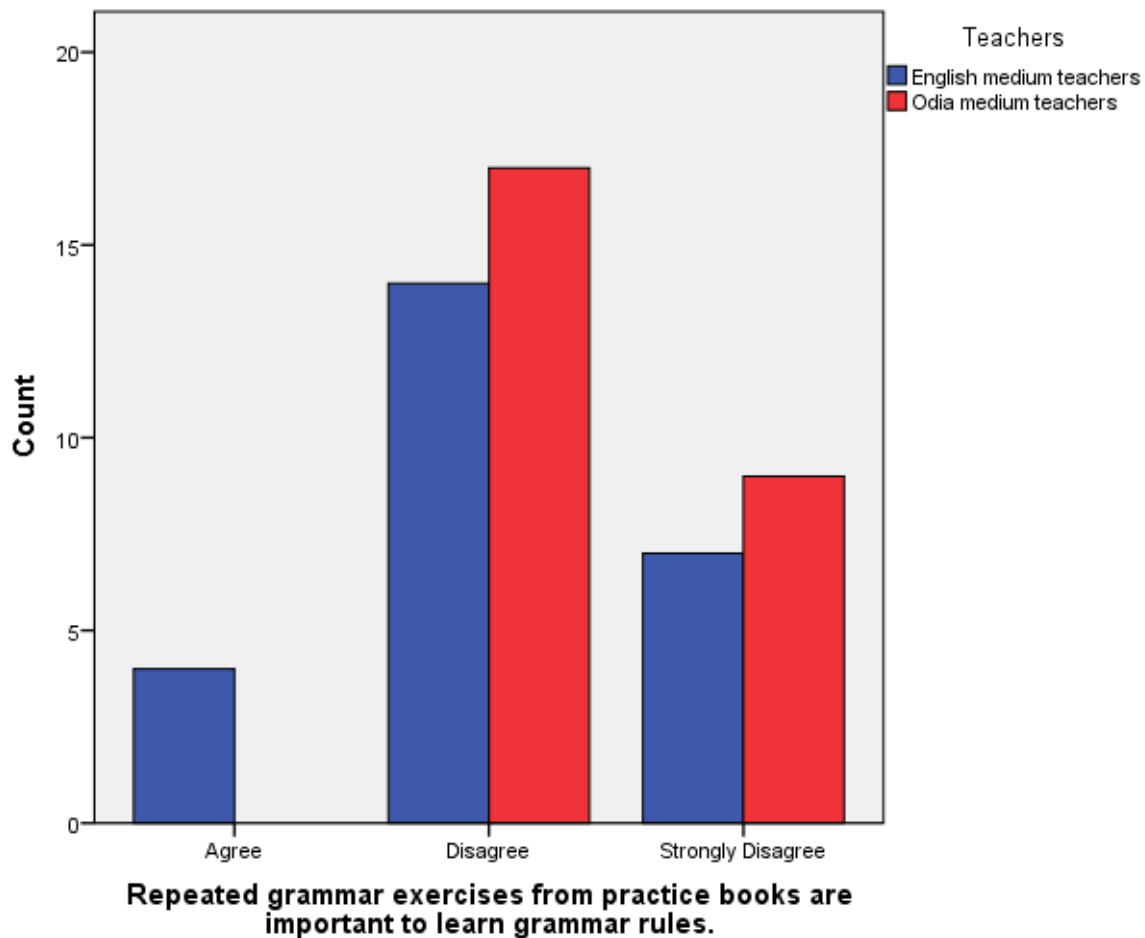
Table 4.2

Figure 4..2

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.522[a]	2	.104
Likelihood Ratio	6.067	2	.048
N of Valid Cases	51		

Table 4.3

In Table 4.3, we can observe that the value of Chi-square statistic was 4.522 and its corresponding p-value was 0.104>0.05. Since the p-value is more than 0.05, we can conclude that there was no significant difference in opinion of the English and Odia medium teachers. The figures in Table 4.2, show that most teachers from the both the groups disagreed with the statement that repeated grammar exercises from practice books are important to learn

grammar rules. Hence, it can be said that majority of the teachers believe that repeated grammatical drills are not important to the process of learning grammar rules.

Q. Language examples help students understand grammar rules

Crosstab

Language examples help students understand grammar rules	Multiple choice options	Count	Teachers		Total
			English	Odia	
	No	Count	1	0	1
		% within Teachers	4.0%	0.0%	2.0%
	Yes	Count	24	26	50
		% within Teachers	96.0%	100.0%	98.0%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.4
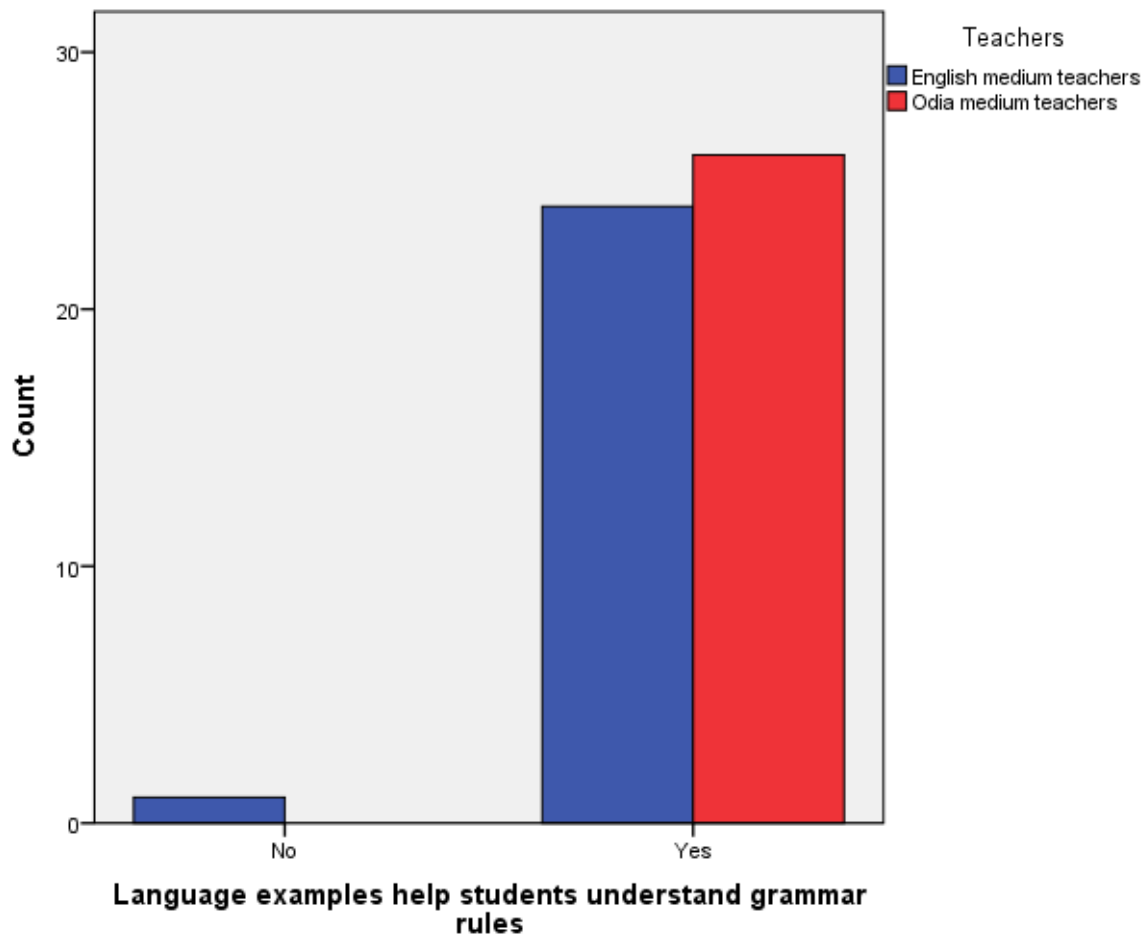
Figure 4.3

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.061[a]	1	.303		
Continuity Correction[b]	.000	1	.984		
Likelihood Ratio	1.447	1	.229		
Fisher's Exact Test				.490	.490
N of Valid Cases	51				

Table 4.5

From the Table 4.5, we can observe that the value of Chi-square statistic was 1.061 and its corresponding p-value was 0.303>0.05. Since the p-value is more than 0.05, we can conclude

that there was no significant difference in opinion of the English and other subject teachers in language examples help students to understand grammar rules. Hence it can be said that all teachers unanimously believe that language examples help in understanding grammar rules.

29. Should students be introduced to the grammar rules and encouraged to draw examples from them

Crosstab

Should students be introduced to the grammar rules and encouraged to draw examples from them.	Multiple choice options	Count	Teachers		Total
			English	Odia	
	No	Count	4	16	20
		% within Teachers	16.0%	61.5%	39.2%
	Yes	Count	21	10	31
		% within Teachers	84.0%	38.5%	60.8%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.6
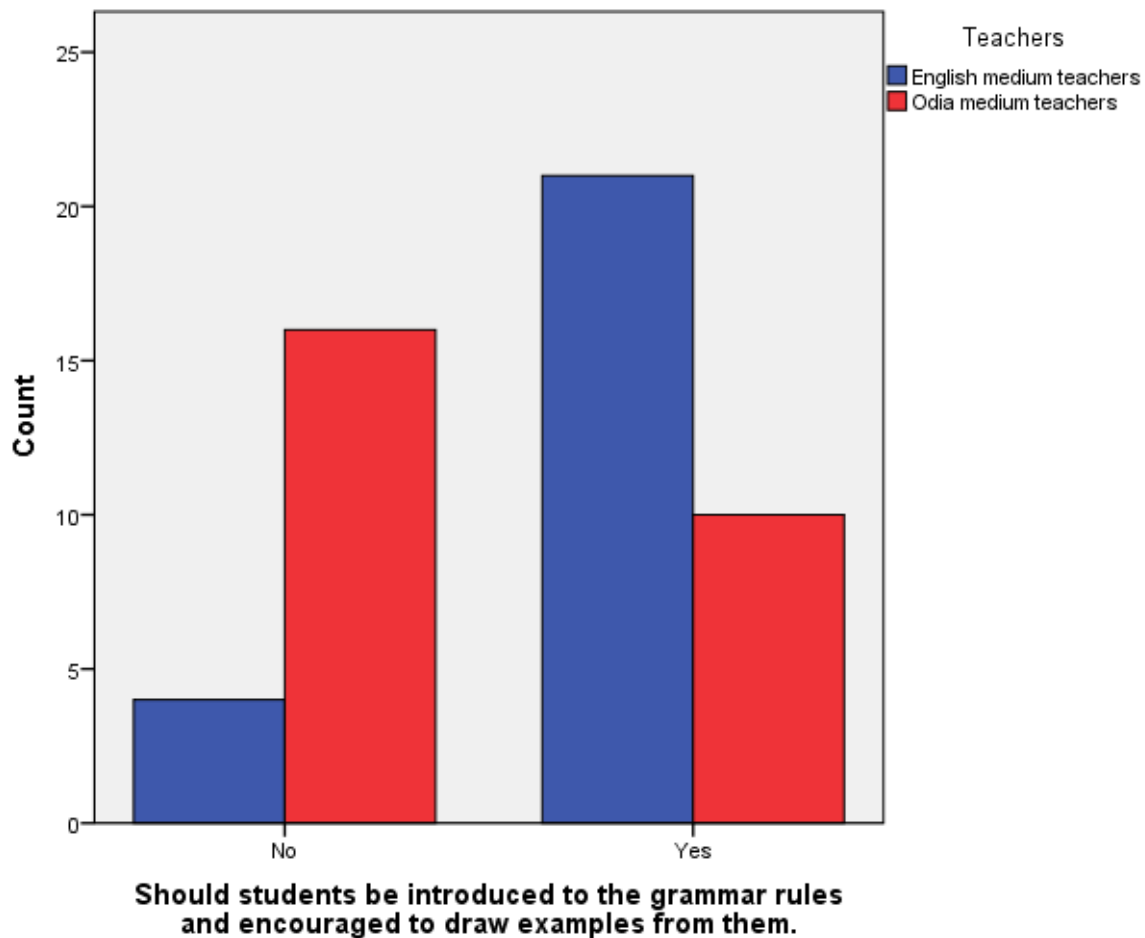
Figure 4.4

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	11.088[a]	1	.001		
Continuity Correction[b]	9.260	1	.002		
Likelihood Ratio	11.680	1	.001		
Fisher's Exact Test				.001	.001
N of Valid Cases	51				

Table 4.7

From the Table 4.7, we can observe that the value of Chi-square statistic was 11.088 and its corresponding p-value was 0.001<0.05. Since the p-value is less than 0.05, we can conclude

that there was a significant difference in opinion of the English and Odia medium school teachers.

From the Table 4.6 and Figure 4.4, it was observed that the teachers feel that students need to be introduced to grammar rules. Further, they support the use of examples while teaching grammar. This somewhat also suggests that these teachers do give weight to the communicative and functional aspect of grammar and not merely a traditional one.

30. Do you think students are capable of drawing rules from language usage?

Crosstab

Do you think students are capable of drawing rules from language usage?	Multiple choice options	Count	Teachers		Total
			English	Odia	
	No	Count	12	17	29
		% within Teachers	48.0%	65.4%	56.9%
	Yes	Count	13	9	22
		% within Teachers	52.0%	34.6%	43.1%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.8
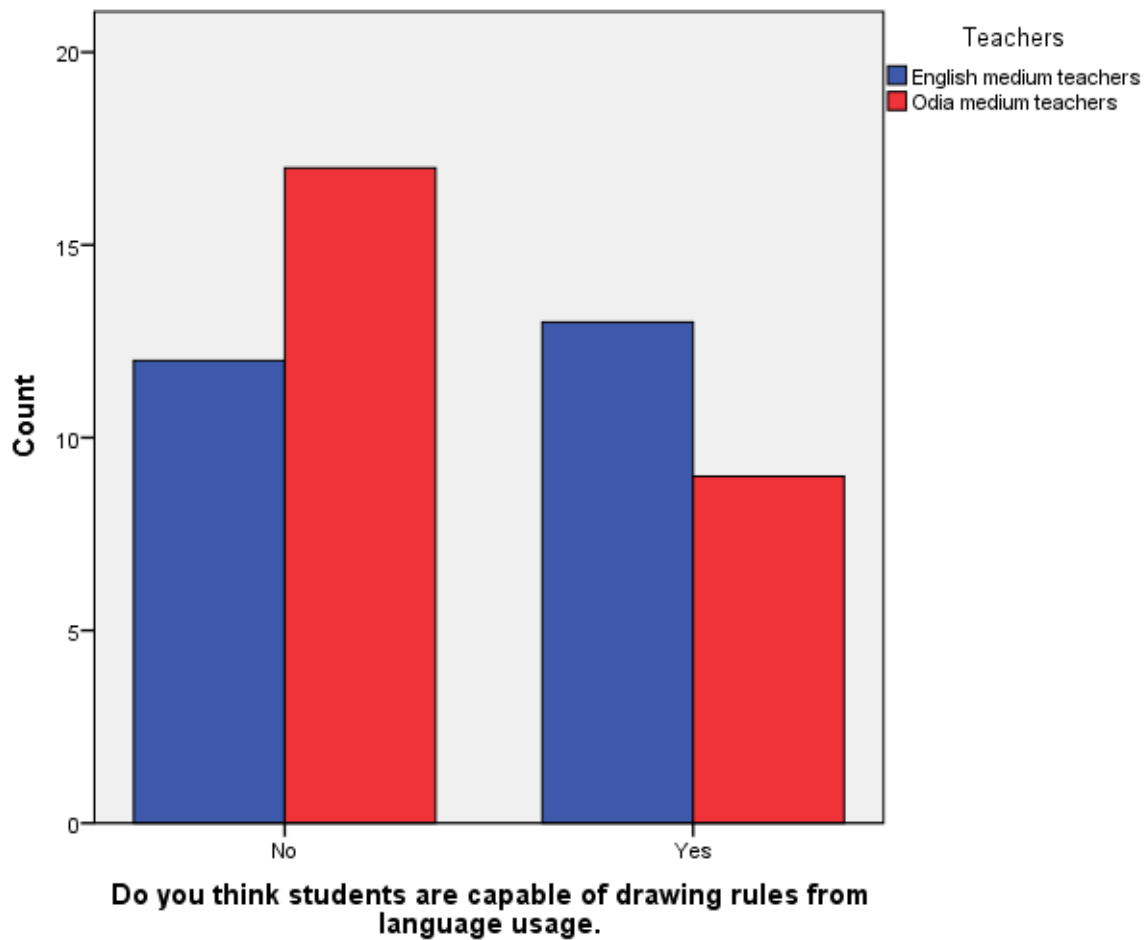
Figure 4.5

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.570[a]	1	.210		
Continuity Correction[b]	.942	1	.332		
Likelihood Ratio	1.578	1	.209		
Fisher's Exact Test				.264	.166
N of Valid Cases	51				

Table 4.9

The majority of the English medium teachers answered in the affirmative whereas as in the case of Odia medium teachers, the answer was no, as can be seen in Figure 4.5 and Table 4.8.

