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THE SIGNIFICANCE OF ELEMENTARY ENGLISH PEDAGOGY AT THE SCHOOL LEVEL IN
UTTAR PRADESH

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ABSTRACT

This research attempts to focus on the relevant issues with respect to teaching of English in public schools; as school teachers play a very crucial role to shape the life of a student at school level because their learning competence are at melting stage. The educational development of a student totally depends upon the qualified and trained teachers to nurture the career of the students by providing them adequate guidance and knowledge to satisfy the need of the students. The students of UP who are pursuing primary education cannot be deprived of the English pedagogy because English has become global effective language. It is being used in science, art, commerce, law and management etc. as a medium. For that a teacher requires to be well trained to sharpen students learning competence and also encourage and facilitate them to deal effectively with future responsibilities and accountability by providing them the practical knowledge of English. Therefore, the trained and qualified teachers are only able to produce the good students who are well competent in English. The current research work confines its scope on the study concerning teacher training and their contribution at primary/school level in Uttar Pradesh. The scope of the research is further limited to learning and teaching of English language at primary/school level in Uttar Pradesh.

Keywords: Teaching and Learning, Public Schools, Teaching Pedagogy and Teacher Training Program.

Introduction

To enhance the English learning skills of students either formally or informally, a teacher plays a vital role and builds a good competence in English. A good teacher always tries to create a positive environment to nurture the learners. A good teacher needs to be professionally updated and well-equipped. If one needs to achieve excellence in teaching, one has to practise and observe others' work, so that one can understand how to connect the method of teaching and the actual classroom situation.

Now, one can find the actual consequences of English knowledge as it has become a symbol of people's aspirations in the quality education and people are being globalized. It seems the people feel privileged to discuss that their children are in CBSE or ICSE boards of school. The visible impact of the English is seen over the

minds of the people at the very initial stage of the schooling. The NCF-2005 emphasis on the usage of the child's mother tongue as a medium of learning at the school level. Here, one can also easily find the status of English in Uttar Pradesh i.e. "how low it is!", the reason behind this, the late incorporation of English in the school syllabus as per the report of NCF2005. The English teaching profession consistently recommended a late incorporation of English and this reflection can be seen as documented in the government policy. Due to inadequate, UP government policy towards English language implementation at school level the private English medium school got the opportunity to emerge the better schools in UP and the early incorporation of English at the school level in Uttar Pradesh.

Uttar Pradesh is the densely populated state of India with 19.98 crore people as per the census 2011. Hindi and Urdu are the official languages of the state and the widely spoken languages in the 75 districts of UP. The spread of English in Uttar Pradesh has gained momentum in the recent years. English in Uttar Pradesh was introduced as a subject in class-III while in 18 states the English was introduced in class-I. (Census 2011) In Odisa, Punjab and Haryana etc.

Verma (1988) understands the role of English as a second language in the following words, "... English in India is what it is because of its functions which are controlled by its socio-cultural setting and by its interaction with the major Indian languages. This socio-cultural approach to English in India is designed to show how the lexico-grammatical systems of a language get shaped and reshaped by its functions. There is, therefore, no feel that English in India is or will be less effective or less efficient as a system of communication, but there is every reason to say that it has and will continue to have a marked Indian flavor". (p.35)

There are many aspects of English language learning but the present study deeply focuses on learning of English. Why have we selected this aspect? This aspect impinges upon each and every English sentence. Sentence is smallest unit of communication (according to communicative approach). Due to the wider scope of the , this study has been carried out meticulously on English in both oral and written mode. In 1990, the Indian government created a program to spread school education to every child of the country and it, namely 'basic education project' commenced across the 17 districts of Uttar Pradesh in 1993. During the same time, in May 1993, an education plan was started in UP which was known as 'Sabheeke Liye Shiksha Pariyojna Parishad' (education for all) with a set primary objective.

- To provide access of English to the school education for all children up to 14 years
- To enable universal participation until they complete school (level of schooling) through formal and non-formal education programs
- To suggest ideas for greater gender equality in education and female empowerment
- To make necessary interventions to provide equal education opportunities for children from scheduled caste, scheduled tribe and the poorest sections of society (UP education for all, 2011).

Challenges encountered in English pedagogy at the school level

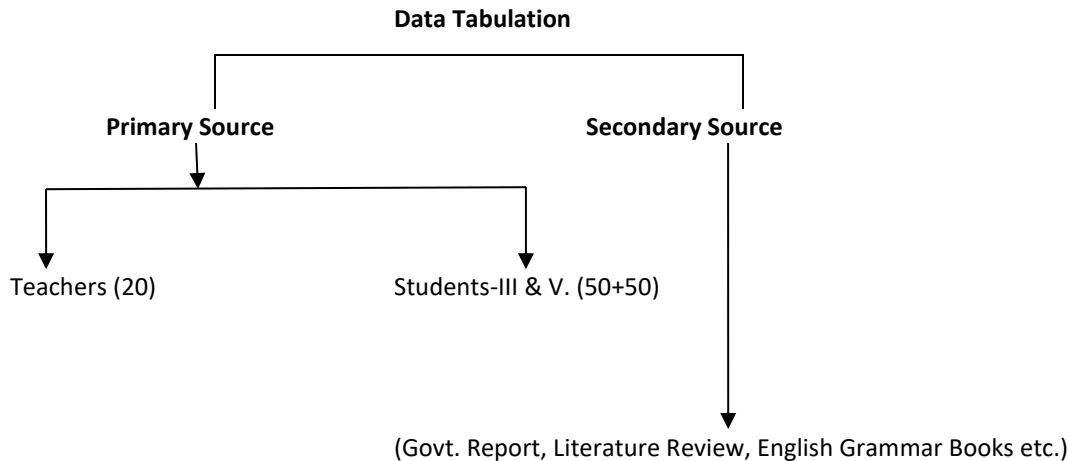
- The challenges encountered by the teachers in learning and teaching of English task
- The challenges encountered by the learners in learning of English tasks
- The impact of English pedagogy on the learners, the learning context and paucity of immediate reinforcement.

