

AN ANALYSIS OF PEDAGOGICAL APPROACHES FOR TEACHING ENGLISH IN THE SCHOOLS OF PUNJAB

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ABSTRACT

The present study is an investigation into pedagogical approaches being adopted in government and private schools in the state of Punjab. Teaching pedagogies involve selection of appropriate teaching method, approach and also teaching technique which are further tied to theories of language and learning. In the learning of a foreign language, choice of pedagogy plays an instrumental role. In order to attain various learning objectives, teacher's role is quite critical in making suitable pedagogical choices for inducing right kind of learning among students. For the present study, the data has been gathered by interviewing English teachers of various government and private schools of Punjab. An interview schedule has been prepared for this purpose. The responses given by teachers have been content analysed. The findings show that the teachers utilise the first language of the students as a vital resource for teaching English language in both government and private schools of Punjab.

Keywords: Pedagogy, Bilingualism, Government School, Private School, First Language

1. INTRODUCTION

During the phase of the global rise of English as an international language, its enormous impact, almost at all levels of learning of our education system, had been witnessed. According to Vaish (2008), it was widely held perception among masses that it is only through English medium that quality education could be acquired. The growth of English as a language of professional world, as well as, the only medium to acquire latest knowledge are major reasons for its growing significance in our education system. India's position on English language education is quite evident in the report of National Knowledge Commission (2009) which states:

“English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which make for highly unequal access. Indeed, even now, more than one percent of our people use it as a second language, let alone a first language.... the time has come for us to teach our people, ordinary people, English as a language in schools...build an inclusive society and transform India into a knowledge society.”

In the current era of globalisation, English language proficiency has come to be perceived as essential for socio-economic advancement. Consequently, teaching of English has acquired an important place in school curriculum. It is taught both in government and private schools as a mandatory course. Being the second language, its teaching poses multiple pedagogical challenges for teachers. The presence of first language of students also plays an instrumental role in learning English language.

In this scenario, it is essential to survey the research literature to identify what kind of pedagogical dynamics are dominant in English classrooms where it is being taught as a second language.

2. LITERATURE REVIEW

Teaching of English as a second language has often been reported as being quite experimental in nature on the part of teachers. Various researches have revealed several pedagogical choices made by teachers; challenges faced by them and the resultant hindrances posed in the way of attainment of learning goals in diverse linguistic setting. The researches have also proposed how learning of English language can be carried out fruitfully while monitoring manifold hurdles coming in the way.

Cook (1999) has argued that in L2 learning context, the dominant position assumed by native speaker obscures the linguistic attainment of L2 learners. It is advocated that such learner should be viewed as multi skilled instead of wanting in native like abilities. The class work must revolve around L2 learner who have a unique set of linguistic abilities. It will lead to building up positive perceptions about L2 learner and rejection of conventional language model which aim at developing replica of native like language abilities in nonnative learners.

Further Savignon (2007) has maintained that, in the field of second language learning, there is mounting trend of giving the learner more and more self-reliance in the process of learning. As a result, instead of looking for suitable method, it is proposed to look beyond any method for certain instructional practices suitable for achieving language learning goals in variety of local contexts.

The psychological state of second learners also influence the quality of learning a foreign language. Sheen (2008) has reported that anxiety experienced in language classroom affects learners' ability to improve accuracy in their use of English. When provided with corrective feedback, the less anxious learners are benefited who are able to produce higher levels of improved output. Mathad (2019) has stated that students' sense of self-efficacy in the context of learning English also determines their success. Instead of perceiving English language learning as set of rules needs to be crammed, it has to be taken as set of unified skills to be mastered. Effective learning involves active participation of learners in a group learning situations.

As far as goals of foreign language learning are concerned, Malini (2011) has emphasized that English language learning must aim at development of communicative competence of learners both in speech and writing. They must be able to express in second language without any inhibition and also utilize it effectively as a library language. In this context, Butler (2014) has pointed out that, very often, limited teaching time is allocated to English language class due to the priority assigned to other subjects. It results into inadequate exposure to English in the classroom. In that limited time, the teachers have inclination to take up grammar skills leading to deprioritizing the goal of developing communicative fluency.

With respect to choice of teaching methodology for English language teaching, Jeyaraj (2017) has highlighted that, in conventional setting, scoring marks is taken to be the eventual goal of learners. He has proposed that home tasks, undertaking projects or use of English in real life settings can be more rewarding than focusing on practice of language rules and repetitive structures. By prioritising language competence over rote learning, objectives of teaching second language may become more achievable.