But the deviation between the teacher's responses is very negligible. From the Table 4.9, we can observe that the value of Chi-square statistic was 1.57 and its corresponding p-value was 0.21>0.05. Since the p-value is more than 0.05, the significant difference between the responses of the two groups of the teacher is nil. The teachers, overall in both the schools, are divided in their opinion. While a majority of 52% English medium teachers believe that students are capable of drawing rules from language examples, 65% of the Odia medium teachers express the contrary. Again, 34% of the Odia medium opine that students are capable of drawing rules from examples about 48% of the English medium teachers who express the opposite opinion. It can be seen that the difference between the majority and minority opinion is very negligible.

31. Regular practice of grammatical rules before the learning of speaking skills should be ensured

Crosstab

Regular practice of grammatical rules before the learning of speaking skills should be ensured.	Multiple choice options	Count	Teachers		Total
			English	Odia	
	No	Count	16	8	24
		% within Teachers	64.0%	30.8%	47.1%
	Yes	Count	9	18	27
		% within Teachers	36.0%	69.2%	52.9%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.10
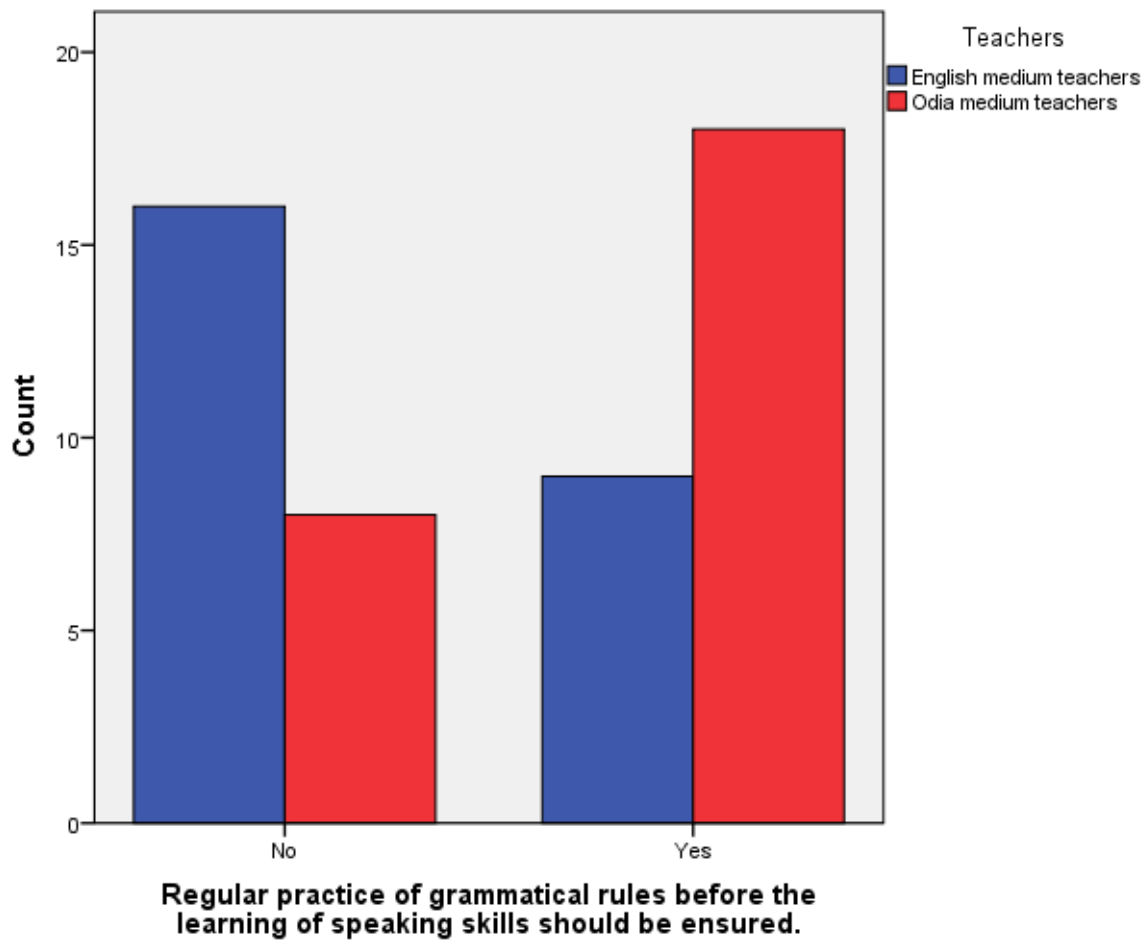
Figure 4.6

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.649[a]	1	.017		
Continuity Correction[b]	4.394	1	.036		
Likelihood Ratio	5.757	1	.016		
Fisher's Exact Test				.025	.018
N of Valid Cases	51				

Table 4. 11

From the Table 4.10, we can observe that the value of Chi-square statistic was 5.649 and its corresponding p-value was 0.017<0.05. Since the p-value is less than 0.05, we can conclude that there was a significant difference in opinion of the English and other subject teachers in the regular practice of grammatical rules before the learning of speaking skills should be used.

Majority of English medium teachers did not agree to the statement that regular practice of grammatical rules before the learning of speaking skills should be ensured. On the contrary, the majority of the Odia medium school teachers agreed to it.

The inference from the above questions.

It can be seen from the above discussion that, the majority of the teachers from both the kinds of school follow a prescriptive notion of grammar teachers. They agreed on explaining grammar rules first and following it with examples. This shows that they practice the deductive method of grammar teaching. Baring the single question(Table 4.11), there was a congruity of opinion in regards to their responses.

In the question no. 12, about teaching of grammar, it was observed that majority teachers from both English medium and Odia schools agreed that rules of grammar must constantly be revised. This places their belief on the deductive way of grammar teaching.

In question no. 18, the teachers in both the schools disagreed on the point that repeated exercises are essential for learning grammar and denied the drill method for grammar teaching.

In question no 28, most of the teachers in both the schools overwhelmingly agreed that language examples help students to understand grammar rules. This bears the testimony to their belief in teaching through examples i.e. the inductive method of grammar teaching.

However in question no 29, there was a stark difference in opinion of the two groups of teachers. Most of the teachers in the English medium schools agreed to the introduction of grammar rules followed by drawing the examples from it. This shows that the majority teachers in English medium schools believe in the practice of the inductive method of grammar teaching. Whereas the majority teachers in Odia medium schools denied the statement and placed their belief in the deductive method of grammar teaching. This inference was reinforced by the results in question no 30. Majority of the English medium

teachers expressed their belief in the student's ability to draw rules from language examples while most of the Odia medium teachers did not think so.

In question no.31, it was aimed to understand the underlying belief of the teacher with regards to learning of speaking skills. Most of the teachers from English medium schools denied the sequencing of grammar teaching before learning of speaking skills. The Odia medium teachers, however, believed that learning of speaking skills must be preceded by grammar teaching. This shows that Odia medium teachers practice a structural approach to language teaching. Structural approaches like GT method advocated the regular practice of grammar rules before fostering speaking skills.

Thus, we can conclude from the results that, there is significant difference of opinion of English and Odia medium teachers with regards to grammar teaching and English medium school teachers believe in inductive method of grammar teaching while Odia medium school teachers believe in deductive method of grammar teaching.

4.1.2 THEME B - BELIEF ABOUT LANGUAGE LEARNING

The question relating to this theme are as follows:

8 . According to you, the best way to learn speaking skills is by:
     a) Reading texts
     b) Practicing grammar rules
     c) Interacting amongst peer group
     d) Listening to songs

9. The way to learn a language is by:
     a) Imitation, Practice and repetition of rules
     b) Meaningful interaction
     c) Communicating In the target language
     d) Watching movies in the target language

13.According to you, which of the following (one) aids in learning English?
     a) The student should frequently interact with friends in English Language.
     b) Interaction amongst friends doesn't matter as an individual's knowledge of grammar decides the level of learning.
     c) Frequent interaction amongst peer group distracts the student.

14. While speaking, the student's pronunciation errors should be

a) *Corrected immediately to prevent formation of bad habits.*
      b) *Ignored so as not to discourage the student.*
      c) *Corrected later.*
      d) *Report it to the parents*

16.   *A language is learned by imitation, practice and repetition*
17   *Language is learned by exposing the learner to an environment where the language is spoken.*

8. According to you, the best way to learn speaking skills is by

Crosstab

According to you, the best way to learn speaking skills is by	Multiple Choice Options	Count	Teachers		Total
			English	Odia	
According to you, the best way to learn speaking skills is by	Reading texts	Count	1	12	13
		% within Teachers	4.0%	46.2%	25.5%
	Practicing grammar rules	Count	4	7	11
		% within Teachers	16.0%	26.9%	21.6%
	Interacting amongst peer group	Count	18	7	25
		% within Teachers	72.0%	26.9%	49.0%
	Listening to songs	Count	2	0	2
		% within Teachers	8.0%	0.0%	3.9%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.12
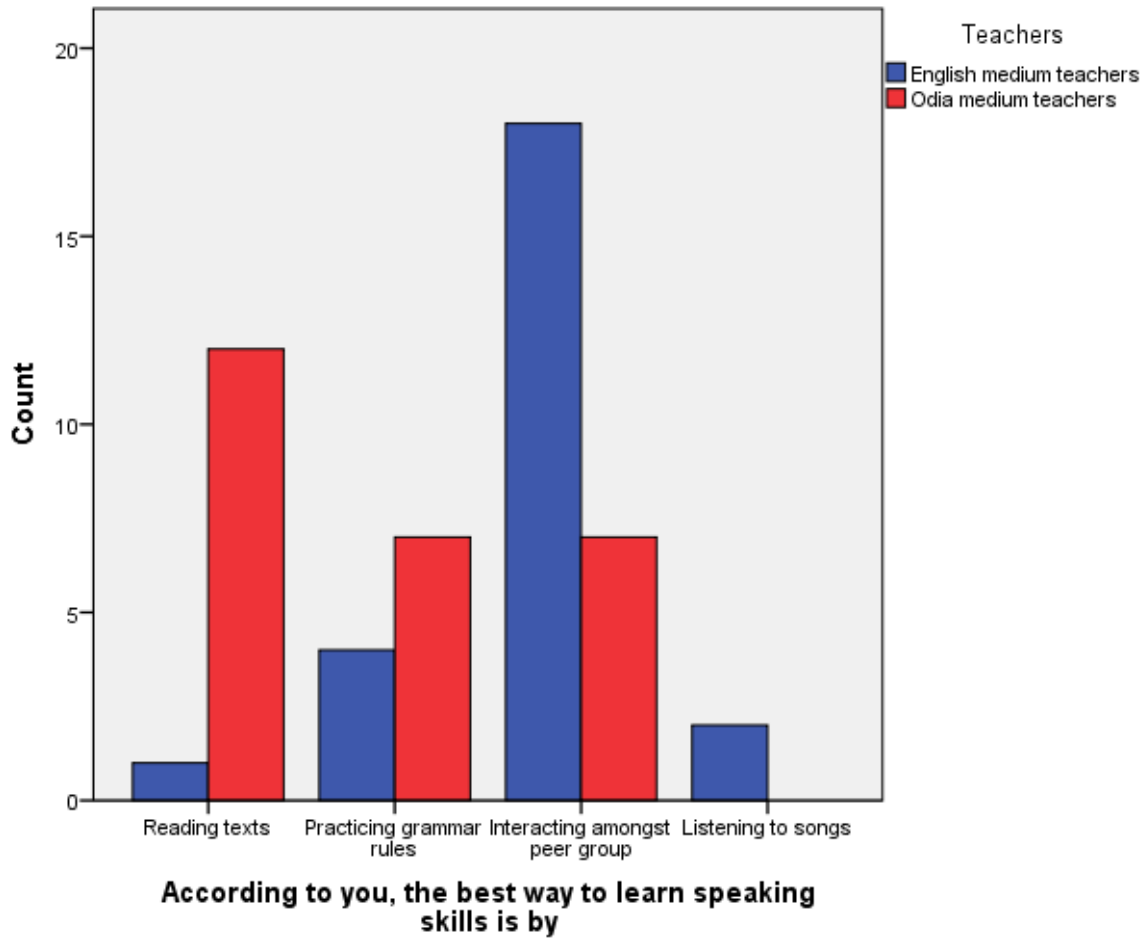
Figure 4.7

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.953[a]	3	.001
Likelihood Ratio	19.562	3	.000
N of Valid Cases	51		

Table 4.13

In the Table 4.13, we can observe that the value of Chi-square statistic was 16.953 and its corresponding p-value was 0.001<0.05. Since the p-value is less than 0.05, we can conclude that there was a significant difference in opinion of the English and Odia medium teachers.

The Table 4.12 and Figure 4.7 show that most of the English medium teachers believed that peer group interaction is the best way to learn speaking skills whereas Odia medium teachers believe that reading of texts contributes to better speaking skills.

9. The way to learn a language is by

Crosstab

The way to learn a language is by	Multiple choice options	Count	Teachers		Total
			English	Odia	
	Imitation, Practice and repetition of rules	Count	3	14	17
		% within Teachers	12.0%	53.8%	33.3%
	Meaningful interaction	Count	10	12	22
		% within Teachers	40.0%	46.2%	43.1%
	Communicating In the target language	Count	12	0	12
		% within Teachers	48.0%	0.0%	23.5%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%
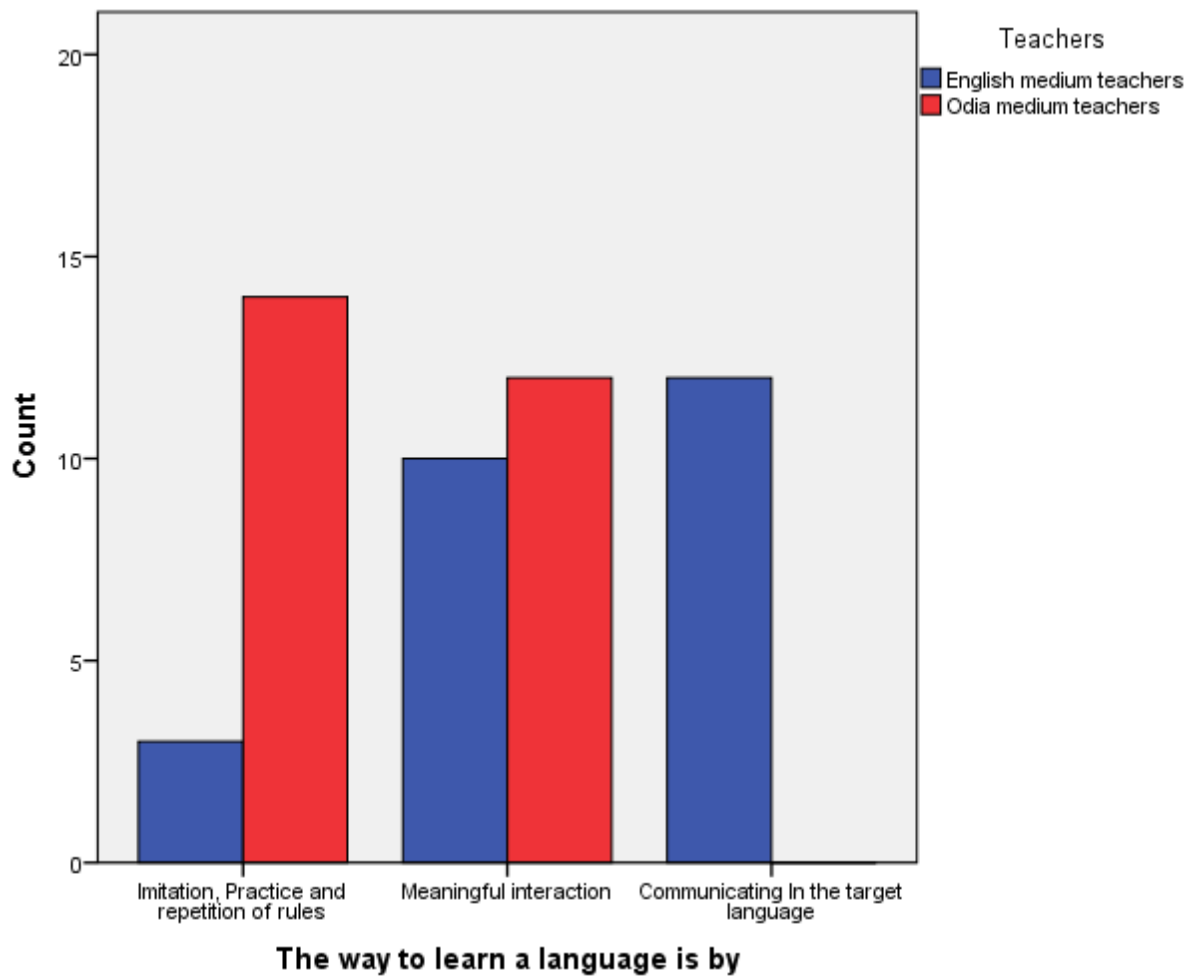
Table 4. 14

Figure 4. 8

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.287[a]	2	.000
Likelihood Ratio	24.521	2	.000
N of Valid Cases	51		

Table 4.15

From the Table 4.15, we can observe that the value of Chi-square statistic was 19.287 and its corresponding p-value was 0.000<0.05. Since the p-value is less than 0.05, we can conclude that there was a significant difference in opinion of the English and Odia medium teachers.