To meet here challenges the current study focuses on the following objectives:

- To scrutinize teachers' views on the teaching and learning of English
- To identify the learners' problems in the learning of English
- To assess the impact of the BTC training program on teaching and learning of English

Sampling of the Study

The data has been collected randomly from the teachers as well the students.



Methodology used for the Study

Test Papers: The researcher has designed two test papers for classes III and V based on their English textbooks and conducted a diagnostic test to assess their level of comprehension in English. Some parameters for evaluation are selected based on the evaluation guidelines followed by their textbooks and their teachers.

Questionnaire: Questionnaires are designed for all the three categories of respondents: the English Teacher Educators, the Teacher Trainees, and for the Trained School Teachers. Each questionnaire is designed in such a way that it can elicit the perceptions of the respondents about the BTC course in general and the teaching of English in particular. The questionnaires also seek information as regards the respondents' familiarity with the latest trends in the English language teaching.

Observation: Teachers are teaching in schools, and the Students both have also been observed by the researcher to match their responses to the questionnaires and their classroom responses in reality.

Interviews

Unstructured interviews are conducted with the English Teacher Educators, the Teacher Trainees, and the Trained School Teachers in order to produce the authentic responses.

Background Study of the English Pedagogy at school levels in UP

The objective of this research paper is to review a sample of the literature relevant to the teaching methodology of public schools and their training programs they have been trained to teach and learning skills at schools level.

Long (2005) suggests that it's not a medical intervention that would be prescribed before a thorough diagnosis of what ails the patient, therefore, no language program should be designed without thorough needs analysis' (p.1). Verma (1988) understands the role of English as a second language in the following ways' English in India is what it is because of its functions which are controlled by its socio-cultural setting and by its interaction with the major Indian languages.

It is obscured that English has some powerful inherent advantages, which makes it one of the most used languages in India. Since the independence of India (1947), the degree of use of English and teaching of English in schools and colleges has been on a rise.

Today, English is marked as a symbol of high status and privilege in the society and fluency of language in a tool to get better job opportunities.

Need for English Language Teacher Training

The teacher is the most important resource in an education system. (S)he is the medium through which the input of knowledge and skill is transferred to the students. Teacher training has a very powerful role to play in developing the skills, and expertise of a particular teacher.

In the context of English language teaching, teachers should be able to recognize the methods of second language acquisition. They should learn the proper and effective instructional practices in regards to the content to be transacted. Teacher should be aware of the resources available for teaching and learning English effectively. Teacher training helps to understand specific strategies to teach English effectively according to the needs of the learners.

Current Status of Teacher Training program in UP

The researcher physically visited the centers to observe the approaches used to deliver lectures effectively for the teacher trainees. The researcher found that no adequate academic resource support at school level.

SCERT in Uttar Pradesh conducts both Pre-Service and In-Service training for school teachers. It plays a very crucial role in training of the school teachers. It also helps the teachers to develop their teaching skills, guides them to implement the curriculum, also directs them how to motivate the learners for learning as a second language.

Pre-Service trainings in UP are mainly conducted at different colleges and institutes such as DIETs to trainees who are willing to join a teaching profession as well as to those who are already teaching but want to upgrade their teaching skills. In-Service trainings are organized with the potential involvement of SCERTs and with DIETs, BRCs, CRCs and NGOs. These trainings are conducted at block and district level every year. These training programs play a very significant role in preparing the teachers.

The Concept of Teacher Training and Syllabus Designing:

The main objective of the syllabus design is to enable the teachers to experience teaching and creating innovative ideas to motivate learning. The program requires a participatory approach. The main objectives of the (two-year BTC) program and its curriculum structures are as designed by the SCERT.

- BTC curriculum reflects the realities of the national life and acts as an input to realize the national goals and fulfills the aspirations of the people
- It shows the development in the teacher education program
- Its various components are connected as to lead towards the realization of the disciplinary goal of education.
- Its transaction attempts to establish a viable integration of the theory and practice of education.
- The curriculum provides varied educational experiences needed for a teacher in his workplace and is reliable with the structural requirement with new ideas.
- It is realistic and based on the actual availability of resource materials for human and non-human.
- Although it produces the desired results but the learners are not effectively acquiring English
- It prepares teachers for meeting the needs of teacher-trainees in physical education. (NCTE: 1996)

English syllabus analysis and findings of the syllabus analysis

Objectives of BTC English syllabus:

- To enable teachers to understand composition, nature and classroom transaction of the English language
- To enable teacher-trainees to understand the subject content of the English language

- To make teacher-trainees able to prepare TLM (Teaching Learning Material) for teaching various components of the content of English Textbook
- To train teachers to present content material using teaching aids and through the use of ICT
- To make teachers able to teach the content through various educational software/ language games/ applications

English is taught in the II and IV semesters of the BTC training program

Findings:

The aims and objectives of the BTC English syllabus emphasis upon the development of the language skills, writing skill is provided the first priority and a partial focus is on speaking and communication skill but listening skill is provided the least importance and we find a very little scope for the teaching of vocabulary and pronunciation. English is taught in two semesters and teaching of pronunciation is placed as a part of a chapter, named 'Conversation and Communication'

Though grammar is given sufficient importance in the English syllabus yet proper guidelines have been found missing and it seems that syllabus does not provide opportunities for aural-oral communication practice that seems a gap.

A study of material used in teacher trainings program

UP SCERT does not prescribe any English language teaching material for the BTC English course. The teacher-educators and teacher-trainees use un-prescribed, locally published materials. A short description and a brief analysis of a book for training the BTC English participants are given below.

Description of the BTC English Textbooks

Book No.1 (The numbering of the books is done randomly)

Title: *Teaching Of English* (B.T.C. 1st Year, 2nd Semester)

Authors: Sanjeev Saxena

Pages : 208

Publisher : Agrawal Publications, Jyoti Block, Sanjay Place, Agra-2

Year of publication: 2014/15

Target users: Teachers are teaching at school level

Data presentation and analysis (Teachers' teaching at school level and students of class-III & V)

As above the tools have been discussed for data collection to ascertain the perceptions and views of the BTC English teacher educators and teachers. A test was conducted on English from classes III and V learners to identify their strength and weakness regarding learning of English as per their performance. The test paper was based on their English textbooks and syllabus. The following sections will present the analysis of the collected data as well as the textbooks of class III and V.