Language practice outside classroom i.e. in real life situations builds confidence of learners. Nishanthi (2017) has reported that students do not receive any push to speak in English language neither inside nor outside the classroom. Listening and reading practice is almost negligible due to which students do not exhibit fluency in target foreign language. In majority of the cases they develop the conviction that spoken competence is almost unachievable.

Diverse teaching methodologies are viewed as appropriate for teaching English as second language by researchers. In this regard, Akbari (2008) has viewed critical pedagogy as a revolutionary approach which correlates class context to the broader social setting of the learners with a focus on social transformation through education. He highlights that utilization of critical pedagogy in L2 learning can bring transformation in the lives of underprivileged learners. Galloway & Uccelli (2023) have viewed the Pedagogies of Voices (POV) as an approach to create fair learning conditions for all kinds of second language learners at schools. POV takes note of multilingual realities in linguistically diverse classrooms and rejects all kinds of prescriptive teaching practices. In such a classroom, a shift is visible in the form of absence of teacher's absolute teaching goals and the teaching process is found to be well adapted to the needs of learners for cultivating their critical and creative abilities.

Trepper et.al.(2022) have explored implications of project based learning(PBL) as a teaching pedagogy for English language teaching. Instead of teaching language skill in classroom situations, PBL focuses on practicing language skills in real-world context. Gradual shift from traditional pedagogy to PBL has been suggested to bring meaningful changes in language learning practices. Wei (2022) has reported that Task-based language teaching (TBLT) improves second language (L2) writing. The effectiveness of TBLT is highlighted in facilitating L2 writing performance from the perspective of accuracy and clarity.

High consideration for the learners' needs is viewed as a prerequisite for effective teaching in a foreign language classroom. Their socio economic affiliation influences what happens in the classroom. The choice of medium of interaction by teachers is also dependent on it. In this regard, Cenoz & Gorter (2023) have maintained that, at school level, attaining English proficiency is linked to socio economic as well as educational background of non- native students at school level. The language practices need to be well adapted with the learning context by utilizing sources of more than one languages. Pedagogical translanguaging enables the teachers to enhance the benefit of multilingualism and also to reduce the drawbacks of certain inequalities existing among learners.

With respect to role of mother tongue in learning of a foreign language, Yadav (2014) has proposed its usage as a learning tool in English classroom. Project based learning has to be preferred over lecture method which subsequently leads to inclination towards memorisation by learners. The cultural input associated with L1 also facilitate learning process of second language. Instead of creating hindrance L1 enhances the learning process of second language acquisition.

Mahboob and Lin (2016) have reiterated the dynamic roles that local languages can play in English language classrooms. They have questioned monolingual models of language, and have outlined a teaching-learning model which shows that local languages can play productive role in English language education.

In the process of teaching English language, teachers come across a number of hurdles. Imran et.al.(2023) have identified various obstructions in the adoption of suitable teaching pedagogies for English language teaching at elementary school level. They have reported that the factors such as lack of professional training and qualifications of teachers, overcrowded classrooms, cultural and social barriers, limited availability of the latest resources and technology and above all lack of parental cooperation come in the way of effective teaching and learning. It is proposed to arrange professional development programs for teachers; focus on innovative teaching methods, incorporate technology into language teaching classes and classroom materials development.

For the success of a second language program, teacher's own language proficiency is of paramount significance. Richards (2017) has highlighted the need for language enhancement programmes for developing specialized kind of language proficiency among English teachers. Teachers' creativity in the selection of teaching methodology essentially play an important role. In this regard, Abdala (2021) has proposed that classroom work must also include activities such as humour, amusement, irony, bodily movements, nods, answering questions and both verbal and nonverbal aspects of speech. It is further recommended that teachers must use inventiveness while using learning materials.

Therefore, the teacher and learner are two equally imperative dimensions of second language classroom. Setting up of suitable learning goals plays vital role in the success of any second language course. Besides the teacher's adequate level of linguistic competence along with comprehensive understanding of nature of learners contribute to what pedagogical decisions are taken in the classroom. The factors such as the learner's socio economic background, their psychological makeup, sense of self efficacy, command over first language etc. play due role in their learning process. It has come to light that a nonnative speaker must be perceived as multi skilled due to his/her command over first language. Instead of monolingual model of teaching learning, bilingual approach has been suggested. Moreover, the creativity of teachers in the usage of learning tools also plays a significant role.