In the Table 4.14, we can observe that majority 48% of the English teachers expressed the way to learn a language is by communicating in the target language. However 53.8% of the Odia medium teachers expressed that the way to learn a language is by imitation, practice and repetition of rules.

This shows that the approach towards language varies among the two schools. Perhaps, this further influences their approach towards the language in the actual classroom.

13. *According to you, which of the following (one) aids in learning English?*

Crosstab

According to you, which of the following (one) aids in learning English?	Multiple choice options	Count	Teachers		Total
			English	Odia	
	The student should frequently interact with friends in English Language.	Count	23	10	33
		% within Teachers	92.0%	38.5%	64.7%
	Interaction amongst friends doesn't matter as an individual's knowledge of grammar decides the level of learning.	Count	2	10	12
		% within Teachers	8.0%	38.5%	23.5%
	Frequent interaction amongst peer group distracts the student	Count	0	6	6
		% within Teachers	0.0%	23.1%	11.8%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%
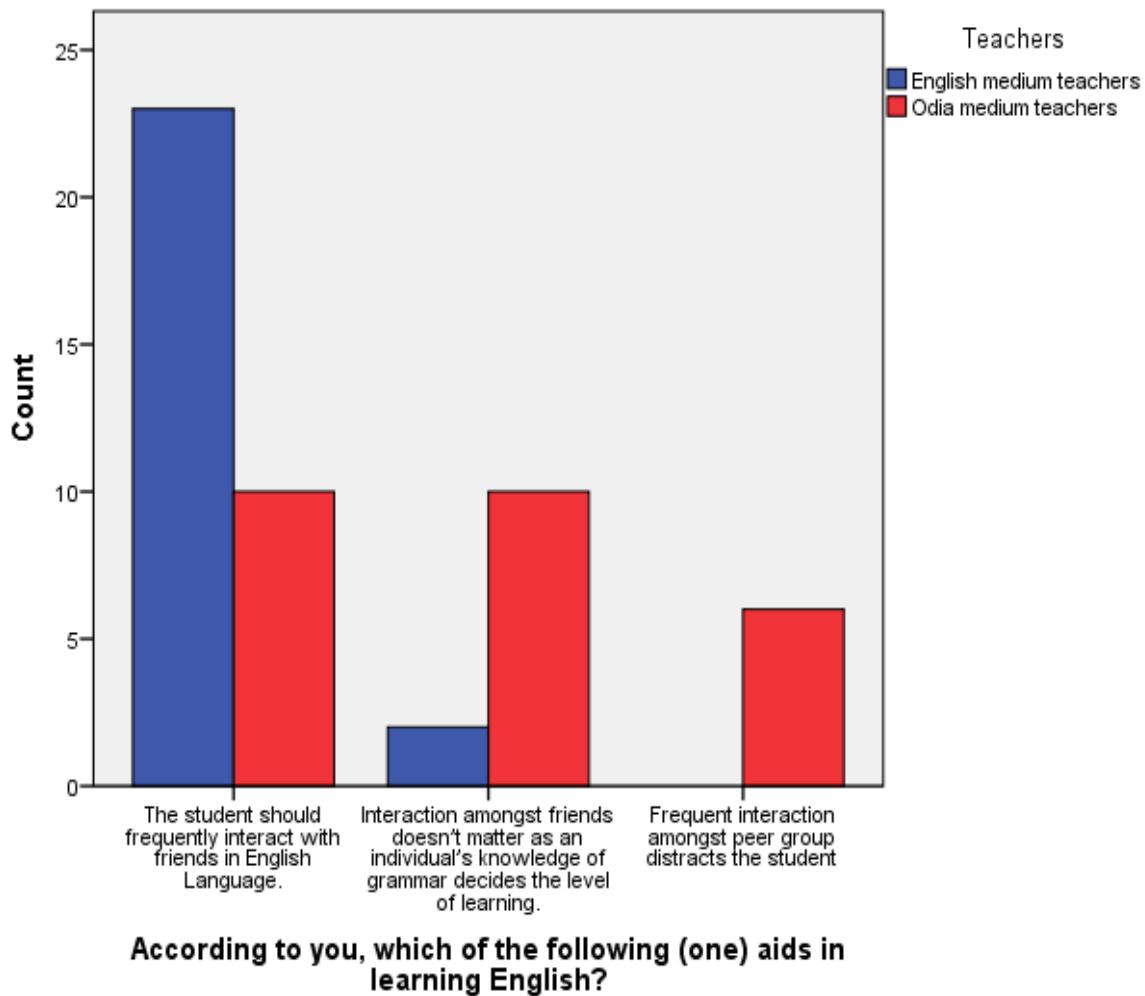
Table 4. 16

Figure 4.8

From the Table 4.16, we can observe that about 92% of the English medium teachers believed that a student must frequently interact with friends in English to augment his process of learning. But in the case of Odia medium teachers, it was observed that there is a division of opinion amongst the teachers. While 38.5% of the Odia medium teachers expressed that the student should frequently interact with friends in the English language to aid in learning English, the other 38.5% of the Odia medium teachers held a different opinion. They opined that interaction amongst friends do not matter as an individual's knowledge of grammar decides the level of learning. The rest 23 % of the Odia medium teachers expressed the view that frequent interaction amongst peer group distracts the students. Hence, the divided and varied views of the Odia medium teachers on the ways to aid English learning suggest that

the teachers there exists an equal number of teachers who agree and disagree on the frequent interaction between students aiding to the process of learning. In the case of English medium teachers, an overwhelming 92% of the teachers believe that frequent interaction among students promotes English learning.

14.The best way to teach vocabulary

Crosstab

The best way to teach vocabulary	Multiple choice options	Count	Teachers		Total
			English	Odia	
	By making a list of difficult words from dictionary	Count	6	13	19
		% within Teachers	24.0%	50.0%	37.3%
	Translating from words known in mother tongue	Count	7	13	20
		% within Teachers	28.0%	50.0%	39.2%
	Picture naming	Count	2	0	2
		% within Teachers	8.0%	0.0%	3.9%
	Explaining the new words in the texts or conversations	Count	10	0	10
		% within Teachers	40.0%	0.0%	19.6%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.17
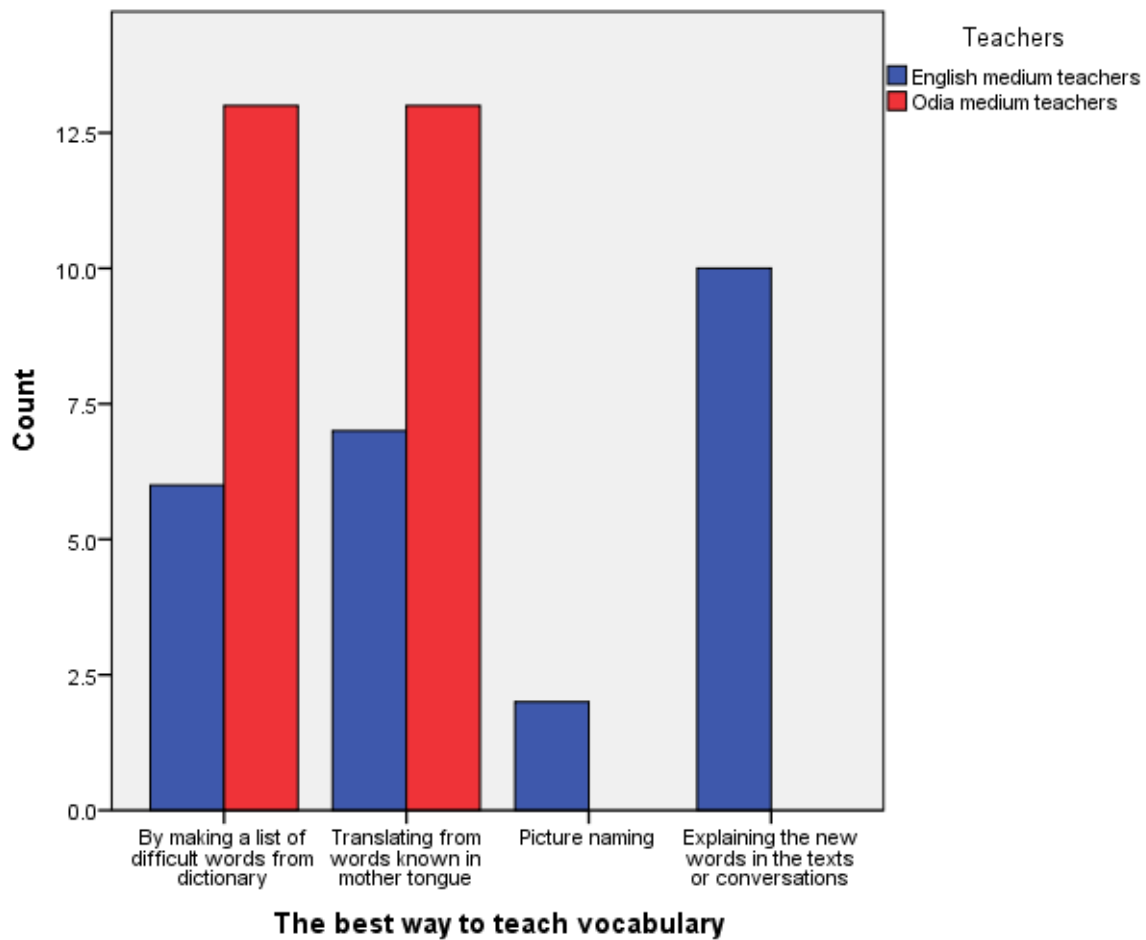
Figure 4.9

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.366[a]	3	.001
Likelihood Ratio	21.085	3	.000
N of Valid Cases	51		

Table 4.18

In the Table 4.18, the value of Chi-square statistic was 16.366, and its corresponding p-value was $0.001 < 0.05$. Since the p-value is less than 0.05, we can conclude that there was a difference in judgment of the teachers from the two groups of schools.

In the Table 4.19 and Figure 4.9, it can be observed that in the case of English medium teachers, most of the teachers advocated that vocabulary can be taught by contextual explanation whereas the majority of Odia medium teachers believed in translation and rote learning from the dictionary. This further strengthens that Odia medium teachers hold an outdated traditional approach despite innovations in language pedagogy and widespread popularity of Communicative Language Teaching.

16. A language is learned by imitation, practice and repetition

Crosstab

A language is learned by imitation, practice and repetition	Multiple choice options	Count	Teachers		Total
			English	Odia	
	Disagree	Count	5	0	5
		% within Teachers	20.0%	0.0%	9.8%
	Uncertain	Count	5	5	10
		% within Teachers	20.0%	19.2%	19.6%
	Agree	Count	12	12	24
		% within Teachers	48.0%	46.2%	47.1%
	Strongly Agree	Count	3	9	12
		% within Teachers	12.0%	34.6%	23.5%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.19
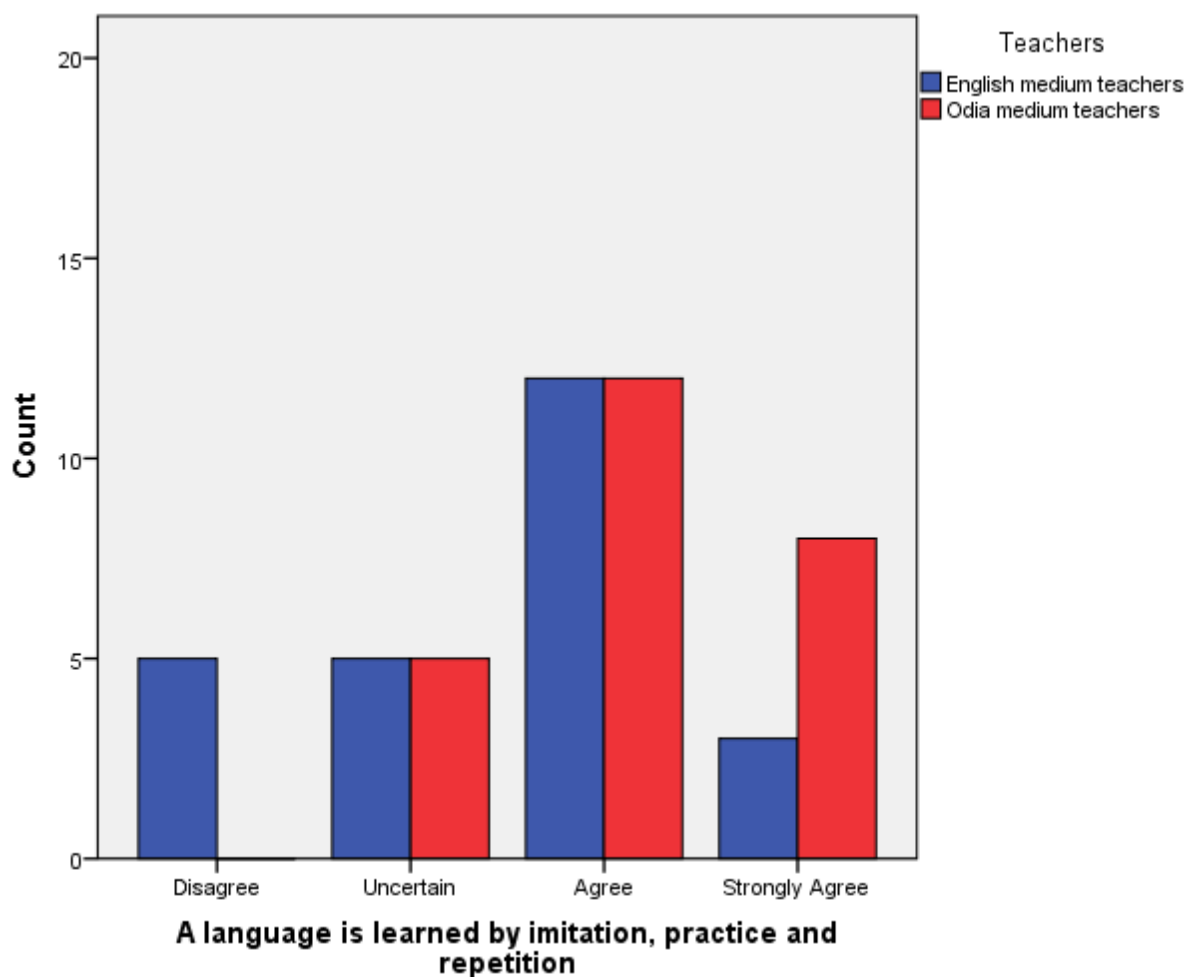
Figure 4.10

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.983^a	3	.046
Likelihood Ratio	10.051	3	.018
N of Valid Cases	51		

Table 4.20

From the Table 4.20, we can observe that the value of Chi-square statistic was 7.983 and its corresponding p-value was 0.046<0.05. Since the p-value is less than 0.05, we can conclude that there was a significant difference in opinion of the English and Odia medium teachers. However, if we look at the options selected by them, both English medium and Odia medium

depict a similar pattern. 48% of the English medium teachers and 46% of the Odia medium teachers agreed that a language is learnt by imitation, practice and repetition. The teachers show a similar belief in behaviouristic methods of language pedagogy. This may shape their classroom practices into learning approaches such as GT or Direct method.