The questionnaire and question paper were circulated among both the category of the respondents (Teachers and Students of Class III & V) Teachers responded (10) questions that include both open-ended and close-ended ones. The close-ended questions have both yes/no type questions and questions with a five rank scaling. The questionnaires were administered to (20) these respondents are from the teachers teaching English at the school level in Uttar Pradesh.

Administration of the Questionnaire

The research targets twenty (20) teachers teaching English at school level in Uttar Pradesh. Likewise, the questionnaire was distributed to respondents present at the time and they were given sufficient time to complete their questionnaires.

Data analysis

Q.1. What is/was your aim and objective to do the BTC training?

Objective: Aims and Objectives of the BTC training

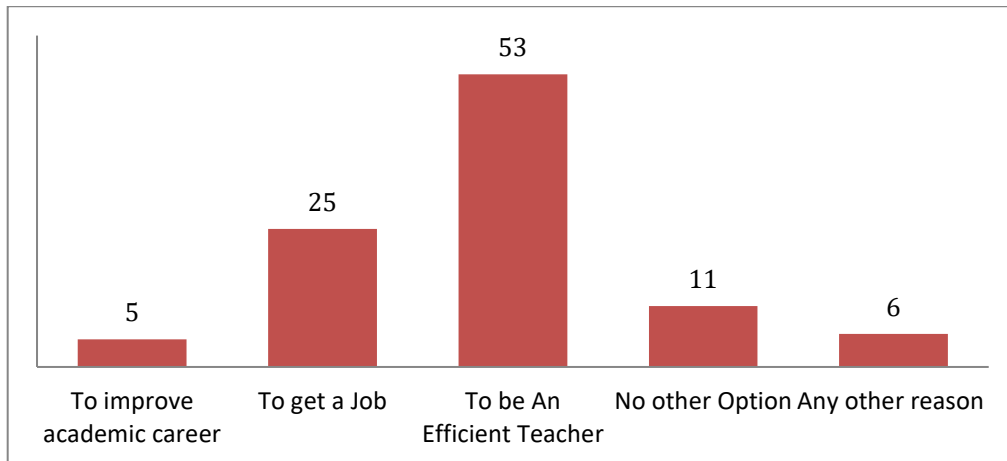


Figure No. 1

The figure reveals that the teachers do training to get a job and do efficient teaching. A significant number of the teachers want to improve academic career for improving job prospect while a small section of teachers have expected the course to make their academic qualification better to go for higher studies. They do not seem to have any other option to gain proficiency in English, which they feel, will give them better social prestige.

Q. 2. What was your objective behind learning English as a second language?

Objective: Presenting the objectives behind learning English as a second language

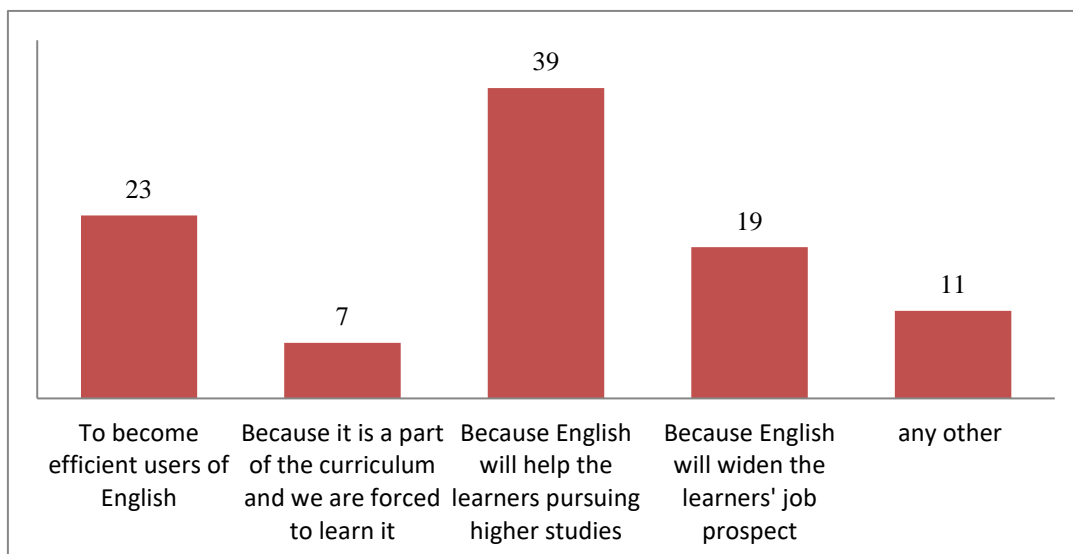


Figure No. 2

The bar chart illustrates that the teachers learn English to become efficient users of the language, which can bring them more opportunities in teaching; a small percent of teachers shares the same responses. Moreover,

it seems that a majority of the respondents representing to acknowledge the significance of the English language for wider job prospect, a tool for higher studies and social recognition.

Q.3.*The English syllabus emphasis more importance on reading skills and writing skills.*

Objective: Presenting respondents' opinion on the importance given to the reading and writing skills in English teaching