3. PRESENT STUDY

Rationale of study: Due to the emerging needs of globalisation, teaching of English language has found its place in education systems of various Asian countries including India. The demand for professional education, surge in usage of ICT in learning, aspirations to pursue global academic programs etc. have necessitated the teaching of English from the school level. The stakeholder such as academicians, educators, parents and learners, have strongly advocated the learning of English at the early stage. Recognising these changes and responding to them affirmatively has resulted into change in even educational policies such as introducing English from 1st standard in government schools of Punjab.

However, such transitions may require pedagogical changes emphasising the instrumental role teachers can play in this regard. Thus, it becomes imperative to evaluate the nature of teaching- learning process being carried out to achieve the desirable learning outcomes.

In this framework, this study has aimed at finding out the pedagogical preferences of teachers in English classrooms and also the various factors which influence their methodological choices to carry out English language training.

3.1. OBJECTIVE OF STUDY

- The objective of the present study is:
- To analyse the pedagogical approach being adopted by English teachers at school level in the state of Punjab.

4. METHODOLOGY

Sample: Purposive sampling has been employed for the collection of data pertaining to the nature of pedagogy being adopted by different schools in the teaching and learning of English language. While selecting the sample, due care was given so that school teachers working in the government and private schools in all the regions of the state must be represented. Therefore, the school teachers working in the government and private schools located in different districts of the state have been included in the sample. The sample comprises of 132 English teachers including 72 teachers from the government schools and 60 teachers from the private schools.

Research tool: An interview schedule, constructed and standardized has been used to seek their responses to various issues pertaining to teaching and learning of English language in schools of Punjab. Interviews with 132 school English teachers of various government and private schools teaching have been conducted to collect their diverse views regarding their pedagogical choices in English classrooms. The data collected through interviews has been analysed by employing the techniques of content analysis and percentage analysis.

5. RESULTS AND DISCUSSION

The analysis of responses of English teachers, regarding the nature of pedagogy being adopted and various issues and challenges being faced by them in English classrooms, has been carried out in the following manner:

1) Basic Objective of Teaching English at School Level

The setting of learning goals is the initial step of teaching any course and clarity of these goals is pre requisite for the success of a course. In this framework, the teachers were asked about their perspectives on objectives of teaching English as a subject at school level.

In their responses, a significantly large number of respondents (83%) have said that the basic objective of teaching English is to develop communicative proficiency among students. In their opinion, the other objectives, which are equally important to be achieved, include grammatical accuracy (47%), reading comprehension (43%) and oral proficiency (42%). Further, a considerable number of teachers (24%) have opined that they strive for developing mastery of students over the prescribed syllabus. Besides, 21% of these respondents have reported that the aim of teaching English should be to develop native like pronunciation.

Also, a few of them (10%) have emphasized on the development of writing skill as the objective of teaching English.

Table 1

Basic Objective of Teaching English at School Level

Responses	Number of Respondents
Communicative proficiency	110 (83%)
Grammatical accuracy	62 (47%)
Reading comprehension	57 (43%)

Oral proficiency	55 (42%)
Mastery over the prescribed syllabus of English at a particular grade	32 (24%)
Native like pronunciation	28 (21%)
Writing skills	13 (10%)
Total	132(100%)

Thus, these teachers have primarily emphasised on learning English as medium of communication. For them, it is important to aim at developing proficiency in English among students, so that they not only learn the course content, but also develop grammatically correct expression in both spoken and written forms. Besides, the teachers should aim to develop reading comprehension among students.

2) Choice of Language for Classroom Teaching

There is longstanding argument in the field of English language teaching regarding place of mother tongue of students in an English classroom. One group of linguists favours only English approach to be adopted. On the other hand, requisite use of students' mother tongue as a tool of learning has also been supported by other linguists.

Table 2

Choice of Language for Classroom Teaching

Responses	Number of Respondents
Only English language	28 (21%)
Intermittent use of mother tongue	104 (79%)
Total	132(100%)

The sample understudy has been asked whether they use only English language for interaction in English classroom or they also make use of mother tongue intermittently. This is very pertinent question in the light of the fact that the students belong to different socio-economic backgrounds in various schools. In response to the question, 79 per cent of the teachers have confirmed an intermittent use of mother tongue in their classroom. However, 21 per cent opt for only English language for teaching to ensure comprehension of content by the students.