17. Language is learned by exposing the learner to an environment where the language is spoken.

Crosstab

Language is learned by exposing the learner to an environment where the language is spoken.	Multiple choice options	Count	Teachers		Total
			English	Odia	
	Disagree	Count	0	9	9
		% within Teachers	0.0%	34.6%	17.6%
	Uncertain	Count	1	12	13
		% within Teachers	4.0%	46.2%	25.5%
	Agree	Count	19	5	24
		% within Teachers	76.0%	19.2%	47.1%
	Strongly Agree	Count	5	0	5
		% within Teachers	20.0%	0.0%	9.8%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.21

Figure 4.11

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.467[a]	3	.000
Likelihood Ratio	39.067	3	.000
N of Valid Cases	51		

Table 4.22

From the Table 4.22, we can observe that the value of Chi-square statistic was 31.467 and its corresponding p-value was 0.000<0.05. Since the p-value is less than 0.05, we can conclude

that there was a noteworthy variance in the opinion of the English and Odia medium schoolteachers in the question A staggering 76% of the English medium teachers believed that language could be learnt by exposing the learner to an environment where the language is spoken. However, the majority of the Odia medium teachers disagreed or remained indifferent to it. 46% of the remained uncertain of their response while 34.6% disagreed with it.

Overall, the English medium teachers believed in introducing the learner to a linguistically rich environment while the Odia medium did not feel the need for introducing the learner to an environment of the target language.

21.To be fluent in English, the student must communicate in English in the class

Crosstab

To be fluent in English, the student must communicate in English in the class	Multiple choice options	Count	Teachers		Total
			English	Odia	
	Disagree	Count	5	1	6
		% within Teachers	20.0%	3.8%	11.8%
	Uncertain	Count	3	12	15
		% within Teachers	12.0%	46.2%	29.4%
	Agree	Count	5	13	18
		% within Teachers	20.0%	50.0%	35.3%
	Strongly Agree	Count	12	0	12
		% within Teachers	48.0%	0.0%	23.5%
Total		Count	25	26	51

	% within Teachers	100.0%	100.0%	100.0%

<div align="center">Table 4.23</div>

<div align="center">Figure 4.12</div>

<div align="center">**Chi-Square Tests**</div>

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.612[a]	3	.000
Likelihood Ratio	28.992	3	.000
N of Valid Cases	51		

Table 4.24

From the Table 4.24, we can observe that the value of Chi-square statistic was 23.612 and its corresponding p-value was 0.000<0.05. Since the p-value is less than 0.05, we can conclude that the opinion and response expressed by the teachers of English medium and Odia medium schools were significantly different from each other. While on the one hand 50% of the Odia medium teachers agreed to the statement, on the other hand, a significantly similar 46.2% remained uncertain of it. It may be routed to the fact that the medium of instruction in these schools is Odia and hence, the student is not encouraged to speak English in the class. This leads to the prevalence of the belief that it is not necessary for the student to communicate in the target language in the class. In the case of English medium schools, it was observed that most of the teachers expressed positive response to the question and agreed that it is necessary for the student to communicate in English to learn the language.

33 A student who has good knowledge of grammar would automatically acquire good speaking skills.

Crosstab

A student who has good knowledge of grammar would automatically acquire good speaking skills	Multiple choice options	Count	Teachers		Total
			English	Odia	
.	No	Count	17	6	23
		% within Teachers	68.0%	23.1%	45.1%
	Yes	Count	8	20	28
		% within Teachers	32.0%	76.9%	54.9%
Total		Count	25	26	51

% within Teachers	100.0%	100.0%	100.0%

<div align="center">Table 4.25</div>
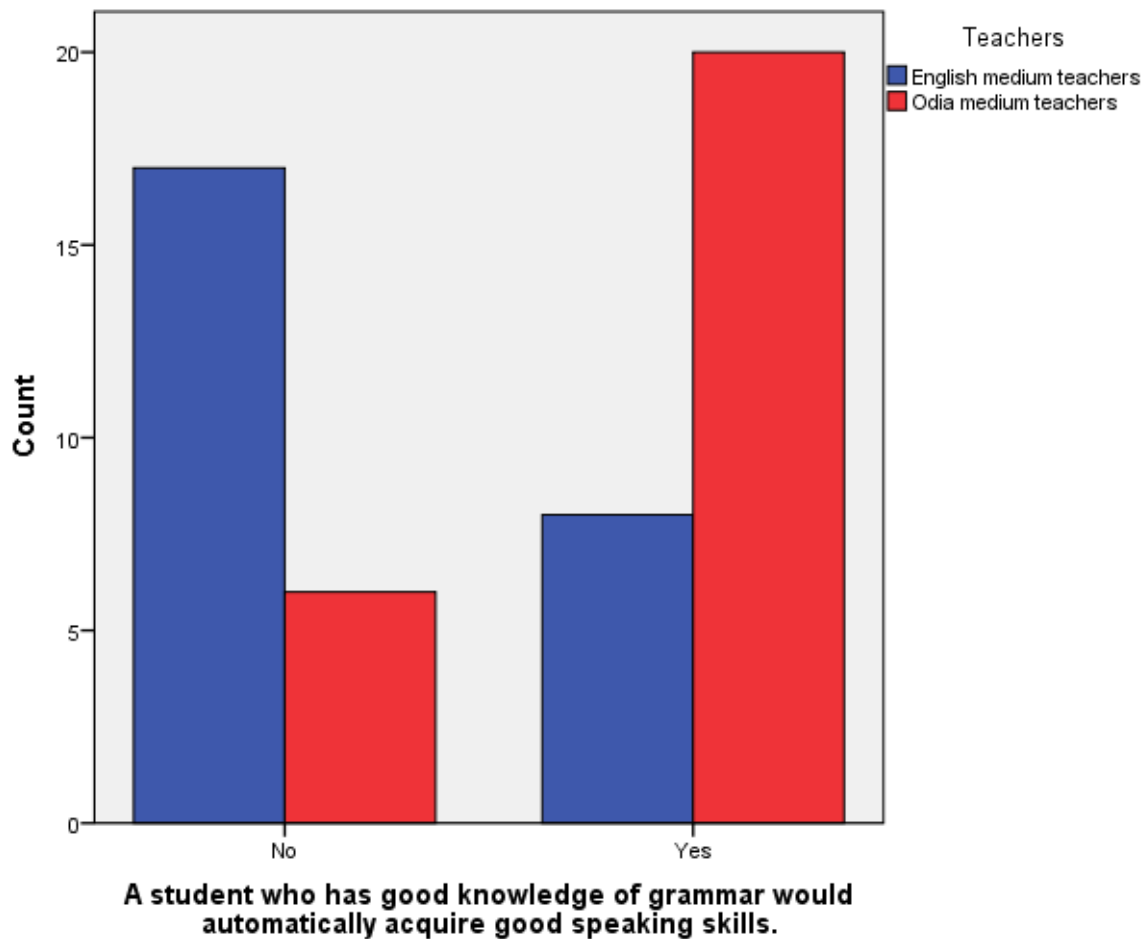
<div align="center">Figure 4.13</div>

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	10.388[a]	1	.001		
Continuity Correction[b]	8.653	1	.003		
Likelihood Ratio	10.776	1	.001		

				.002	.001
Fisher's Exact Test					
N of Valid Cases	51				

Table 4. 26

In the Table 4.26, we can observe that the value of Chi-square statistic was 10.388 and its corresponding p-value was 0.001<0.05. Since the p-value is less than 0.05, there was a variation in the opinion of the teachers from the two schools. In the case of English medium teachers, it was observed that 48% of the teachers strongly agreed that a student must communicate in English in the class to achieve fluency. 20% of the teachers both agreed and disagreed with the statement. 50% of the Odia medium teachers agreed with the statement while a strikingly similar 46.2% were uncertain of it. Taking into account the majority figures, it can be concluded the teachers in both the schools believe that a student's communication in English in the classroom has a positive influence on his fluency.

Inference from the above question

In the question no. 8 it was seen that the teachers in English medium schools had a communicative approach to learning of English and the Odia medium teachers espoused belief in traditional methods like textual reading.

Again in question no. 9, the Odia medium teachers reiterated their belief in traditional methods by expressing that the best way to learn a language is by imitation, practice and repetition of rules. The English medium teachers, on the other hand, opted for a functional and communicative view about language.

In Question no. 13, the English medium teachers reinforced their assertation for communicative methods whereas the opinion of the Odia medium teachers was divided between GT and communicative methods.

It can be seen from the above discussion that most of the English medium teachers view language as a communicative and functional system and the methods of language learning used by them are by it whereas the Odia medium teachers follow a structural approach towards language learning.

The question about this theme are as follows:

11. A teacher should be
 	
    a) Strict in the class as it ensures discipline and proper decorum in the class
    b) Befriend the student
    c) Informal with the student
    d) Lenient and a passive observer.

14.While speaking, the student's pronunciation errors should be
 	
    a) Corrected immediately to prevent formation of bad habits.
    b) Ignored so as not to discourage the student.
    c) Corrected later.
    d) Report it to the parents.

27. Student's errors should be immediately corrected so that it does not become a habit

11. A teacher should be

Crosstab

A teacher should be	Multiple choice questions	Count	Teachers		Total
			English	Odia	
	Strict in the class as it ensures discipline and proper decorum in the class	Count	3	7	10
		% within Teachers	12.0%	26.9%	19.6%
	Befriend the student	Count	1	1	2
		% within Teachers	4.0%	3.8%	3.9%
	Informal with the	Count	12	3	15

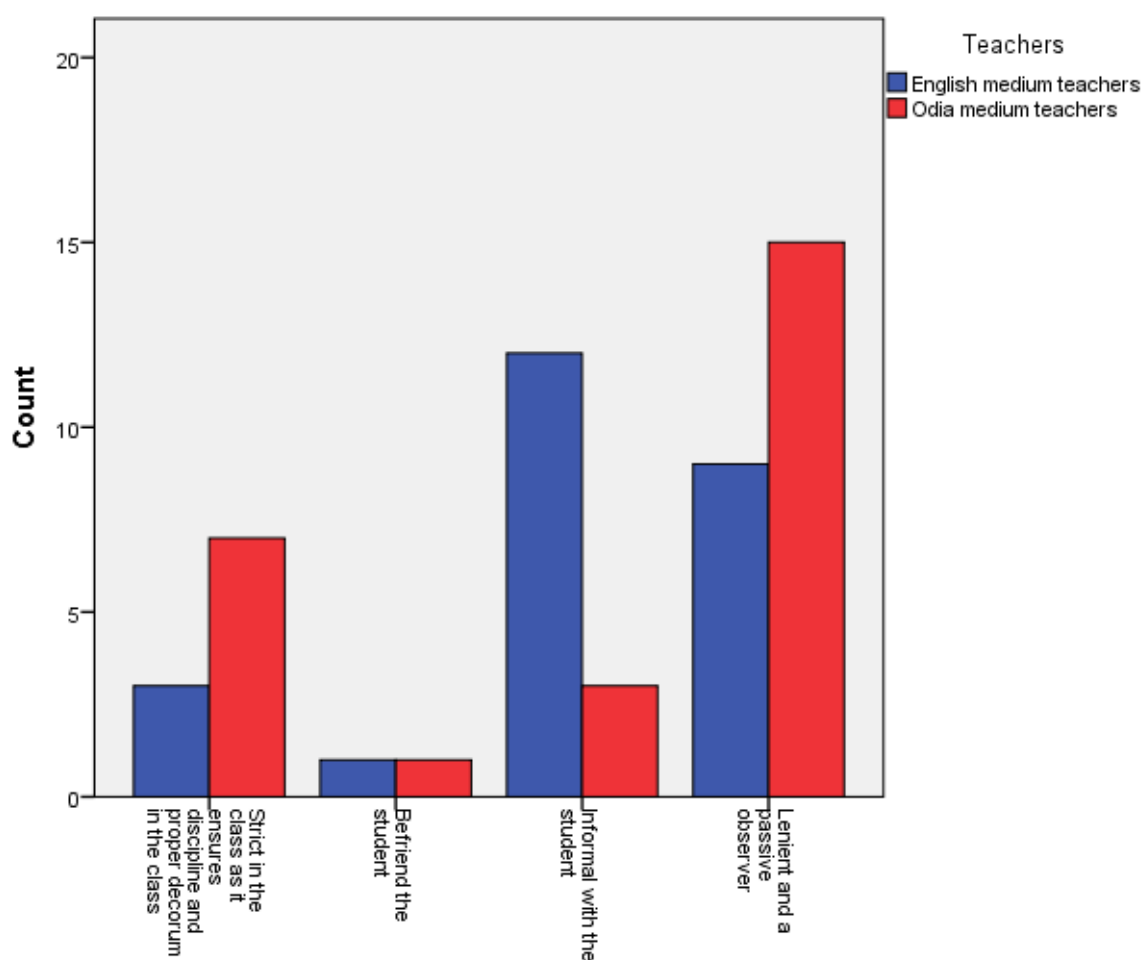|					
	student	% within Teachers	48.0%	11.5%	29.4%
	Lenient and a passive observer	Count	9	15	24
		% within Teachers	36.0%	57.7%	47.1%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.27

Figure 4.14

It can be seen from the Table 4.27, the majority of the English medium school teachers believed in being informal in the classroom and playing the role of a lenient and passive observer in the class. The Same pattern was also observed in the case of Odia medium school

teachers. Most of them also opted for a lenient and passive observer role in the classroom. 48% of the English medium teachers believed in adopting an informal attitude in the class whereas 57% of the Odia medium teachers believed in being a passive observer. This posits the postulation that the teachers in both the schools believe in adopting a student-centric atmosphere in the classroom where the role of the teacher is to just facilitate the learning process.