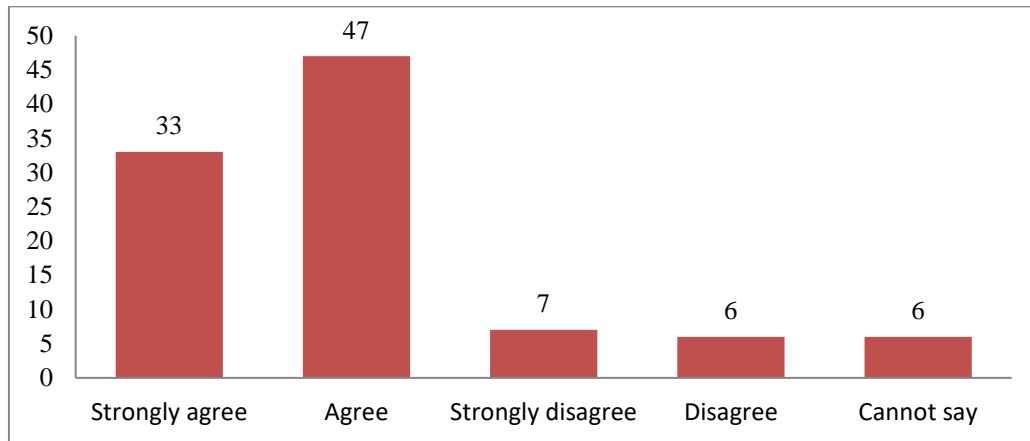


Figure No. 3

In the above figure, a huge majority reveals that the English syllabus gives more importance to the reading and writing skills. Only a small section of the respondents disagrees. It is quite clear from the responses that not all the four skills in the teaching and learning get an equal attention though it is necessary. As far as the BTC English syllabus is concerned, the more attention is given to grammar, reading and writing skills. Some importance is given to oral communication. Reading has a little scope and listening has no scope at all in the syllabus.

Q. 4.*The English syllabus does not have much scope for developing listening and speaking skills*

Objective: Seeking responses regarding the scope for developing listening and speaking skills

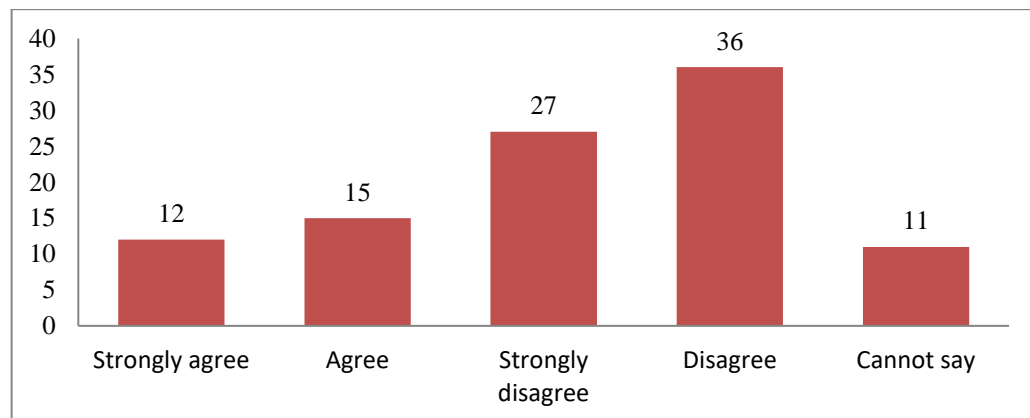


Figure No. 4

The figure suggests that a majority of teachers acknowledges the scope for listening and speaking skills in the BTC English syllabus. A significant majority gives an opposite agreement and reveals that the BTC English syllabus needs to pay more attention to speaking.

Q. 5.*The teachings of speaking and reading skills in the BTC English Course are highly effective*

Objective: Presenting the respondents' opinion on the effectiveness of the teaching of speaking and reading skills in the BTC English Course

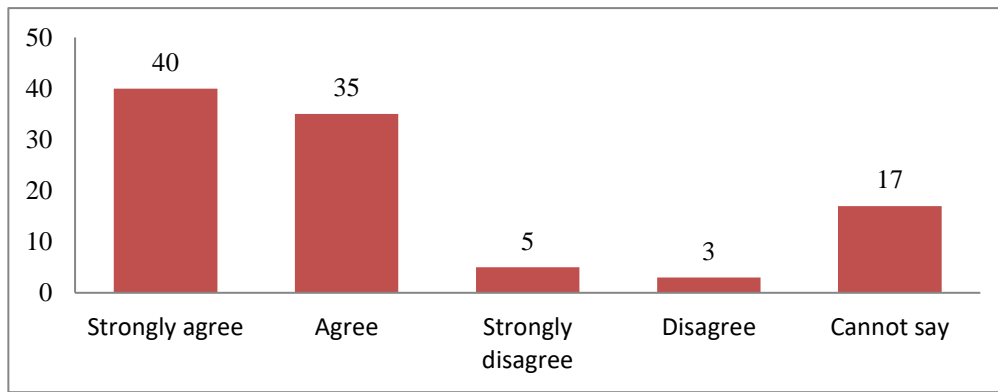


Figure No. 5

As far as the teaching effectiveness of the speaking and reading skills are concerned, a majority of the teachers acknowledges the teaching effectiveness of speaking and reading skills in the BTC English course. They may be happy with the oral interactions in their classes, which to them perhaps is a platform of practicing these skills. Moreover, they may be benefited by the teaching learning of a small component of conversation prescribed in the syllabus. A small section of the teachers shows disagreement, which matches with the analysis of the BTC English syllabus which has stressed the need for developing speaking skill but does not allot sufficient time to teach it and does not offer any supportive guidelines for developing it. A few respondents, who cannot comment, do not seem to be aware of the concept of the teaching effectiveness of speaking and reading skills in English in the BTC course.

Q.6. *The teaching of writing skill in the BTC English Course is highly effective*

Objective: Presenting the respondents' opinion on the effectiveness of the teaching of writing skill in the BTC English Course