3) Frequency of Translation in English Classroom

A significant number of teachers have already reported the intermittent use of mother tongue in the classroom. So it was also asked as how frequently they are required to make use of translation.

Table 3

Frequency of Translation in English Classroom

Number of Respondents	Always	Mostly	Sometimes	Rarely	Never
132	10 (8%)	47 (36%)	54 (41%)	17 (13%)	4 (3%)

In response, 41 per cent of the sample understudy has revealed that, sometimes, they are required to use translation in order to enhance comprehension level of students. Whereas, 36 per cent of these teachers have emphasised that they mostly use translation in the classroom. Besides, there are 8 per cent teachers who always feel the requirement of using

translation method. However, 13 per cent and 3 per cent respectively of such teachers rarely or never make use of translation method.

Thus a considerable number of teachers, both in public and private schools resort to translation method for teaching English, though a small percentage of teachers teach through English only.

4) Impact of Use of Mother Tongue on English Language Learning

The sample understudy has further been asked about impact of students' previous knowledge of their mother tongue on the process of English language learning.

As shown in the below table, 33 per cent of them have opined that mother tongue is helpful in this learning process. Rather 14 per cent of them have reported that the impact of mother tongue is very significant as it is very helpful in learning English language.

Table 4

Impact of Use of Mother Tongue on English Language Learning

Number of Respondents	Highly obstructive	Obstructive	Slightly obstructive	Neither obstructive nor helpful	Slightly helpful	Helpful	Highly helpful
132	4	15	19	6	26	44	18
(100%)	(3%)	(11%)	(14%)	(5%)	(20%)	(33%)	(14%)

Twenty per cent of the respondents believe that mother tongue proves slightly helpful in the process of English language acquisition. Vocabulary teaching is facilitated with the aid of mother tongue. The previous learning of sentence structures of mother tongue extends support in grasping sentence structures of English through comparison and contrast. On the contrary, 11 per cent of these teachers have opined that mother tongue proves obstructive in the process of learning English. Though, 14 per cent of them think that mother tongue slightly obstructs, yet 3 per cent teachers perceive that mother tongue plays highly obstructive role in learning process. The central rationale presented by them is that each language is unique as a system. No two languages are comparable. Instead of creating clarity, use of mother tongue may lead to confusion.

Thus, their opinions are divided about the impact of mother tongue on English learning. However, majority of these teachers perceive the role of mother tongue as facilitative in nature, though some of them have expressed disagreement with this opinion.

5) Reasons for Positive/Negative attitude Towards Use of Mother Tongue in English Classroom

The group of teachers (64%), who have supported the favourable role of mother tongue in teaching of English, has given a number of reasons for their standpoint. As per their views, usage of mother tongue makes the task of learning English more understandable. It becomes easier to learn English sentence structure presented in parallel to syntax of native language. Mother tongue also facilitates the process of reading comprehension. Besides, it enables learners to correlate classroom learning with their daily life. The majority of students, studying in Government school, need help of mother tongue which is the only language of their homes. It is believed that mother tongue based learning 'leaves stronger impression on brains and hence better retention'. Expressing their understanding of the process of second language acquisition, certain teachers have maintained that the students who have good command over mother tongue are good at English too. They have further added that mother tongue also extends support to slow learners in learning various aspects of language. However, this help should be taken occasionally.

They have further added that, as far as vocabulary learning is concerned, the students tend to know the meaning of new words more accurately if these are told in native language. A word, 'which cannot be explained in English, can easily be explained in mother tongue'. The mother tongue helps inaccurate perception of the meaning of new words. 'Once translated, the students will always remember a particular word'.

Further, giving their input, it is opined that the bilingual children pick up English quickly. 'If the students can't learn their mother tongue, they can't learn any other foreign language.' In routine life, students remain out of touch with English and make use of mother tongue. 'The proficiency in mother tongue always motivates them to gain the same level of proficiency in other language'. Knowledge of mother tongue helps students to develop critical thinking and better

command over English language skills. Therefore, it is helpful in reaching the desired goal of attaining competence in English language.