14. While speaking, the student's pronunciation errors should be

Crosstab

While speaking, the student's pronunciation errors should be	Multiple choice questions	Count	Teachers		Total
			English	Odia	
	Corrected immediately to prevent formation of bad habits	Count	15	18	33
		% within Teachers	60.0%	69.2%	64.7%
	Ignored so as not to discourage the student	Count	3	2	5
		% within Teachers	12.0%	7.7%	9.8%
	Corrected later	Count	7	6	13
		% within Teachers	28.0%	23.1%	25.5%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.28
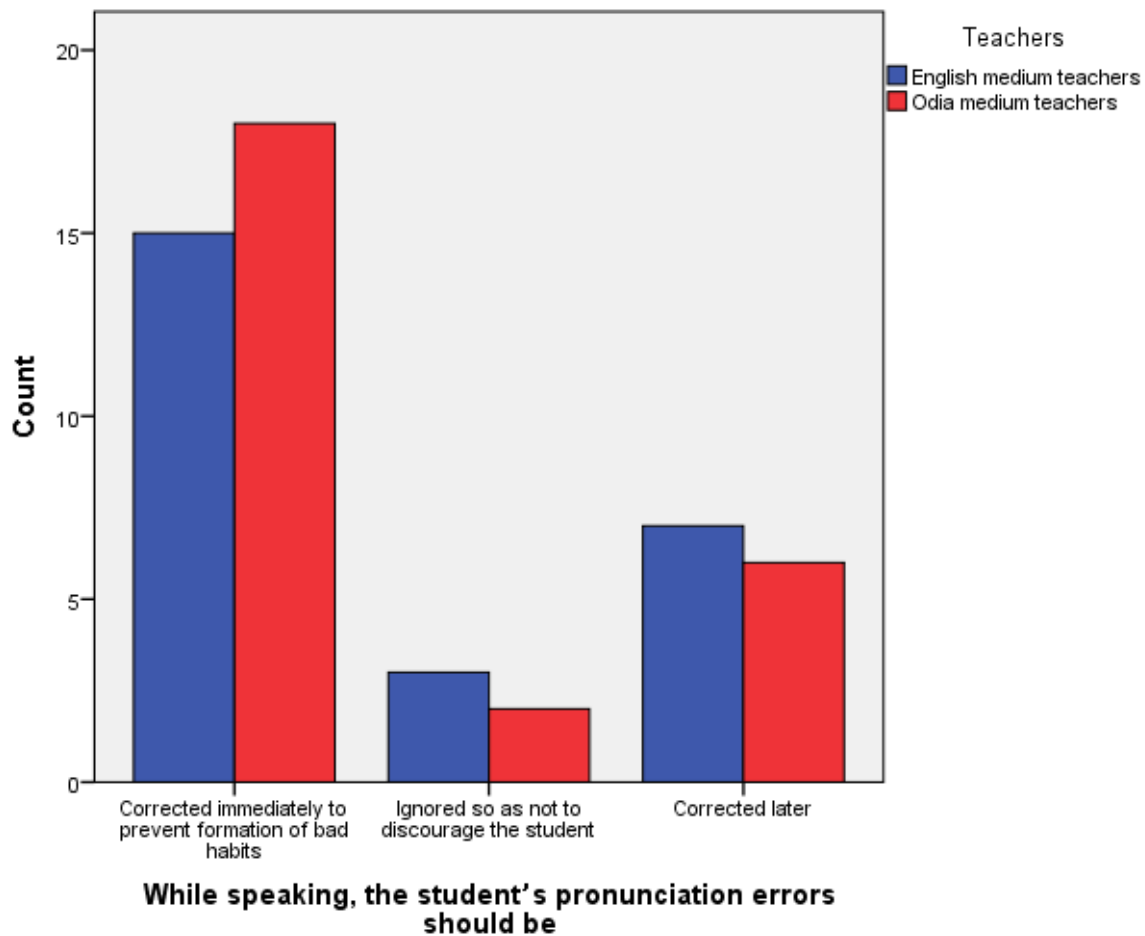
Figure 4.15

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.530[a]	2	.767
Likelihood Ratio	.532	2	.766
N of Valid Cases	51		

Table 4.29

From the following table, we can observe that the value of Chi-square statistic was 0.53 and its corresponding p-value was 0.767>0.05. Since the p-value is more than 0.05, we can conclude that the difference in opinion of the teachers from both the schools was not significant.. 60% of the English medium and 69% of the Odia medium school teachers

believed that student's pronunciation errors should be immediately corrected to prevent the formation of bad habits.

21. Student's errors should be immediately corrected so that it does not become a habit

Crosstab

Student's errors should be immediately corrected so that it does not become a habit	Multiple choice questions	Count	Teachers		Total
			English	Odia	
	No	Count	4	1	5
		% within Teachers	16.0%	3.8%	9.8%
	Yes	Count	21	25	46
		% within Teachers	84.0%	96.2%	90.2%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.30
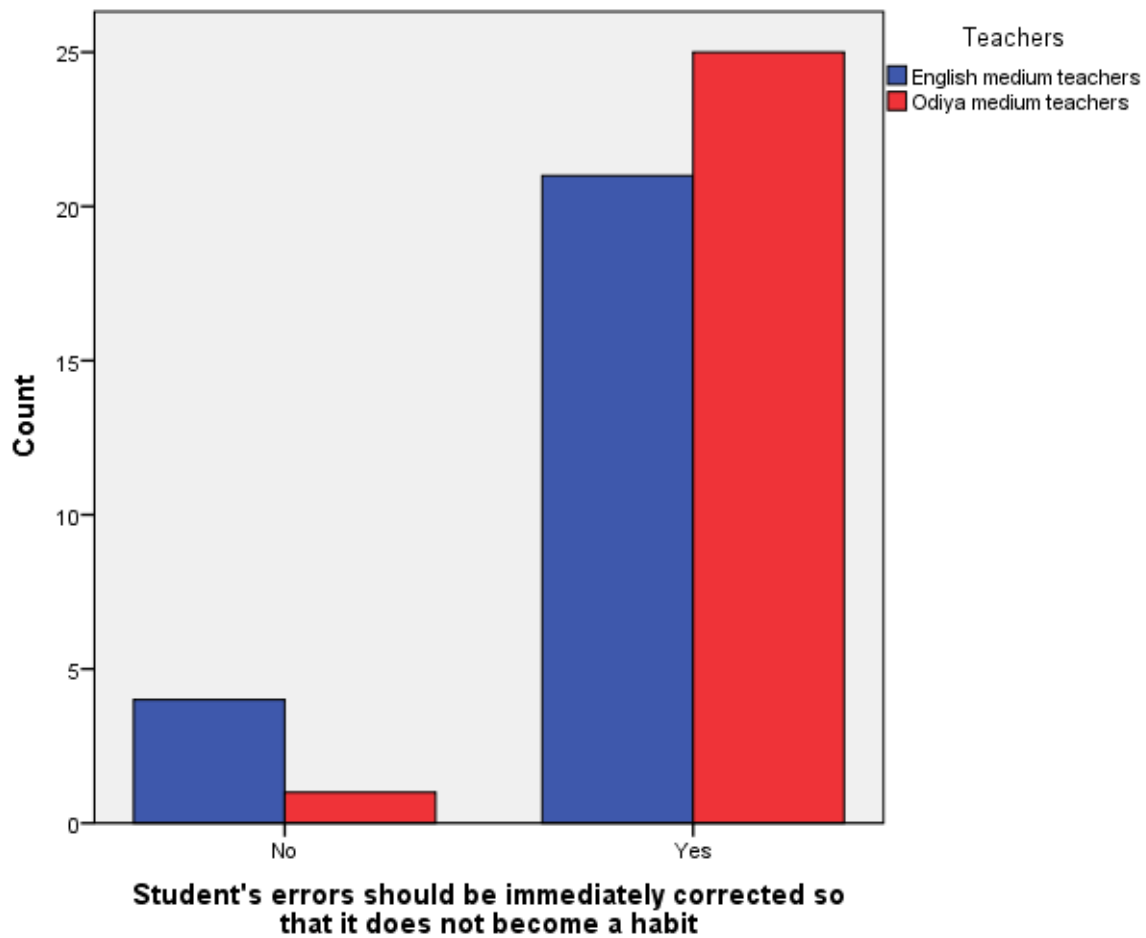
Figure 4.16

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.129[a]	1	.145		
Continuity Correction[b]	.976	1	.323		
Likelihood Ratio	2.256	1	.133		
Fisher's Exact Test				.191	.163
N of Valid Cases	51				

Table 4.31

In the Table 4.31, we can observe that the value of Chi-square statistic was 2.129 and its corresponding p-value was 0.14>0.05. Since the p-value is more than 0.05, we can conclude that there was no major t difference in opinion of the teachers from the two types of school. By the results obtained from the previous question, 84% of the English medium teachers and 96% of the Odia medium teachers expressed that the errors committed by the students should be immediately corrected so that they don't turn into habits by the students.

It can also be observed from the Table 4.30 and Figure 4.16, that majority of both English and Odia medium school teachers believe in immediate correction of the errors of the students to prevent the formation of the habits.

Inference from the questions

In question number 11, it was seen that the maximum percentage of teachers from both Odia and English medium schools believed that the role of a teacher should be of facilitator to assist the learning of English. The teacher has to be a passive observer who has to aid the process of learning by encouraging the students rather than assisting. As per the results in question number 14 and 21, the teachers converged in the belief that an error committed by the student has to be immediately corrected by the teachers it can be seen that the teachers in both English and Odia medium schools believe that a role of a teacher is to facilitate the process of learning by being a passive observer. It can be projected that the classroom in these schools is learner-centred. In case of the teacher's response to errors committed by the students, the teachers in both English and Odia medium schools advocated for an immediate response to it.There exists a convergence between the attitudes of the teachers in these schools.

4.1.4 THEME D- USE OF AIDS AND LANGUAGE ACTIVITIES IN THE CLASS

The questions about this theme are as follows:

23 It is important to use audio visual aids in English classes.
24 Playing songs/videos in the class is not advisable as it distracts the students.
26 Group activities make it difficult to manage the classroom and disrupt learning.

23. It is important to use audio visual aids in English classes.

Crosstab

It is important to use audio visual aids in English classes	Multiple choice options	Count	Teachers		Total
			English	Odia	
	Disagree	Count	0	5	5
		% within Teachers	0.0%	19.2%	9.8%
	Uncertain	Count	2	7	9
		% within Teachers	8.0%	26.9%	17.6%
	Agree	Count	19	14	33
		% within Teachers	76.0%	53.8%	64.7%
	Strongly Agree	Count	4	0	4
		% within Teachers	16.0%	0.0%	7.8%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.32
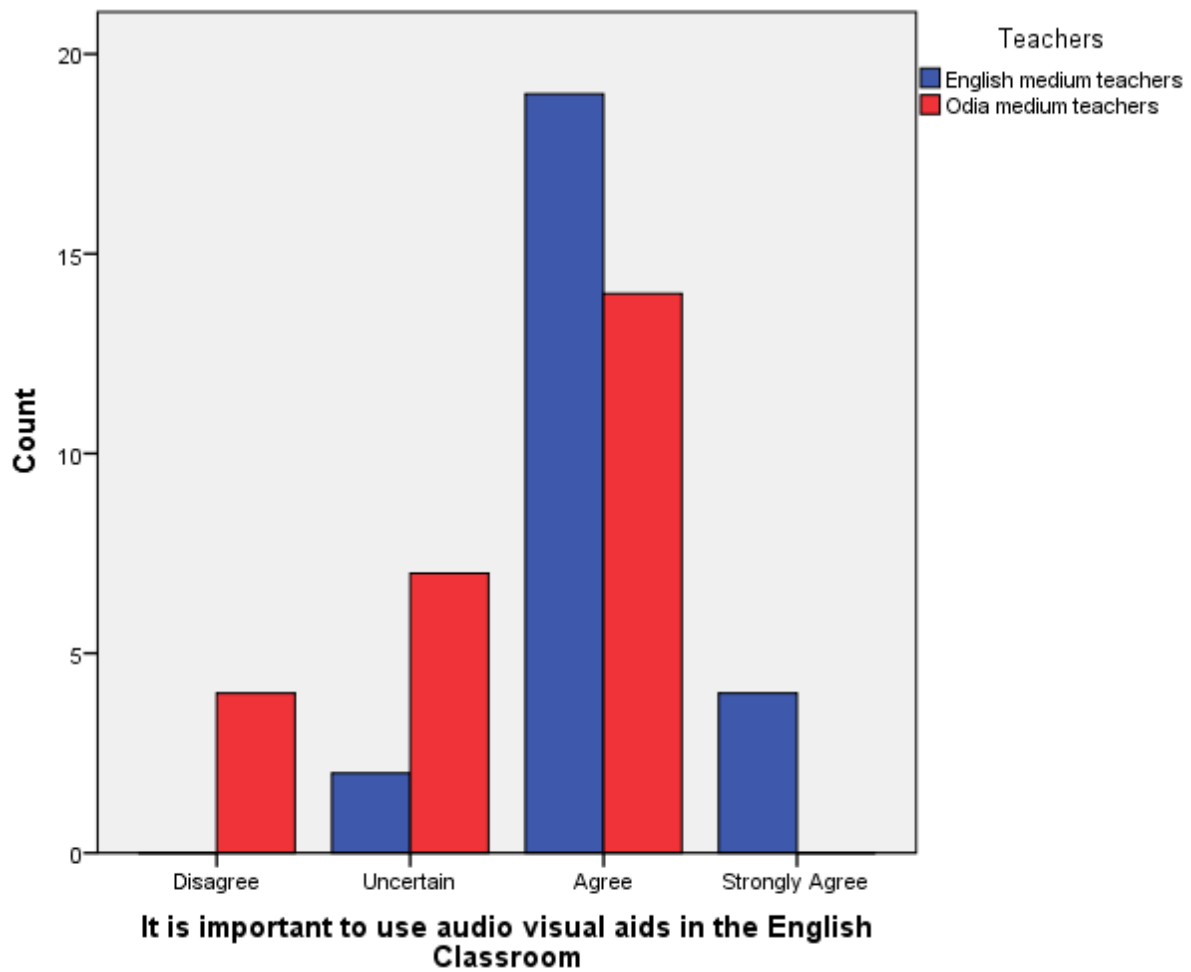
Figure 4.17

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.521[a]	3	.006
Likelihood Ratio	16.159	3	.001
N of Valid Cases	51		

Table 4.33

From the Table 4.33, we can observe that the value of Chi-square statistic was 12.524 and its corresponding p-value was 0.006<0.05. Since the p-value is less than 0.05, it can be concluded that the opinions of the teachers from English medium and Odia medium schools stand divided.

76% of the English medium schools and 53.8% of the English medium school teachers agreed that it is important to use audio-visual aids in the class. Also, 19.2 % of the Odia medium teachers disagreed to it in contrast to none by the English medium teachers.

There is an overall agreement among English medium teachers while the opinion of the Odia medium students stands divided.

*24. Playing songs/videos in the class is not advisable as it distracts the students * Teachers*

Crosstab

Playing songs/videos in the class is not advisable as it distracts the students	Multiple choice options	Count	Teachers		Total
			English	Odia	
	Strongly Disagree	Count	7	0	7
		% within Teachers	28.0%	0.0%	13.7%
	Disagree	Count	14	0	14
		% within Teachers	56.0%	0.0%	27.5%
	Uncertain	Count	3	0	3
		% within Teachers	12.0%	0.0%	5.9%
	Agree	Count	1	13	14
		% within Teachers	4.0%	50.0%	27.5%
	Strongly Agree	Count	0	13	13
		% within Teachers	0.0%	50.0%	25.5%
Total		Count	25	26	51

	% within Teachers	100.0%	100.0%	100.0%

Table 4.34
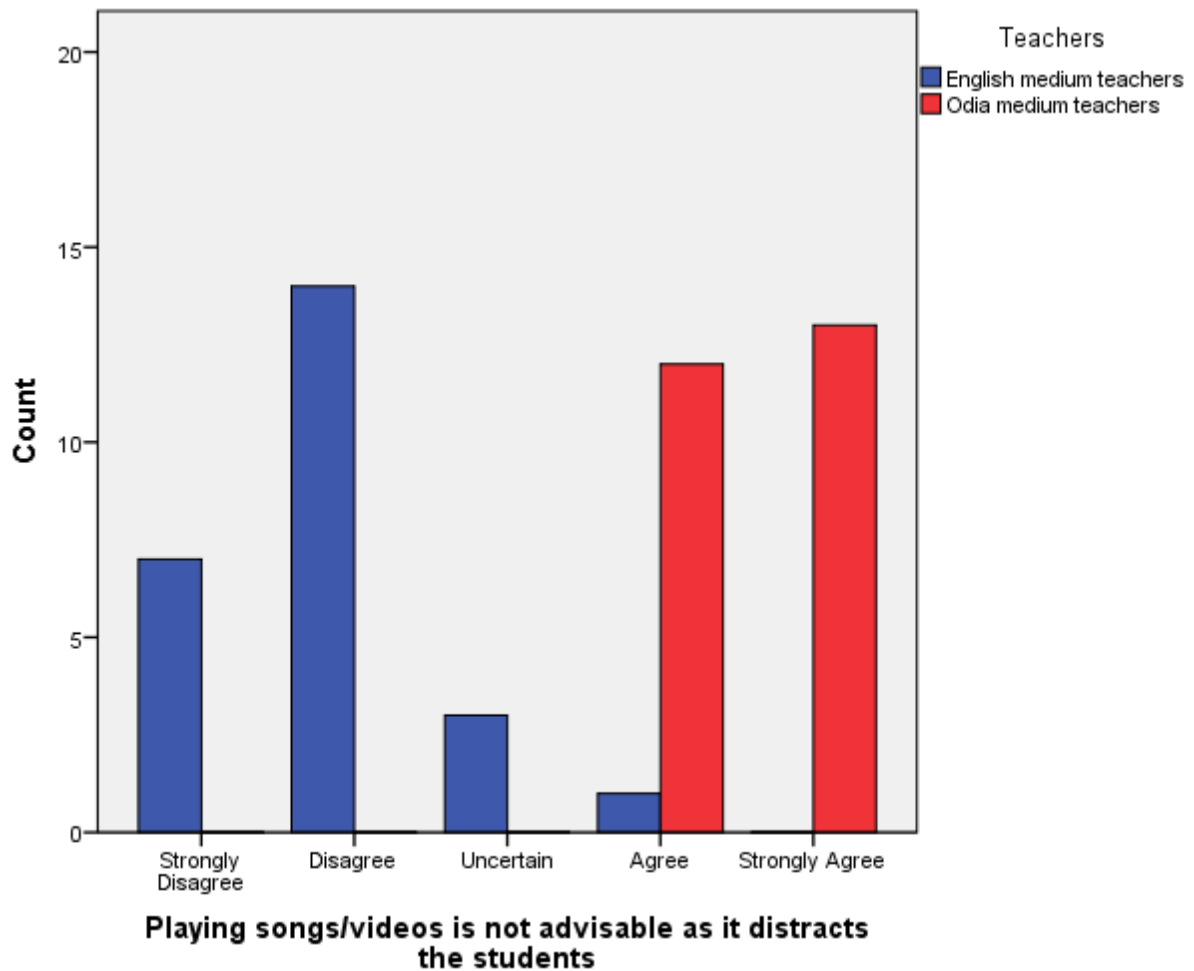
Figure 4.18

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.284[a]	4	.000
Likelihood Ratio	63.476	4	.000
N of Valid Cases	51		

Table 4.35

From the Table 4.35, we can observe that, the value of Chi-square statistic was 47.284 and its corresponding p-value was 0.000<0.05. Since the p-value is less than 0.05, we can conclude that there was a major difference in attitude of the English and Odia medium school teachers.