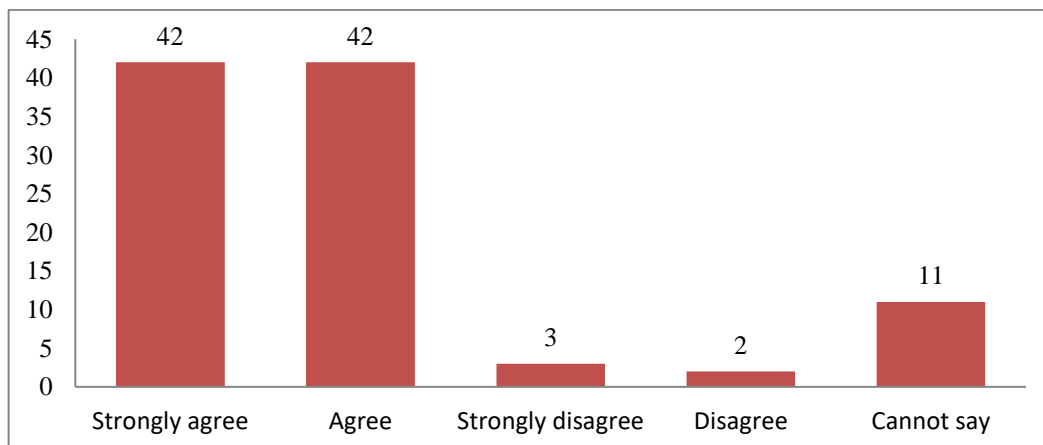


Figure No. 6

The above bar chart represents the opinions of the teachers as regards the teaching effectiveness of writing skill in the BTC English syllabus. A large majority of the respondents acknowledges the teaching effectiveness of writing skill. It is a natural response because the teaching of writing skill receives maximum focus in the BTC English syllabus. A small minority of the teachers do not seem to be aware of the effectiveness of teaching writing skill in the BTC English Course.

Q. 7. *The teaching of grammatical skill in the BTC English Course is effective*

Objective: Seeking the respondents' opinion on the effectiveness of developing grammatical skill in the BTC English Course

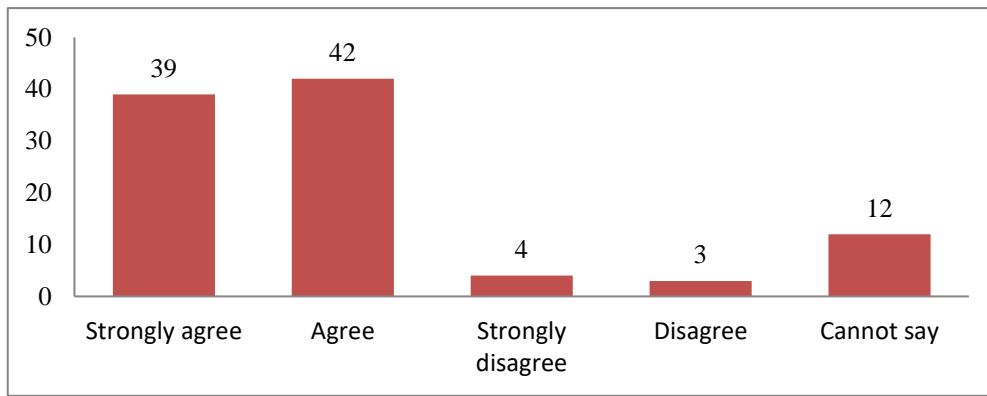


Figure No. 7

A significant majority of the teachers appears to be satisfied with the effectiveness of the teaching of grammar in the BTC English syllabus. However, a small majority may be unaware of the effectiveness of the development of grammatical skill. The data indicates that, a majority of teachers seem to be aware of the grammatical skill being at the central position to improve the four skills in the BTC English course.

Q. 8. *In your English class, the language you received instructions from your teacher.*

Objective: Finding out the medium of instructions, the respondents use in the English classroom

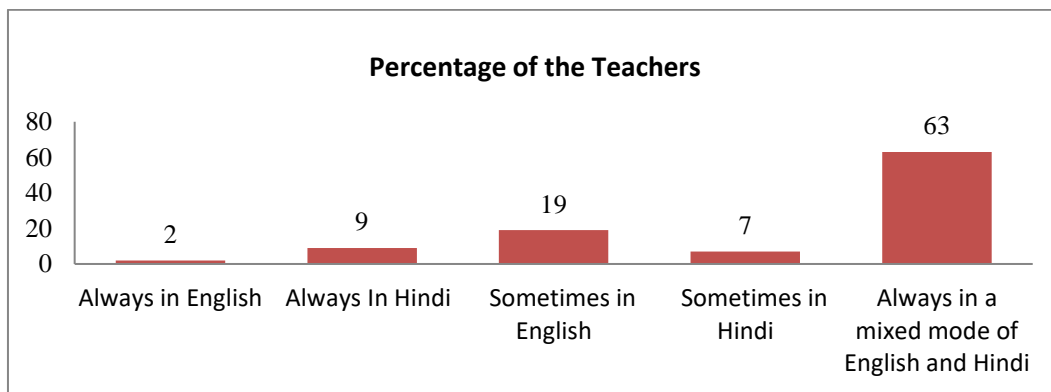


Figure No. 8

The above figure indicates that a majority of teachers always use a bilingual mode of English and Hindi. One can assume that the majority of the respondents use Hindi as a medium of instruction as per their convenience and probably use technical words in English.

Q. 9. *While talking to your teacher or peer the language you used in the class.*

Objective: Showing the Language used in peer discussion

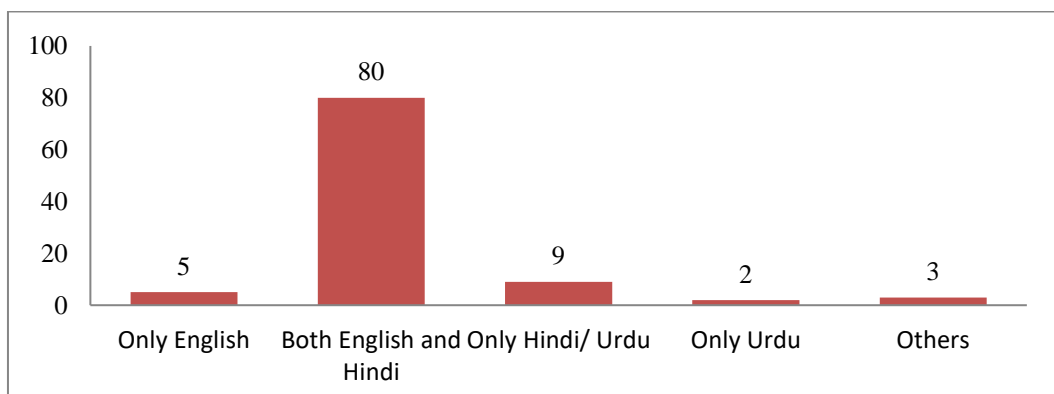


Figure No. 9

A large majority of teachers use both English and Hindi to interact with each other in the classroom and outside the classroom. Their choice of medium switch may be guided by the demand of the communicative context. A small majority of the respondents supports only English and some part of the respondents use only Hindi or Urdu for interaction. These respondents' choice may be indicating their respective schooling background, which has made them familiar with a particular language use.