Table 5

	Responses	Number of Respondents
	Usage of mother tongue makes the task of learning	
Use of	English more understandable for the students.	
Mother	Government school students need the help of mother	
tongue	tongue which is language of their homes.	
facilitates teaching	Mother tongue based learning leaves stronger impressions on learners' brains and therefore leads to better retention.	
learning process of		
English.	The students who have command over mother tongue	84
	are good at English too.	(64%)
	Mother tongue enables teachers to make a slow learner	
	understand various aspects of language.	
	The bilingual children pick up English quickly	
	The proficiency in mother tongue always motivates to	
	gain the same level of proficiency in other language.	
	Knowledge of mother tongue helps the students to	
	develop critical thinking and better understanding of	
	the English language skills.	
	Overdependence over mother tongue will make the	
	students slow learners in English as they desire	
Use of mother	everything to be translated in mother tongue.	45 (34%)
language	Carrying out listening process only in English is the befitting method of acquiring English as well as to	
obstructs	build confidence.'	
The	Thinking in English is mandatory to develop	
Teaching	proficiency in it.	
Learning	As an English teacher, we should follow all those rules	
process of	which benefit students' learning.	3
English.		(1%)
	It depends on the environment of the learner.	
	Total	132 (100%)

It is stated that a student's understanding of English language is primarily based on knowledge of his/her mother-tongue whether it is related to phonetic sounds, vocabulary or grammar. Talking about teaching of syntax of English, some teachers have shared their experience of the need to compare sentence structures with those of mother tongue for better understanding.

The group of teachers, who have favoured mother tongue intervention in teaching of English, have asserted that 'mother tongue provides a platform to understand the basics of other language'. The inclusion of mother tongue in teaching of English language makes the process of learning interesting for the students.

Another group of teachers (34%) is of the view that mother tongue comes in the way of learning a foreign language. Thinking in their mother tongue won't help students to be 'an instant speaker'. It would not work if 'they carry out thought process in mother tongue' and then translate into English. Overdependence over mother tongue will make students slow learners in English. 'They think in mother tongue and then translate in English and it stops them from developing nucleus i.e. thinking only in English. Carrying out listening process only in English is the most apt method of acquiring English and to build confidence'.

These teachers have expressed their understanding of language teaching process by saying that both the languages are different phonetically, syntactically and lexically and they can be effectively taught independently through the adoption of suitable approach.

A very small number of teachers (1%) have expressed their neutrality in this regard by saying that the teacher is best judge in this regard.

6) School Policy Regarding Speaking of English language in Classrooms

The teachers were inquired about any particular policy being followed for promoting speaking of English in school premises. Varied responses have been received in this regard. The teachers have brought into light a number of methods of monitoring students at various levels. For this purpose, some of the schools have installed cameras and mikes in the classrooms to check the use of language other than English. Online classes are recorded. Also, heads of the departments and principals pay frequent visits to classrooms. During these visits they interact with the students. Duties are also assigned to student monitors to check the usage of mother tongue in the classroom. Even students' council assign such duties to class monitors.

Table 6

School Policy to Ensure English Speaking in Classrooms

Responses	Number of Respondents
Encouragement	49 (37%)
Training	42 (32%)
Supervision	28 (21%)
No Special Policy	13 (10%)
Total	132 (100%)

Further, for encouragement of students, the schools organize morning assemblies.

Language clubs are formed to motivate students to converse in English language. They are motivated to communicate in English language by arranging various activities and competitions.

Furthermore, language labs have been established in various schools. In the classrooms, instruction is imparted in English language and English speaking is made mandatory. Various events like 'Future Leaders show', 'Speakers forum' and debates etc. are organized to generate interest of students in English language.

However, 10% of these respondents have reported that no special steps are being taken in their institutes to ensure compulsory usage of English language. Rather they have revealed that the bilingualism is promoted. Hence emphasis is put on learning other languages also. As the students of these institutes come from such home background that the bilingual method rather facilitates learning of English language.

Thus, it is evident from the responses that, in most of the institutes, special efforts are being made through encouragement, supervision, monitoring, and special training. Of course, there are a few schools where such steps are not being taken.

7) Permissiveness Regarding Usage of Learners' Native language and Translation

The usage of both native language and translation method imply both positive and negative implications. These respondents have been asked whether use of students' native language and translation must be forbidden in the classroom or not.

While expressing their opinions, 30% of them have expressed agreement to the statement citing different reasons. They have said if students are allowed to use native language, 'they will never try to learn English and will always require translation of the text'. Translation actually hinders students' thought process in target language. Until we give them 'environment in their classrooms, they can't gain proficiency in English'. They should 'listen more English in order to learn vocabulary and pronunciation'. If only mother language is used all the time, then it becomes difficult for students to switch to English.