The steep contrast in opinion can be observed in the Table 4.34 and Figure 4.18. 56% of the English medium teachers disagreed while 50% of the Odia medium teachers strongly agreed. 30% of the Odia medium teachers also agreed to it. Majority of the English medium school teacher disagreed with the statement while the majority of the Odia medium school teachers agreed that playing songs and videos is not advisable as it distracts the students.

27 Group activities make it difficult to manage the classroom and disrupt learning

Crosstab

Group activities make it difficult to manage the classroom and disrupt learning.	Multiple choice options	Count	Teachers		Total
			English	Odia	
	Strongly Disagree	Count	4	1	5
		% within Teachers	16.0%	3.8%	9.8%
	Disagree	Count	15	6	21
		% within Teachers	60.0%	23.1%	41.2%
	Uncertain	Count	6	6	12
		% within Teachers	24.0%	23.1%	23.5%
	Agree	Count	0	10	10
		% within Teachers	0.0%	38.5%	19.6%
	Strongly Agree	Count	0	3	3

	% within Teachers	0.0%	11.5%	5.9%
Total	Count	25	26	51
	% within Teachers	100.0%	100.0%	100.0%

Table 4.36
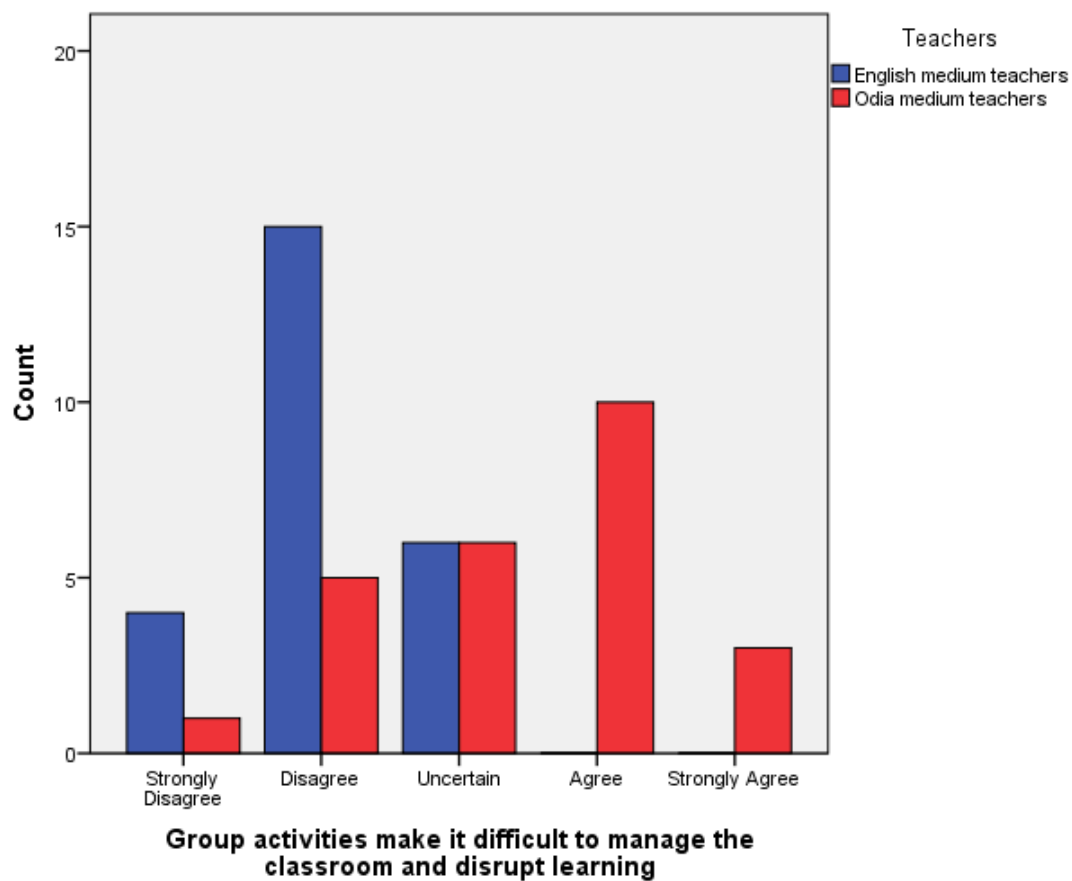
Figure 4.19

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.645[a]	4	.001
Likelihood Ratio	23.915	4	.000
N of Valid Cases	51		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.47.

Figure 4.37

From the following table, we can observe that the value of Chi-square statistic was 18.645 and its corresponding p-value was 0.001<0.05. Since the p-value is less than 0.05, the difference in opinion of the English and Odia medium school teachers is significant.

60% of the English medium teachers disagreed that group activities make it difficult to manage the classroom. It leads to the inference that the teachers in these schools use a different kind of activities in the class.

Inference from the questions

In the question no. 23, it was seen that most of the English medium teachers agreed that it is important to use audio-visual aids in the class. The same attitude was reflected in question no. 24, where the English medium teachers rejected the view that playing songs and videos is a distracting factor in the class. This posits their acceptance of the positive effect of audio-visual aids in the class. Again in question 27, the English medium teachers disagreed that group activities disrupt the decorum of the class. This reflects the teachers use language activities in the class. The Odia medium, on the other hand, showed a negative attitude against accommodating language activities and audio-visual aids in the English class. This reinforces the postulation that they still use traditional methods in the English classroom.

In the discussion above, it could be summarised that the teachers in English medium schools reflect a positive attitude towards the use of aids and activities in the language classroom.

There was a significant divergence of opinion between the teachers in English medium schools and Odia medium schools.

4.1.5 THEME E: USE OF L1 IN THE LEARNING PROCESS L2

The questions about this theme are as follows:

> 10. *Which of the following sentences correctly sums up the role of mother tongue in learning English?*
>   - a) *Mother Tongue confuses the child and disrupts English Learning.*
>   - b) *It aids in learning of English by enabling translation.*
>   - c) *It does not interfere in the process of language learning.*

			d) It affects the speaking skills of the student.

20. If a student is unable to express himself in English, then other language should be used by him.
25. Do you use the student's mother tongue in order to offer a better explanation of the topic?

10. Which of the following sentences correctly sums up the role of mother tongue in learning English?

Crosstab

Which of the following sentences correctly sums up the role of mother tongue in learning English?	Multiple choice options	Count	Teachers		Total
			English	Odia medium teachers	
	Mother Tongue confuses the child and disrupts English Learning.	Count	10	0	10
		% within Teachers	40.0%	0.0%	19.6%
	It aids in learning of English by enabling translation.	Count	3	21	24
		% within Teachers	12.0%	80.8%	47.1%
	It does not interfere in the process of language learning	Count	4	5	9
		% within Teachers	16.0%	19.2%	17.6%
	It affects the speaking	Count	8	0	8

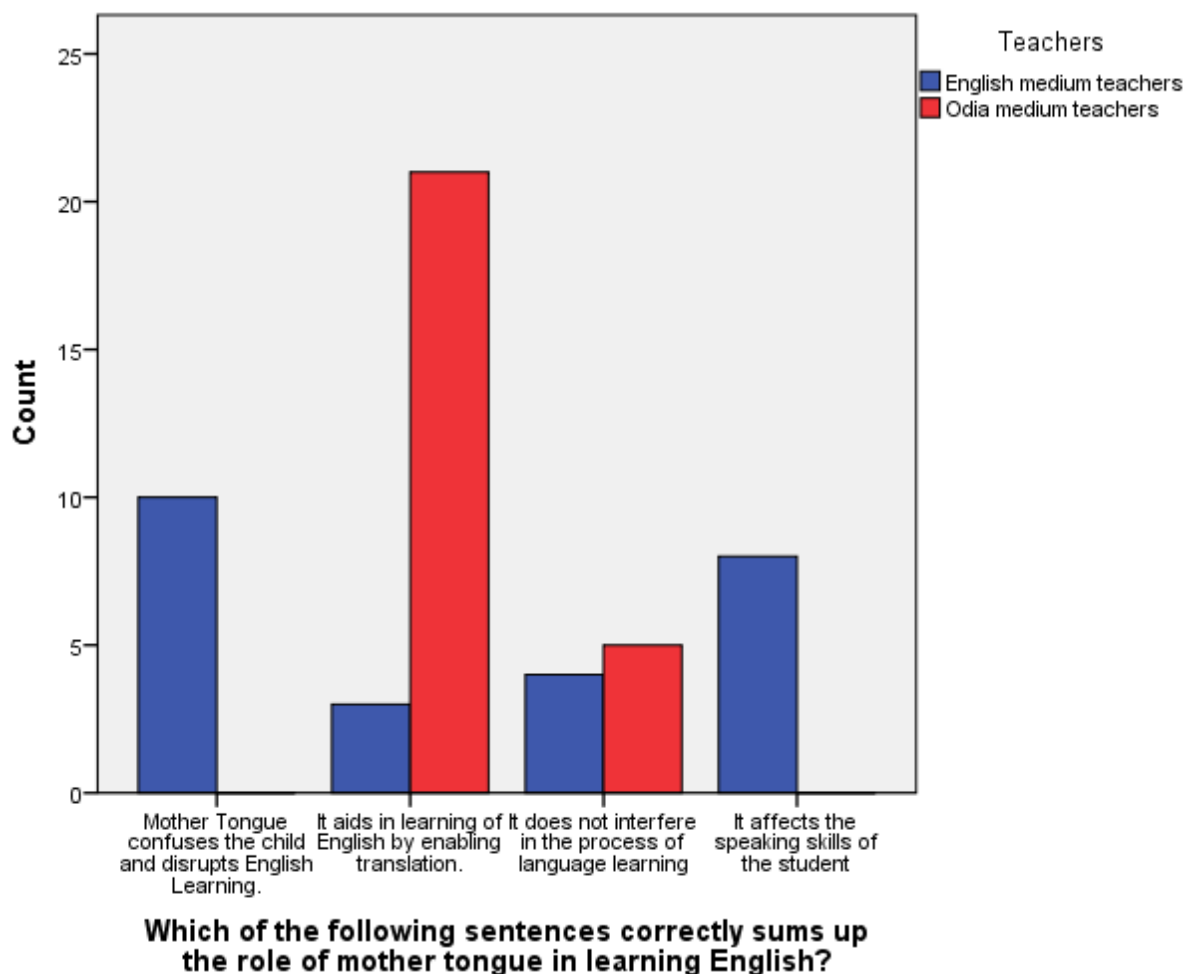|					
	skills of the student	% within Teachers	32.0%	0.0%	15.7%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.38

Figure 4.20

In the Table 4.35, it can be observed that there is a difference of the opinion of the majority from the English and Odia medium schools. 80% of the Odia medium teachers believed that the student's mother tongue plays a positive part in the language learning process by enabling translation of the target language. On the other hand, 40% of the English medium teachers believed that mother tongue has a negative influence on the process of learning as it confuses the child and disrupts the learning process. A minuscule 16% of the English medium teachers opined that it does not interfere in the process of language learning.

20. If a student is unable to express himself in English, then other language should be used by him.

Crosstab

If a student is unable to express himself in English, then other language should be used by him	Multiple choice options	Count	Teachers		Total
			English	Odia medium teachers	
	Strongly Agree	Count	1	0	1
		% within Teachers	4.0%	0.0%	2.0%
	Agree	Count	2	0	2
		% within Teachers	8.0%	0.0%	3.9%
	Uncertain	Count	1	3	4
		% within Teachers	4.0%	11.5%	7.8%
	Disagree	Count	13	16	29
		% within Teachers	52.0%	61.5%	56.9%
	Strongly Disagree	Count	8	7	15
		% within Teachers	32.0%	26.9%	29.4%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.39
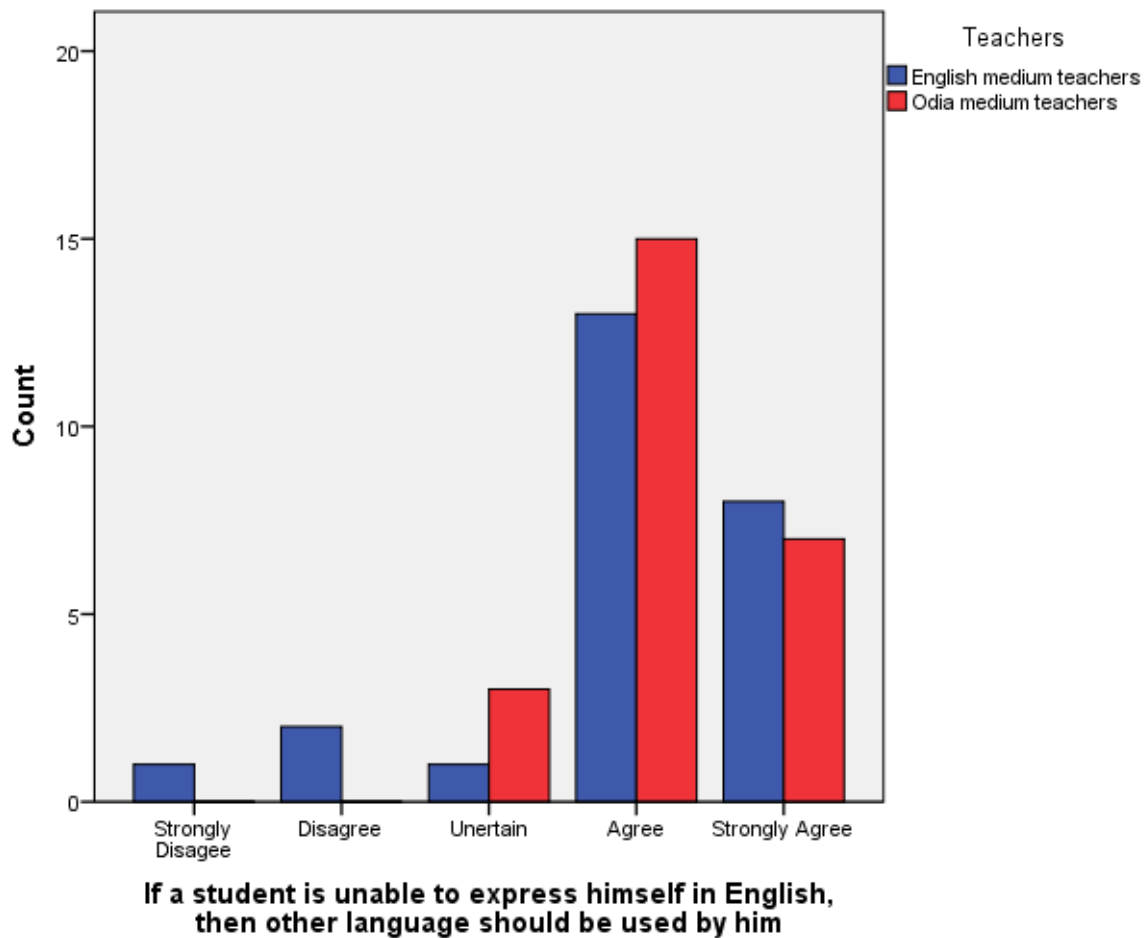
Figure 4.21

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.359[a]	4	.360
Likelihood Ratio	5.563	4	.234
N of Valid Cases	51		

Table 4.40

The Table 4.40 shows that the value of Chi-square statistic was 4.359 and its corresponding p-value was 0.360>0.05. Since the p-value is more than 0.05, the following table, it can be said that there is a difference in the attitudes of the teachers from English and Odia medium schools. It can be observed from the Table 4.39, a majority of 52% of the English medium teachers disagree that a student should use native language if he is unable to express himself in English. Whereas 61.5% of the Odia medium teachers believe that a student should use

another language if he is unable to express himself in English. This helps in understanding the fad and prejudice harboured by the private schools against the native language of the students.