Q. 10. Do you get any opportunity to attend any workshops or seminars on Teaching of English?

Objective: Seeking responses regarding their participation in workshop or seminar on Teaching of English for professional development

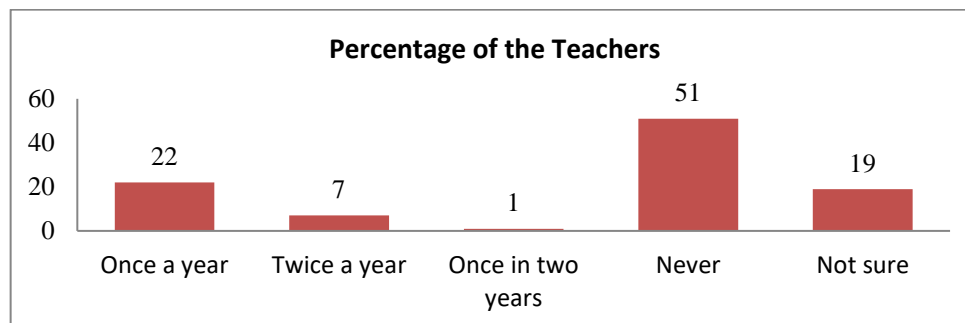


Figure No. 10

The figure shows difference of opinion of the teachers as regards participation in any workshop or seminar on the teaching of English. A significant number of the teachers states that they have been given an opportunity to participate in a workshop or seminar once a year, while a large majority mentions that they have never received any opportunity to attend any workshop or seminar on teaching of English. It may be interpreted that the need for professional development is ignored in the syllabus as well as a professional requirement. Similarly, a significant number of the teachers are not sure whether they have been given or will be given the opportunities to attend workshops or seminars. It points out a gap between theoretical inputs and an opportunity of exchanging latest ideas.

Findings

The data reveal that the teacher wants to be efficient teachers and they want to explore more opportunities and better job prospect in the area of teaching. The facts assume their desire to learn English and the scope in the subject of teaching. They believe that English is the language, which can help them professionally.

The teachers express similar opinion on the different approaches, methods, and techniques are used in the teaching of English. The unawareness of the respondents indicates their lack of interest in the classroom teaching.

The respondents find an adequate balance between the theory and practice in the BTC English syllabus, only few teachers cannot give any opinion on the issue. Their inability to capture the connection between the theory and practice in language teaching proves their confusion and seems that the BTC English teaching materials and syllabus lay more emphasis on grammar, reading and writing skills, but listening does not seem to have any scope at all.

A majority of the trained school teachers also acknowledges that the grammar translation method is a good option for language teaching and for making learning effective; learners understand English with the help of their L-1, some trained teachers and the teacher trainees claim communicative approach is an effective approach.

The present BTC English course needs to be supported by innovative ideas and guidelines received in seminars and workshops. The views expressed by the trained school teachers in unstructured interviews reveal that teachers are often forced to teach English although they have not ever studied English. Through the

unstructured interviews it is revealed that although, the trained candidates often do not get the actual platform to show their skills, many untrained teachers are working as regular teachers, although they have not attended any teacher training program officially. They are called 'Shiksha Mitras'. Mention may be made of the fact that the position of the 'Shiksha Mitras' is now under the preview of the present government in UP.

Description of the test papers

The test papers are different in structure and content suiting to the levels of the learners of class-III and class-V. The question types are: fill in the blanks, using given words or phrases, match the following, recognition of letters, writing picture description, supply missing letters, matching rhyming words, etc. In the test paper of class-V there are questions, based on stories, which are to be answered making a choice from the given options. The subsequent sections will present each test question with its objective and analysis.

The Analysis of the responses (English Test Paper for Class III)

Q.1. Match the capital letters with their corresponding small letters.

Objective: To assess the testees' ability to recognize the capital and small letters

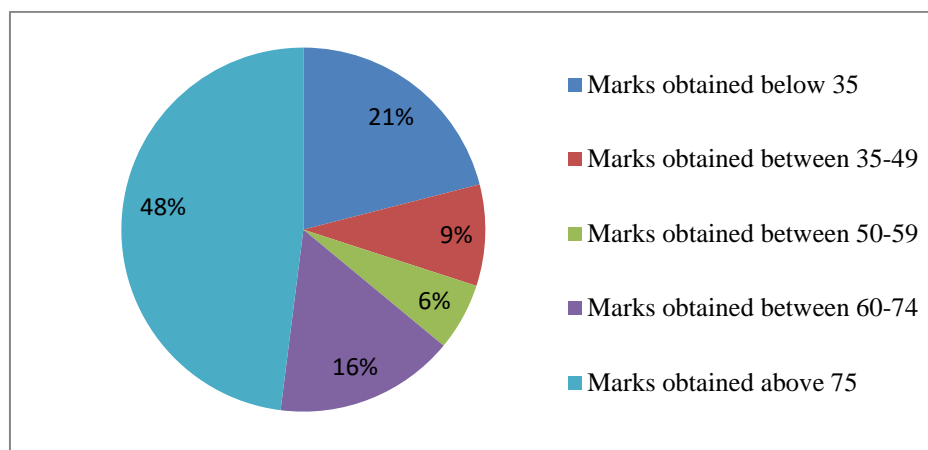


Figure No. 11

The above pie chart indicates the scores of the test takers regarding the recognition of capital and small letters of the English alphabet. The model of matching the letters is based on their English textbook. Where more than half of the majority is scoring well, a significant number of the learners are not securing good score. Those who are scoring well appear to get some home support, which is confirmed in the unstructured interview. However, those learners who are scoring low only depend on the classroom teaching as revealed in the unstructured interview with the parents. It shows that young learners of school level are confused with the letters of the English alphabet. It may suggest that the trained school teachers have failed to develop the first step of writing skills in these school ESL learners. It also appears that they could not implement their training inputs in their teaching. Hence, there needs to be more stress on how to correlate the methodology the trainees receive from the BTC training program with their teaching of English at the school level.