Table 7

Permissiveness Regarding Usage of Learners' Native language and Translation

	Responses	Number of Respondents
	Agree	40 (30%)
The use of students' native language as well as translation must be forbidden in the classroom for bringing in effectiveness in the classroom.		
	Disagree	90 (68%)
	It depends upon the mental level of students.	2 (2%)
	Total	132 (100%)

The teachers have spoken their mind through such statements as: 'It should be forbidden, as then, student wouldn't give their 100% in learning and would always seek excuses and demand translation.' 'If students are allowed to use native language, then they will never try their best to learn English.' 'There should be very less use of native language. Reading should not be undertaken by doing line to line translation which actually hinders the thought process.' 'Unless the students speak English, they won't learn the language.' 'Until we give them environment in their classrooms, they can't attain proficiency in English.' 'Students start thinking in native language and translation cuts the wings of their creativity'

On the contrary, a large number of teachers (68%) have advocated the use of native tongue for better understanding. 'Mother tongue cannot be banned at a first instance'. But gradually, it must be forbidden. The teachers have opined that they can't enforce the use of a single language because native language extends help in teaching. Translation is very helpful in increasing the confidence of students in the usage of English. Sometimes, the students are not well versed in English, so native language/translation helps them. The excerpts from respondents' viewpoints are: 'We can't completely forbid the use of native language as it has been proven that it enables students to comprehend in better way especially in junior classes. Our New education policy 2020 also stresses on the same.

But yes, the students should be encouraged to speak in English'. 'The use of native language is a kind of helping hand and it cannot be forbidden in class.' 'We should avoid

the use of translation method as much as possible but it can't be omitted completely.' 'We have students with weak base at primary level. So students would be indifferent to English subject if they don't understand what they read. Gradually we can move towards the direct method.' 'Being in this field for 17 years, I have felt that sparing use of native language is rather helpful. Too much use is not acceptable though. The students can't understand without the help of native language.' 'The students have already made images of things and words in native language, so they can better understand foreign language with the help of mother tongue.'

A few teachers have opined that certain linguistic items do need vernacular interpretation. Prohibiting the use of mother tongue would be a hastened step. English language, being foreign to them, would be difficult for them, especially for speaking purposes.

Translation may be discouraged, but use of mother language should not be forbidden and the students must realise that English is just another language like Hindi or Punjabi. The native language proves helpful in learning a foreign language.

Certain teachers have favoured translation method considering translation as essential to make the students understand the grammatical concepts of English language as well as to create interest in the classroom. Because mother tongue always supports learning of any other language, so it can't be forbidden completely in classroom. But, at the same time, the students must be encouraged to converse in English.

8) Choice of Teaching Methodology in Relation to Socio-Economic Background of Students

The teachers were asked about the impact of socio-economic background of the students on their choices of teaching methodology. The purpose was to know whether the social composition of learners' group affect the pedagogy being adopted in English classrooms.

In response to it, the teachers (54%), whose learning group constitutes majority of students belong to economically weaker section, replied affirmatively. As per their opinions, students receive little family support for learning. In most of the cases, the parents are illiterate. Therefore, there is no atmosphere at their home to choose English language for communication.

Therefore, use of their native language can't be ignored. Usage of simple words and less complex sentences is preferred. The teachers have to start every topic from the very basic level. The students, who come from poor background are generally shy and need motivation to be participative in English language learning.

Table 8

Choice of Teaching Methodology in Relation to Socio-Economic Background of Students

	Responses	Number of Respondents
	a) Many students come from rural areas. It affects the teaching methodology. The use of their native	
	can't be ignored.	
	b) Usage of simple words and less complex sentences is preferred.	
Yes, the socio-economic background does impact the choice of	c) Most of students come from weak educational background and it does have impact on teaching methodology to be adopted in classroom. The teachers have to start every topic from the very basic level.	72 (54%)

teaching methodology by the teacher.	d) Choice of teaching methodology differs depending upon students' understanding level.	
	e) The students come from poor background are	
	psychologically shy and need motivation to be	
	participative in English language learning.	
	a) Most of the students come from elite classes and they	
	are already proficient in spoken English. Any modern pedagogy works well with them.	
	b) Most of the students have good socio-economic	
	background and have sufficient exposure of English	
	language, so it becomes easier to adopt different	
No, the socio-economic background does not impact the choice of teaching methodology by the teacher.	teaching methodologies according to their requirements.	60
	c) Most of the students belong to educated families, so their socio-economic background extends support to the classroom learning carried out through varied teaching methodologies.	(46%)
	d) Most of the students have high or middle socio-economic background. As school provides equal opportunities to all and in school they are on same level, so it never made a difference in teaching methodologies.	
	Total	132 (100%)