25. Do you use the student's mother tongue to offer a better explanation of the topic?

Crosstab

Do you use the student's mother tongue to offer a better explanation of the topic?	Multiple choice options	Count	Teachers		Total
			English	Odia medium teachers	
	Strongly agree	Count	1	0	1
		% within Teachers	4.0%	0.0%	2.0%
	Agree	Count	3	9	12
		% within Teachers	12.0%	34.6%	23.5%
	Uncertain	Count	2	2	4
		% within Teachers	8.0%	7.7%	7.8%
	Disagree	Count	18	14	32
		% within Teachers	72.0%	53.8%	62.7%
	Strongly Disagree	Count	1	1	2
		% within Teachers	4.0%	3.8%	3.9%
Total		Count	25	26	51
		% within Teachers	100.0%	100.0%	100.0%

Table 4.41

Figure 4.22

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.482[a]	4	.345
Likelihood Ratio	5.007	4	.287
N of Valid Cases	51		

Table 4. 42

As it can be seen from the Table 4.41, 72% of the English medium disagreed to the usage of mother tongue in the class. In the case of Odia medium teachers, it was observed that 53% of the teachers disagreed even though 34.6% agreed to the usage of mother tongue in the class. The value of Chi-square statistic was 4.482, and its corresponding p-value was 0.345>0.05 in

the Table 4.41. Since the p-value is more than 0.05, it can be said that the opinions of the English and Odia medium teachers vary.

Inferences from the questions

It can be seen from the questions above, English medium teachers carry a prejudice against the usage of the student's native language in the class. As evident from the questions 10, 19, 20 and 25, the majority of English medium teachers dissuaded the use of mother tongue in their English classrooms. While on the other hand, the Odia medium teachers show an acceptance of the mother tongue usage in the class.

Chapter- 5

Conclusion and Summary

CHAPTER- 5

CONCLUSION AND SUMMARY

The present study examines English language teaching methods adopted by teachers in English medium and Odia medium schools in the Cuttack district of Odisha. It explores the methods of English language teaching followed by the teachers in these schools. It also carries a detailed analysis of teachers' approaches and practices providing a common ground between theoretical procedures and actual practice in the classroom. This study provides a descriptive account of the process of teaching English in government aided and private schools in Cuttack. Consequently, it provides an understanding of the classroom activities followed which lead to an improvement of the teaching pedagogy in the schools of Odisha.

To evaluate the current position of English in the country, it is pertinent to analyse the trajectory of the growth and development of English language in the curriculum. Following the needs and demands of the time, the Central Advisory Board on Education (CABE) initiated the dialogue on languages in school education in the 1940s in which five key topics of discussion were identified (Ministry of Education 1957, the annual report as cited in Agarwal 1993, 64) namely:

1. The number of languages to be taught at various levels of school education
2. The introduction of second and third languages
3. The place and role of English
4. The place and role of Hindi
5. The teaching of Sanskrit and minor language(s) in school.

Later, it culminated to the introduction of three language formula. In 1956, the three language formula was devised to eliminate inequalities among regional languages. The three language formula was approved in the conference of Chief Ministers in 1961. It was simplified and summed up as following:

4.   The regional language or the mother tongue when the latter is different from the regional language.

5.   Hindi or any other Indian language in Hindi speaking areas; and

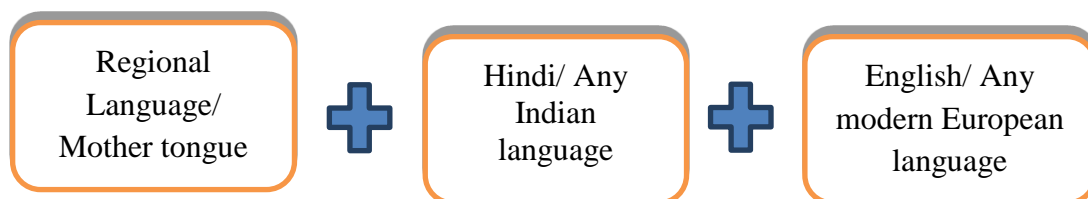6.   English or any other modern European language.

Figure 1.2 (The Language Formula recommended by MOE 1966)

After due review of the functioning of the languages at school and subsequent recommendations from the Education Ministry during 1964 and 1966, a final modified version of the three language policy was drafted. The modifications were made keeping in mind the diversity of Indian linguistic scenario i.e.

a) The mother tongue or the regional language

b) The official language of the Union or the associate official language of the Union so long as it exists; and

c) A modern Indian or foreign language not covered under (a) and (b) and other than that used as the medium of instruction. (MOE 1966,192)

Thus, the three language formula played a crucial role in defining English as an essential component in the school curriculum. This policy also enabled in establishing English as a second language in the sociolinguistic profile of the country.

Odisha presents a vibrant picture of the tribal population. According to the 2011 Census, the Scheduled Tribe population was 95, 90,756 constituting 22.85% of the total population of the state and 9.7% of the entire tribal population of the country (Mohanty 2017, 32). There are 62 varieties of tribal population and 13 Particularly Vulnerable Tribal Groups (PVTGs). To address the issues of the marginalised community and prevent the high dropout rate, the Government of Odisha started MTB-MLE system of primary education in 2007. The Mother-Tongue based Multilingual Education (MTB-MLE) is a system of elementary education in which the instruction for education is provided in the child's native language (L1). The instruction begins with L1 and gradually leads to the introduction of a second language (L2) and L3 in due course of time. This model of education is practised to address this issue of

high dropouts and provide a comfortable environment for the child to learn according to a notification in 2014 by School and Mass Education Department, Govt of Odisha. This system of education endeavoured to equip the students to develop proper cognitive; and reasoning skills and to acquire proficiency in other languages. The child's native language is used as a medium of instruction in selected state-aided schools. This model of instruction continues for the first five years of the child's elementary education. They are introduced to Odia as a second language in Class II. English is introduced in Class III.

5.1 The Present Study: Research Goals and Objective

The present research is based on the schools in Cuttack across various affiliations and boards. The schools in Cuttack can be categorised into English medium schools and Odia medium schools. The state-funded English medium schools follow the state education board while the private trust-funded English medium schools follow either the syllabus of Central Board of Secondary Education (CBSE) or the Indian School Certificate Examination (ISCE). In the specific case of Odia medium schools, both state-funded and private trust funded schools, follow the State Board of Education which is otherwise called as the Board of Secondary Education (BSE).

In Odia medium schools, English is introduced in the curriculum in the third year of schooling. It is taught as a subject rather than a language. Since the medium of instruction is Odia, the students are not exposed to an English speaking environment where the child gains a command over the language easily without any conscious effort. They begin with the alphabet, and proceed by learning grammar and reading prescribed textbooks. Additionally, a lot of emphases is laid on the correct grammatical usage. The students are also encouraged to improve their reading and writing skills through translation exercises.

The current research is concentrated on the methods of English teaching followed in the schools of Cuttack. The primary focus is on the definite teaching procedures and techniques developed by the teachers in the English classrooms. It can be said that the history of language teaching is replete with many parallel movements in other disciplines. These actions have influenced, shaped and moulded the field of language teaching. Each method and approach had its distinct characteristics and rested on certain principles about learning. The pedagogical scenario has undergone several changes by the demands and needs of the learners and society. For a language teacher, it is imperative to be abreast with the developments and improvisations in language teaching. This study attempts to understand the

pedagogical methods and approaches followed by the English teachers in schools in Cuttack district of Odisha. As discussed in the introductory chapter, the schools in Cuttack have different educational environment owing to the differences in affiliation, curriculum and medium of instruction. An attempt has been made to study the contrasts in the English language teaching procedures in these schools and draw a parallel between the methods followed by the teachers in English medium and Odia medium schools. Although the quantitative data involving the figurative measurable data has been recorded by the census and other Governmental organisations, such a descriptive study including quantitative and qualitative variables is first of its kind. Hence, it is hoped that this study would help in understanding the educational scenario in Cuttack.

Two influential paradigm shifts mark the history of language teaching. The first paradigm shift can be traced to the pre-structural phase. The pre-structural phase was characterised by an admiration of classical languages. The knowledge of classical languages was held in high reverence. The following language teaching methods focused on the acquisition of the structure of the language as the primary aim of language pedagogy. The second paradigm shift changed its focus from structure to communicative proficiency. The teaching methods of this period rested on building communicative competence of the students. In the current research, the classroom practices of the teachers were analysed for the research variables.

Research Questions covered in the study are:-

- What are methods of English Language Teaching employed by the teachers in the two schools?
- What are the methods employed for grammar teaching? Are those implicit or explicit in nature?
- Are the teachers in these schools subscribing to methods like Grammar Translation, Direct, Audio-Lingual or Communicative method?
- What are the factors that govern the staging and sequencing of the contents of the curriculum?
- To what extent is the agreement and divergence between the two school's English teacher's methods?
- To identify, whether English language procedures and content taught in the class are designed according to the communicative perspectives of the curriculum prescribed?

- Is there clarity of purpose in the teacher's mind regarding the background theories and philosophies as outlined in the curriculum and method employed by them in the classroom implementation?

- Is there a justification for the choice of the materials and method for implementing the said theories and philosophies?

To evaluate the objectives of the present research, the interpretive paradigm has been used to delve into the present research goals. The data, elicited under the research goals, was interpreted to draw inferences and conclusions. This research, based on an interpretive paradigm, uses mixed methods like interviews (qualitative); questionnaire and observation (quantitative) to understand the pedagogical practices of English teachers in the schools of Cuttack. The sample of the present study consists of fifty (50) English teachers in English medium and Odia schools in Cuttack district of Odisha. It was decided that the teachers teaching English in class third grade to seventh class grade would be considered for this study. This limit was decided keeping in view the theories of language acquisition. According to the critical period hypothesis, there exists an ideal window in which language acquisition is biologically assisted. Beyond this age, the ability of a child, to acquire a language with impunity, becomes restricted. Grade three to grade seven consists of children in the age group of 7-11years which falls in the critical range as agreed by most researchers. Again, it has been observed that from seventh grade onwards the focus of the English classrooms moves from language teaching to teaching literature and other aspects. Hence, the limit was decided considering these factors. Due to unavailability of teachers who would be willing to participate in the study, the higher classes were also considered. Thus, the final sample for the study was limited to fifty (50) teachers teaching in second-grade classes.

The participants in the sample were chosen by random sampling. A total number of fifty teachers were selected to participate in the research. The schools ranged over different boards starting from Indian certificate of secondary Education (ICSE), Central Board of Secondary Education (CBSE) and Board of Secondary Education (BSE). The sample of teachers was equally divided between English medium and Odia medium schools. All Odia medium schools were affiliated to BSE. The sample of English medium teachers consisted of three CBSE and ICSE schools each. The Odia medium teachers were selected from four schools affiliated to BSE.

The present research employed methodological triangulation, i.e. a mix of quantitative and qualitative methods to collect data and arrive at a conclusion. Triangulation in the present study is achieved by data collection instruments like questionnaire, interview and structured observation checklist. Quantitative methods such as questionnaire and structured observation were used which objectively elicit the data about the research variables. Subjective aspects of the data were elicited using a qualitative method like interviews.

In the present study, the objective was to gain an insight into the methods of English Language Teaching followed by the teachers in schools in Cuttack district of Odisha. Hence, the variables chosen in the study focused on the different aspects of teaching methods. A structured questionnaire was designed to implicitly tap the teachers' approaches and practices of teaching the English language. Likert scale format was taken with multiple-choice statements and yes-no answer type questions in the final questionnaire. The details of the questionnaire are discussed further.

Sections of the Questionnaire

A. Section A: Background Information

   This section was designed to collect the background information within the limits of anonymity of the informants. The information gave a structured insight into the profile of the teacher. It intended to understand the participants' introduction to English. This helped in tracing a trajectory of the participants from the position of a learner to a teacher while giving an account of the participant's engagement with the language in general. It also presents the participant's sociolinguistic profile and paints a picture of the participant's position as a speaker of the language

B. Section B

   This section consists of sub-sections examining the response of the teachers towards nature of language, the nature of learning, and classroom practices relevant to the major approaches to teaching the English language. The section consisted of three categories of questions. Question number 7 to question number 15 consisted of multiple choice questions where the participants were given four options out of which they were to mark one response which best reflected their choice. The next part of the questionnaire, i.e. questions from 16 to 26 consists of questions in the Likert scale format which aimed at mediating the attitudes of the teachers on various variables based on methods of ELT. The final sections of the questionnaire constituted of

questions from number 27 to 37 which were of yes or no type. It endeavours to objectively elicit their responses towards different variables. The variables considered while framing the questions were :

- Grammar Teaching

- Vocabulary Teaching

- Belief about Language in general and Language Learning in particular.

- Role of teacher in the classroom

- Communicative aspects of language

- Use of aids or props in the class.

- Use of L1 in the learning process of L2.

- A copy of the questionnaire used for the data collection can be accessed in Appendix III.

The questions in the questionnaire were designed strictly within the limits of anonymity. It was presented keeping in mind that the results do not reveal any personal information of the participants. The participants were marked using confidential codes which ensure confidentiality of the data collection process. Each variable was covered by more than one question to cross-check the uniformity in the participants' responses. This ensured integrity of the results obtained from the data collection process.

The Observation Checklist Design

The observation checklist was designed keeping in view the theories concentrating on aspects of the major approaches to English Language Teaching. The variables in the checklist were presented in a tabular form. This format enabled the researcher to look at items easily and check them. The design of the observational checklist was structured to encompass the following variables:

- The medium of instruction

- Nature of instruction

- The content of the instruction

- The manner of dealing with errors

- Usage of task-based activities

- Grammar teaching

- Vocabulary teaching

Elicitation Procedure

The steps followed in administrating the data collection instrument and eliciting the data are explained in this section. It includes the procedural steps involved in administering the questionnaire and the interview; and carries an account of the observation and feedback recorded by the students. A pilot study was carried out to test the data collection instruments initially.

I. **Pilot Study** For this study, the project was piloted using a sample comprising of ten teachers to test the data collection instruments. The participants of the pilot study consisted of teachers ranging from different schools across several states like Delhi, Odisha, Uttar Pradesh and Karnataka. The motive behind selecting participants from a group other than the sample was to test the verifiability and reliability of the data collection instruments. The views and opinions expressed by the teachers were taken into account, and a separate section consisting of yes or no questions was added to the questionnaire. The revised data collection instrument was used for the final elicitation procedure.

II. **Administration of the Questionnaire:** The purpose of the visit to the schools was clarified, and the research goals were explained in detail to the participants. Due permission was obtained from the respective head of the institutions before meeting the teachers. The aim and significance of the study; and the procedure of answering questions were explained to the participants. Teachers were assured that the questionnaire was not a form of evaluation and hence, anonymity was maintained in the questionnaire. The questionnaires were distributed in unsealed envelopes and instructions were provided along with it. This was followed to ensure anonymity for the informants.

III. **Administration of the Interviews** For the present study, permission was attained from the school authoities, the purpose of the interview was clarified and explained to the participants. The procedures involved in recording their responses were explained to them, and the participants were asked for consent before their responses were recorded. A copy of the consent form obtained is available in Appendix III. A quiet and comfortable place was chosen for the participant while the researcher informed

the participants about the manner in which the results of the interview would be dealt. The questions of the interview were asked in the serial order as mentioned in the interview and the initial responses were recorded. It is to be noted that in certain cases, the participants chose to write down their responses and they were given the liberty to do so.