Q.2. Look at the pictures and write their names.

Objective: To assess the testees' vocabulary and preliminary writing skills in a semi guided test

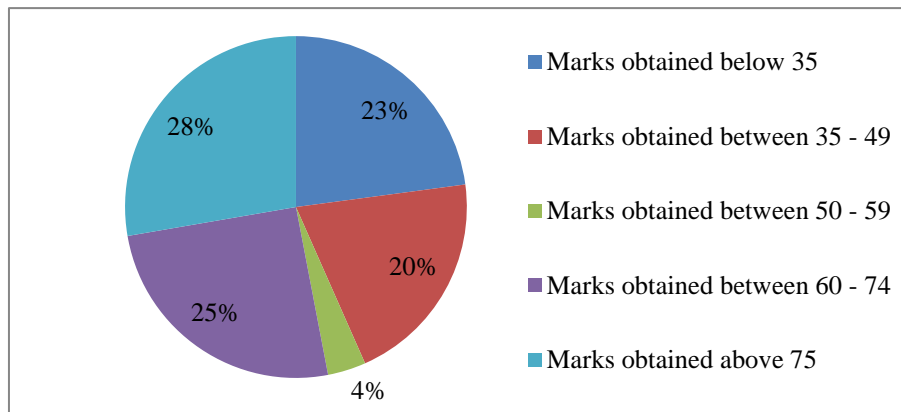


Figure No. 12

In the above figure, more than half of the learners have scored well in the semi guided vocabulary and preliminary writing skill test. Consolidating the scores below fifty, one may notice a fair number of the learners have scored unsatisfactorily. The result indicates that the low scorers are not familiar with the objects, introduced in the English textbooks and the teachers fail to relate these objects with the learners' real life. It may be possible that the learners' family and surroundings do not support or reinforce their textual learning. However, good score of the majority of the learners speaks about the positive teaching inputs. So, one may say that the teachers are unable to pay special attention to those learners, who require more help. It appears a significant section is left behind when teachers at school level are supposed to be trained in how to include learners with varied ability in their target group.

The Analysis of the responses (English Test Paper for Class V)

Q.1. Fill the blanks with appropriate verb given in the brackets

Objective: To evaluate learners' grammatical skill

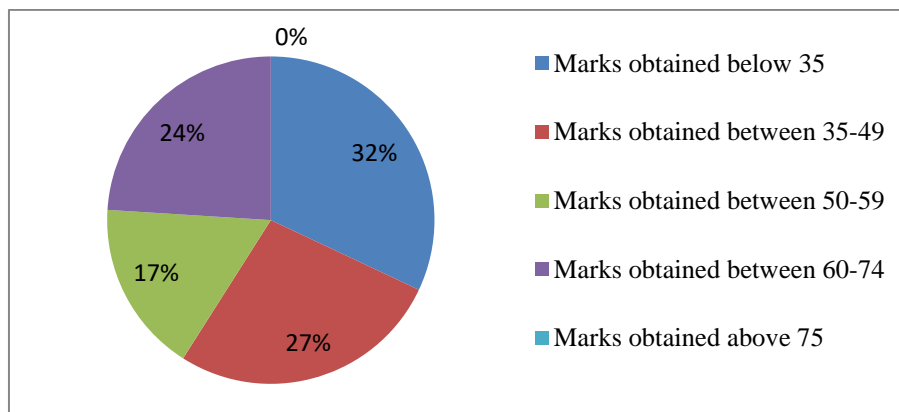


Figure No. 13

The pie chart indicates that a majority of the learners has scored below 50 in the test. It indicates that grammar teaching may not have been contextualized. As a result, the learners have not learned the correct use of subject – verb agreement and . The researcher has learnt through unstructured interview of the teachers that the structures such as 'I am', 'He is', 'They are', 'You are', 'She was' are taught through drilling method. In this context, one may notice that 41% of the testees have scored above 50 perhaps because of their good memory. To develop grammatical skills in young learners, teaching items should be put in a context and they may be taught with the help of visuals wherever possible as shown in the textbook. If the BTC English training course can offer some demonstrative classes on contextualized grammar teaching, the teachers are likely to be benefited.

Q.2. Fill in the blanks choosing the right words given in the box.

Objective: To evaluate learners' active vocabulary, i.e. words in day-to-day use

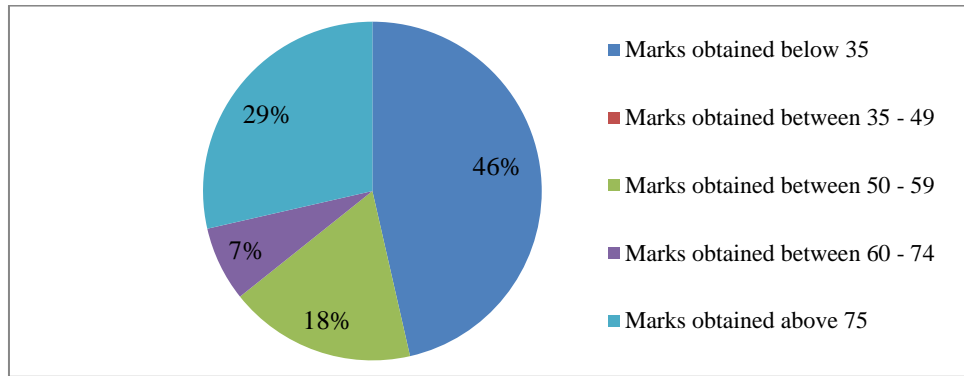


Figure No. 14

The pie chart presents the learners' score in the active vocabulary test. One may observe that a majority of the learners has done satisfactorily, while a significant section of the learners has scored below 50, none scoring in the range of 35-49. The result indicates that high achievers have learnt some common words and their use from their teachers or from other sources of teaching support. The result may be a sign of their good memory and effective teaching. However, the failure of the learners probably indicates that they have learnt the words in daily use out of context through rote method. Consequently, they cannot apply them in a given situation. It is possible that some teachers do not include words in daily use as teaching items while imparting vocabulary skill in learners and perhaps are not trained in the method to link their teaching with the learners' actual life. Once again, it may be suggested that the teachers, to get positive outcome of teaching vocabulary, need to use relevant contexts and some visual images wherever applicable.