On the flip side, another group of teachers (46%) have told that their pedagogical choices remain unaffected by this factor as their students belong to well off families. These students get all kinds of support from their homes. Coming from educated families, they are already exposed to English language. As a result, they are comfortable with learning of English language in the classroom. Therefore, the teachers can employ any modern pedagogical tools for effective teaching. Most of the students belong to educated families and as a result their socio-economic background extends support to the classroom learning carried out through varied teaching methodologies. Another perspective shared by a group of teachers is that, as the school provides equal opportunities to all and in school they are on same level, so it never makes any difference as far as teaching methodologies are concerned.

This group of teachers has expressed their outlook in the such words: 'The complete absence of mother tongue will lead to lack of interest on the part of students and they will find English class boring. They will not understand concept without explanation in mother tongue.' 'When I don't translate or use their native language, most of them try to avoid responding and they start talking.' 'Sometimes native language is used to give more clarity to the meaning and certain expressions are louder in native language than English.' 'The use of native language as well as translation cannot be forbidden rather can be used as an instrument during the hour of need. But preference should be given to the particular language that is to be taught so that mother tongue doesn't hinder its learning.'

The teachers, supporting the use of mother tongue, have reported that the use of students' native language in the classroom shows positive results. Students learn vocabulary only when they get to know the meanings in their native language.

6. CONCLUSIONS

On the basis of perceptions shared by teachers, who teach in different schools of Punjab, regarding their pedagogical preferences in English classroom, the following conclusions have been drawn.

A shift towards communicative approach is quite noticeable. The choice of this approach is also in line with objectives and principles of curriculum being taught at different levels in various schools of Punjab. Predominantly, the teachers have expressed significance of developing communicative competence of students. Besides, grammatical competence, in both spoken and written form, along with reading comprehension, is desired goal according to them.

Further, the teachers' choice of language for classroom interaction entails the question regarding the place of mother tongue in English classroom. Predominantly, the role of mother tongue is perceived to be facilitative in nature by teachers. Due to diverse socio-economic background of students, intermittent use of mother tongue is acceptable practice in different schools of Punjab. A significant role of mother tongue is recognised in reading process for learning new vocabulary, grasping sentence structures and ensuring better retention. However, a small segment of teachers finds the role of mother tongue as obstructive for developing spoken command over English language. The use of translation has been supported primarily to be used at the initial levels of learning, which can be forbidden gradually at later stages of learning.

Furthermore, a clear linkage between socio-economic background of students and their level of motivation for learning English is existent. High level of motivation is crucial for foreign language learning. Most of the teachers have reported sufficient level of motivation of the students for learning English. However, in substantial number of cases, teachers have to take certain steps to encourage shy students for self-expression. Poor socio-economic background and absence of educated background are reported to be the factors responsible for low level of motivation. On the contrary, the modern pedagogical tools are used in schools where students come from well off and educated families. Educated parents and encouraging environment at home contribute in keeping the students' spirit alive to learn English language.

Besides, the use of English for communicative purposes in school premises is promoted both through encouragements to speak in English as well as by taking restrictive measures to check the use of vernacular. Arranging morning assemblies, forming language clubs, organising competitions and setting up language labs are certain steps which are taken to boost students' confidence in the use of English. Some of the restrictive measures include installing cameras and mikes in the classrooms; assigning duties to class monitors to restrict the use of mother tongue in classrooms and regular checks by principals. Majority of the teachers are of the view that such measures prove detrimental to the development of mother tongue as well as to build a strong connection with the second language. Such moves are also contrary to our policy recommendations concerning allocating a primary place to mother tongue.

On the whole, English has been playing a very significant role in the academics of school going students. Bilingualism is the preferred pedagogical choice among teachers for which the socio economic status of students is the determining factor.

7. IMPLICATIONS OF STUDY

The study has implications for both educators as well as education policy makers. The teachers' perspective can enable them to evolve suitable policies and pedagogical practices for achieving learning goals with respect to English language teaching.

CONFLICT OF INTERESTS

None.

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