IV.   **Administration of the Observation** The researcher clarified the purpose of the visit to both the school management and the teachers. Permission for the observation was obtained from the school management to whom the researcher clarified the aim of the study and the procedure of observation. Additionally, the researcher repeatedly assured the teachers that there would be no kind of evaluation and no personal reference to them would be made in the study.

Analytical Procedures

The present study included both quantitative and qualitative data. The data was tabulated, and the analytical process underwent different stages by following a content-based analysis and inductive approach analysis. At each stage, the data underwent a certain kind of transformation. Hence, a detailed clarification of the analytical processes is given as under:

i.   **Quantitative Data Analysis**

ii. Quantitative data analysis refers to the procedures through which raw numerical data is processed to obtain the key percentages. In the case of this study, quantitative data analysis was implemented to the questionnaire and the observation data. The data of the questionnaire and the classroom observation checklist were checked for completion. They were, then, coded using numbers (1-37) for the questionnaire.The categories and choices of the items were coded according to their strength (5=strongly agree,4= agree, 3=uncertain,2=disagree,1=strongly, disagree),(4=always, 3=usually,2=sometimes,1=never). Based on the participant's answers, the codes were transferred to the summary sheet. Following the codes in the summary sheet were checked again.

Once the codes were transferred to the summary sheet, they were imported into Microsoft Excel 2007 and Statistical Package for Social Science (SPSS v15.0) for statistical analysis. Finally, the frequencies and percentages were presented in the representative graphs accordingly. Statistical tests like chi-square test, cross-tab and frequency charts were used to achieve significance in the results. The Chi-Square test

of independence was used to determine if there was a significant relationship between two categorical variables of English medium teachers and Odia medium teachers. Cross-tab as a method was used to aggregate and jointly display the distribution of multiple variables.

iii. Qualitative Data Analysis

In the present study, the qualitative data was obtained from the interview process which involved subjective responses of three teachers each from English medium and Odia medium schools. The answers of the interviewees were checked for completeness and number. The answers were read and grouped. For coding answers, they were typed in a word processor for clarity and control. Once the answers were grouped, they were labeled by descriptive words, categories and subcategories. Once the answers were coded, categories and sub-categories were established and grouped thematically. Once the themes were identified, they were again coded with numbers and analysed by Microsoft Excel 2007 and Statistical Package for Social Science (SPSS v15.0). Finally, cumulative frequencies and percentages; and results of statistical tests were studied.

iv. Ethical Consideration

In the case of this study, the researcher maintained ethical consideration. The researcher explained the purpose and procedures of the study to the participants. The participants were told that the data collected for the study would not be used for any other purpose. The participants were also told that their participation is voluntary and so, consent for participation was obtained from all the participants. A duly filled and signed consent form was obtained from the participants after explaining the details and procedures of the study. A sample of the consent form used for obtaining permission from the participant is available in the appendix.

Though the researcher endeavoured to attend and observe the classroom teachings of all the teachers participated in the study, some of the schools did not provide permission to attend the classes as it infringed upon policies. To overcome this limitation in the study, observations were recorded from the students taught by the teachers in the form of a feedback form which consisted of twelve questions that were both open ended and close ended in nature. The feedback form would also serve as an effective checkpoint to the admittances of the teachers and as a means to achieving triangulation in the research.

The theoretical corollaries obtained from the questionnaire are analysed and presented as follows. The data is analysed on a thematic basis. The themes consist of the variables taken into account while designing the questionnaire. The following tests were used to analyse the data:

- Crosstab was used to descriptively present the percentage frequency distribution of the teachers about the options of the questions. It helped in analysing the overall response of the participants to each question and each option in the variable.
- Frequency Bar-charts were used to present a diagrammatic representation of the frequency distribution of the results.
- Chi-square test was used in questions where the each of the cell counts was above five which was to determine the significant differences (if any) in the responses between the English medium teachers and Odia medium teachers.

The questions in the questionnaire were analysed under the following five major themes:

i. Theme A- Grammar Teaching
ii. Theme B- Belief about Language Learning
iii. Theme C- Role of teacher in the classroom and their response towards errors
iv. Theme D- Use of aids and language activities in the class
v. Theme E: Use of L1 in the Learning Process L2

The inferences under the following themes are summarised as follows:

5.2 THEME A- GRAMMAR TEACHING

- A majority of the teachers from both the schools followed a prescriptive notion of grammar teaching. They agreed on explaining grammar rules first followed it with examples. This shows that they practice the deductive method of grammar teaching. Baring the single question (Table 4.11), there was a congruity of opinion in their responses.
- In the question no. 12, about the teaching of grammar, it was observed that majority teachers from both English medium and Odia schools agreed that rules of grammar must constantly be revised. This places their belief on the deductive way of grammar teaching.

- In question no. 18, the teachers in both the schools disagreed on the point that repeated exercises are essential for learning grammar and denied the drill method for grammar teaching.

- In question no 28, most of the teachers in both the schools overwhelmingly agreed that language examples help students to understand grammar rules. This bears the testimony to their belief in teaching through examples i.e. the inductive method of grammar teaching.

- However, in question no 29, there was a stark difference in opinion of the two group of teachers. Most of the teachers in the English medium schools agreed to the introduction of grammar rules followed by drawing the examples from it. This shows that the majority teachers in English medium schools believe in the practice of the inductive method of grammar teaching. Whereas on the other hand, the majority teachers in Odia medium schools denied the statement and placed their belief in the deductive method of grammar teaching. This inference was reinforced by the results of question no 30 where majority of the English medium teachers expressed their belief in the student's ability to draw rules from language examples while most of the Odia medium teachers did not think so.

- Question no.31 aimed to understand the underlying belief of the teacher towards to learning speaking skills. Most of the teachers from English medium schools denied the sequencing of grammar teaching before learning speaking skills. The Odia medium teachers, however, believed that learning of speaking skills must be preceded by grammar teaching. This shows that Odia medium teachers practice a structural approach to language teaching. Structural approaches like GT method advocated regular practice of grammar rules before fostering speaking skills.

- Thus, we can conclude from the results that, there exists a significant difference in opinion of English and Odia medium teachers towards grammar teaching. Also, English medium school teachers believe in inductive method of grammar teaching while Odia medium school teachers believe in deductive method of grammar teaching.

5.3 THEME B- BELIEF ABOUT LANGUAGE LEARNING

- In question no. 8 it was seen that the teachers in English medium schools had a communicative approach to learning of English and the Odia medium teachers espoused belief in traditional methods like textual reading.

- Again in question no. 9, the Odia medium teachers reiterated their belief in traditional methods by expressing that the best way to learn a language is by imitation, practice and repetition of rules. The English medium teachers, on the other hand, opted for a functional and communicative view about language.

- In Question no. 13, the English medium teachers reinforced their assertation for communicative methods whereas the opinion of the Odia medium teachers was divided between GT and communicative methods.

- It can be seen from the above discussion that most of the English medium teachers view language as a communicative and functional system and the methods of language learning used by them communicative in nature it whereas the Odia medium teachers follow a structural approach towards language learning.

5.4 THEME C- ROLE OF TEACHER IN THE CLASSROOM AND THEIR RESPONSE TOWARDS ERRORS

- In question number 11, it was seen that the maximum percentage of teachers from both Odia and English medium schools believed that the role of a teacher should be that of facilitator, to assist in learning English. The teacher, according to the participants, has to be a passive observer who should aid the process of learning by encouraging the students rather than assisting. As per the results in question number 14 and 21, the teachers converged in the belief that an error committed by the student has to be immediately corrected by the teachers it can be seen that the teachers in both English and Odia medium schools believe that a role of a teacher is to facilitate the process of learning by being a passive observer. It can be projected that the classroom in these schools is learner-centred. In case of the teacher's response to errors made by the students, the teachers in both English and Odia medium schools advocated for an immediate response to it. Thus, there exists a convergence between the attitudes of the teachers in these schools.

5.5 THEME D- USE OF AIDS AND LANGUAGE ACTIVITIES IN THE CLASS

- In the question no. 23, it was seen that most of the English medium teachers agreed that it is important to use audio-visual aids in the classroom. The same attitude was reflected in question no. 24, where the English medium teachers rejected the view that playing songs and videos is a distracting factor in the class. This posits their acceptance of the positive effect of audio-visual aids in the class. Again in question

27, the English medium teachers disagreed that group activities disrupt the decorum of the class. This reflects the teachers use language activities in the class. The Odia medium, on the other hand, showed a negative attitude against accommodating language activities and audio-visual aids in the English class. This reinforces the postulation that they still use traditional methods in the English classroom.

- In the discussion above, it could be summarised that the teachers in English medium schools reflect a positive attitude towards the use of audio-visual aids and group activities in the language classroom. However, there was a significant divergence of opinion between the teachers in English medium schools and Odia medium schools.

5.6 THEME E: USE OF L1 IN THE LEARNING PROCESS L2

- It can be said that the teachers from English medium schools harboured a stern rule against native language. English medium teachers carry a prejudice against the usage of the student's native language in the class. As is evident from the questions 10, 19, 20 and 25, the majority of English medium teachers dissuaded the use of mother tongue in their English language classrooms. While on the other hand, the Odia medium teachers show an acceptance of the mother tongue usage in the class. Also, the medium of instruction being Odia, the teachers freely used the native language without any such prejudice.

2.1 5.7 SUMMARY OF THE FINDINGS

On the onset of this research, one of the primary aims was to find the methods of grammar teaching followed in English and Odia medium schools in Cuttack district of Odisha. A close study of the inference suggests the views that follow.

It was observed that the English teachers of both English and Odia medium schools do not subscribe to any particular method as a whole, in their classrooms. It was also noted that a majority of the teachers from English and Odia medium schools follow a prescriptive notion of grammar teaching. The data obtained from the teachers depicted that the teachers, first, explained the grammatical rules and then taught using supporting examples. This shows the prevalence of deductive method of grammar teaching. Also, there was a congruity of opinion in their responses. Further, it was also, observed that majority teachers from both English medium and Odia schools agreed that rules of grammar must constantly be revised. This, again, places their belief on the deductive way of grammar teaching.

One of the objectives of the current research was to infer and extrapolate the factors involved in staging and sequencing of the syllabus; and to see if the teaching is in accordance with the communicative needs as prescribed in the curriculum. It was found that the English medium school teachers use the Direct method to introduce language to the students. These schools follow a strict policy regarding the usage of the student's mother tongue or native language in the school premises. The feedback received from the students also reinforced this conclusion. It was further observed that the teachers follow a strict adherence to the prescribed curriculum. In English medium schools, the teachers plan their syllabus according to the course delivery plan designed by the course coordinators, but in the case of Odia medium schools, the staging and sequencing of the course materials are according to the pattern of evaluation and examinations.

The research attempted to gain clarity on the understanding of the language pedagogical theories by the teachers and it was found that, the English medium school teachers espoused belief in the functional and communicative usage of language. While the Odia medium school teachers viewed language as a structural system and showed an inclination towards structural methods such as Grammar Translation method.

Overall, the teachers in the schools show a wide divergence in their approaches and practices. As seen from the chi-square tests in chapter four, there was an overall deviation in the pedagogical methods of the teachers from both schools. There was also a difference in the syllabus and curriculum of English language teaching in both the schools. The English medium school teachers introduced English as a part of the syllabus in the first year of schooling. English in these schools is taught as a language to be learnt and used in the daily life. They follow strict rules against the use of native language in the school premises. The teachers use target language to initiate teaching which leads to the conclusion that they use the Direct method of language teaching in the classroom.

One of the most intriguing observations during data collection was that in certain Odia medium schools aided by the state government and other public agencies, a single teacher was appointed to teach more than one subject. Though it broadens the context of language learning by increasing the themes and contexts, it also puts serious questions on the quality of education imparted to the students.

It was also observed that the Odia medium teachers restrict the scope of their teaching to the prescribed text books and literature in the class. The students in their feedback shared that no

group activities or audio-visual clips were used in the classroom. This was also reinforced by the data obtained in the questionnaire where a majority of the teachers from Odia medium schools opined that playing songs or videos in the classroom is not conducive to the decorum. The English medium teachers, on the other hand, used audio-visual aids and props in the class. The students from English medium schools also expressed that language games and activities are frequently used in their language classrooms. The English medium teachers broadly pointed out two major factors for the successful learning of the language. They believed that it was imperative on the part of the student to sincerely revise the grammar rules taught in the classroom. This practice of grammatical theories and rules has to be reinforced by a regular conversation in the target language. For a student desirous of being proficient in English, he should regularly converse in the language at school as well as at home.

In the case of Odia medium teachers, there was an emphasis on the diligence and persistence on the part of the student to learn the language. They asserted that as a teacher their roles are confined to teaching and testing the student. But, it requires sincere perseverance and hard work on the part of the student to revise the rules and build their vocabulary.

The Odia medium teachers resorted to L1 translation to teach vocabulary to students. The vocabulary teaching took place both in context of the specific chapter of the text as well as in isolation. The teachers encouraged the students to use a dictionary to learn the semantic denotations of new words. The dictionary used by the students was found to be monolingual as well as bilingual in nature. In the case of English medium teachers, the vocabulary teaching was aided by audio-visual cues. The teacher explained the meaning of new words in the context to the text in question. They used both L1 and L2 to teach the meaning of difficult words.

The observation of the English medium classrooms showed that these teachers frequently used activities in the class. This was in synchronisation with their belief expressed about the nature of language. These activities aimed at fostering communicative language skills among the students. The English medium teachers espoused their belief in the communicative nature of the language, and their pedagogical techniques show their adherence to Communicative Language Teaching paradigm. According to the communicative approach, the emphasis is placed on communication, tasks and meaning. It was seen that the English medium teachers introduced appropriate activities in the class to present situations where the student indulges in conversation based on real-life situations.

a. Limitations of the study

This research envisioned to record the classroom sessions of all the teachers from whom the data was elicited. But, some of the schools did not provide permission to attend the classes as it infringed upon their policies. This posed a limitation to the data collected. To overcome this limitation in the study, observations were recorded from the students taught by the teachers in the form of a feedback form. The feedback was taken from the students in form of informal guided discussion.

Again, this study investigated pedagogical techniques used by the teachers from various schools across Odisha to establish a parallel between the classroom practices in the English and Odia medium schools. It only attempted to understand the strategies of language pedagogy from the point of view of the English teachers. The study was restricted to the teacher's perspectives and views. A further endeavour in this field would be to broaden the scope and range of the state enforced educational policies. Also, efforts must be set to provide solutions to frame language pedagogy and curriculum by first fielding the question of multi-literacy.

5.9 Future Projections

This study is an illustrative account of the methods of English language teaching followed by different schools in Cuttack. It is expected to serve as an addition to the repository of descriptive research pertaining to the region. It also gives a broad overview of the general trends prevailing in English language pedagogy in the state as well as the country. It studies in depth the various beliefs and prejudices that influence the adoption of a particular method.

The comparative nature of the study helps to paint a picture of the existing gaps prevailing in different state-aided and private schools. It compares the educational environment of the schools belonging to different governing bodies and affiliations. This, in turn, provides a depiction of the pedagogical methods followed by different schools in the same state. It is expected to aid the policymakers and educationists in gaining a perspective on the current situation which may influence the implementation of the future strategies and educational programmes.

This study investigated pedagogical techniques used by the teachers in various schools across Odisha. It also provides an account of the various variables that decide the pedagogical inclination of a teacher. Hence, it can help the governing bodies in identifying the

educational scenario in the schools. They could devise appropriate strategies to accentuate and mask any particular method for imparting quality education to the students. It can also help the teachers to reflect upon their pedagogical methods and practices and gauge the efficacy of their current strategies. In addition it can also help the curriculum planners to identify the lacunas in the syllabus and update the prescribed course curriculum. The feedback of the students can help in identifying the attitude and reactions of the students regarding the current strategies employed in the language classroom which in turn can influence the educational policies.

This research serves as a reference point for researchers who wish to undertake any study related to the region. Further, this would help the policy makers and educationists gain a perspective on the existing scenario and implement steps to fill in the existing gaps. A more prominent focus shall enable all in acquiring a broader understanding of the educations policies of Odisha, and its implications for language teaching. Thus, it is suggested that future researchers must attempt to look at schools situated in hitherto rural areas.