Q.3. Look at the pictures and answer the questions.

Objective: To check learners' ability to complete sentences

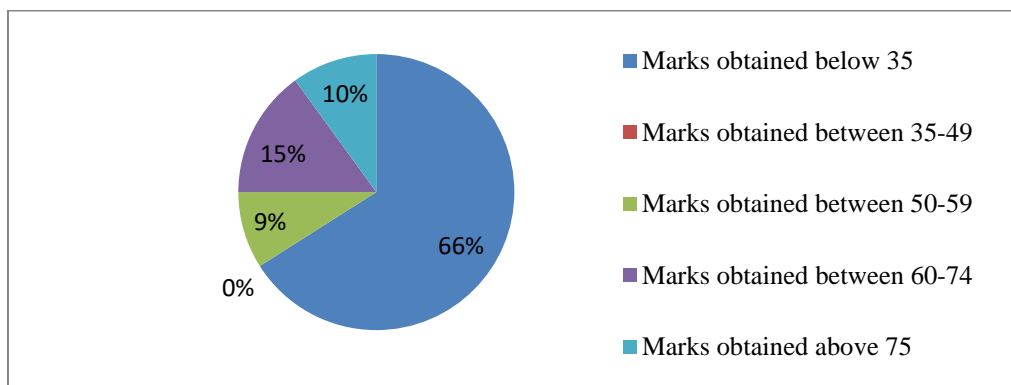


Figure No. 15

The pie chart indirectly reveals the learners' grammatical skill. The result shows that 66% learners have secured marks below 50, while 34% learners have scored above 50. The questions ask general information i.e. about their parents' job, names and number of family members. Such questions the learners are familiar with because these are modeled on their text. The high scorers appear to have mastered to some extent grammatical skill in sentence completion. They may be practicing answers to such questions with some additional help at home. The low score of the majority shows that they are yet to learn how to complete sentences. However, some testees of this group have answered the questions in one word showing their understanding of the question. Mostly, all of them have selected relevant answers to the corresponding questions but have not presented these answers through correct sentences. One may conclude that the learners have developed comprehension skill to a certain extent but they need to develop grammatical skill. Once again, it is revealed that the teaching of grammar in

context is the need of the hour. Imparting grammatical skill in learners is quite necessary to develop their writing skill.

Findings

- The model of matching the letters test is based on the learners' English textbook. Learners who are scoring well appear to get some home support, which is confirmed in the unstructured interview. However, those learners who are scoring low only depend on the classroom teaching as revealed in the unstructured interview with the parents. It shows that some young learners of school level are confused in identifying the letters of the English alphabet
- In the test of learners' ability in identifying the spelling and meaning of the words with the help of pictures selected from their textbooks, a majority of the learners has scored well with additional teaching support from outside the classroom. The test takers appear to have memorized the words without following their meaning and consequently cannot apply these words in a context. A gap between the BTC training and the teaching of English is clearly visible
- The teachers do not seem to pay special attention to those learners, who require more help. The teachers at school level needs to get the training in the technique of including all the learners with varied ability in their target group
- The low scorers in a test of identifying similar sounds in a paper and pencil test appear to have missed the drill and the learning opportunity probably due to their absence in the class. It also appears no further scope of pronunciation practice is available to them. One needs to note that the recognition of similar sounds may not guarantee the acquisition of the correct pronunciation
- The learners (Class-V) appear to have acquired speaking skill to some extent with the learning of how to answer a question in one word but have not developed grammatical skill of sentence completion
- Some learners have shown ability to complete sentences in a guided test probably because some grammatical structures are taught through drilling as mentioned by some teachers in unstructured interviews.

Overall Conclusion

As quoted by R.N. Srivastava, Vaishna Narang and R.N. Mehto that in spite of the availability of the large number of teaching and learning resources, facilities and materials, learners as well as the teachers in India, are unable to produce the desired results in English. (R.N.Mehto. M.Phil Thesis, 2006 JNU Library).

Over view of the study

The present research has made an attempt to study, the significance of English pedagogy at school level in Uttar Pradesh. The findings of the study have shown a mismatch between the theory and practice in the teaching of English that seems to affect the English pedagogy of the language. The study has dealt with various aspects of the BTC English course and the training program, which are held in the DIETs for the professional development of the school teachers in UP.

The training English syllabus that needs refinement and has identified the scope of probable improvements in the teaching-learning situations in English at the school level and further, it presents the problems and issues in the learning of English as experienced by the Class III and Class V students in UP.

Through the observation it is also seen that the teachers are often forced to teach English although they have not ever studied English. The trained candidates often do not get the actual platform to show their skills, many untrained teachers are working as regular teachers, although they have not attended any teacher training program officially. They are called 'Shiksha Mitras'. Mention may be made of the fact that the position of the 'Shiksha Mitras' is now under the preview of the present government in UP.

Limitations of the study

The data is collected from the shahjahanpur district from only the five government schools in Uttar Pradesh. A small size for the research is covered by the researcher to see the actual problems in English pedagogy in school level due to the limited finances and time constraint that affect the size of the sample. Another problem faced during sampling is the disinterest and suspicion shown by the school teachers to provide responses to the questionnaire. Time is another major constraint as it took a lot of time to get permissions from college managements and availability of the learners and teachers for filling up the questionnaires.

Scope for further research

Some of the prospective areas for further research are as follows.

- A study on the curriculum development and especially on the syllabus design of the BTC English program can be undertaken.
- A study can be conducted on a larger scale by including all the BTC colleges of Uttar Pradesh, to determine the effectiveness of the BTC English course and to assess the significance of the course on the ESL teachers.
- Curricula and teaching materials on listening, speaking, reading and writing skills, can be developed for the BTC English course in the context of Uttar Pradesh
- A testing and evaluation manual can be designed.

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