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## **English Language Teaching in Selected Schools of Bhopal: A Linguistic Survey**

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### **Abstract**

English language teaching plays a crucial role in developing communication skills and enhancing academic and professional opportunities in multilingual societies such as India. The effectiveness of English language instruction is influenced by various linguistic, pedagogical, and socio-cultural factors that shape learners' language acquisition processes. This study presents a linguistic survey of English language teaching practices in selected schools of Bhopal, Madhya Pradesh, with the objective of examining teaching methodologies, language proficiency levels, classroom interaction patterns, and challenges faced by teachers and students. Data were collected through questionnaires, classroom observations, interviews, and analysis of instructional materials from government and private schools. The survey investigates the use of bilingual and multilingual approaches, pronunciation practices, vocabulary development strategies, grammar instruction, and communicative language teaching techniques. Findings reveal significant variations in teaching methods, resource availability, and learner engagement across different educational settings. While private schools generally demonstrate greater emphasis on communicative competence and interactive learning, government schools often encounter challenges related to infrastructure, teacher training, and limited exposure to English outside the classroom. The study highlights the influence of linguistic diversity and mother-tongue interference on English language learning and underscores the importance of learner-centered and technology-supported teaching practices. The research contributes to understanding the current status of English language education in Bhopal and provides recommendations for improving language teaching effectiveness, enhancing student proficiency, and promoting equitable access to quality English education. The findings may assist educators, policymakers, and curriculum developers in strengthening English language instruction in diverse educational environments.

Keywords: English Language Teaching (ELT), Linguistic Survey, English Language Education, Language Learning, Communicative Language Teaching



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## INTRODUCTION

English has emerged as a global language of communication, education, science, technology, and international business. In India, English serves as an important second language and plays a significant role in academic achievement, career advancement, and social mobility. As a multilingual nation with diverse linguistic backgrounds, India faces unique challenges and opportunities in English language teaching (ELT). The effectiveness of English language instruction depends not only on curriculum and teaching methodologies but also on linguistic, social, cultural, and educational factors that influence language acquisition among learners.

Bhopal, the capital city of Madhya Pradesh, is home to a diverse educational landscape comprising government, private, and semi-government schools. Students in these institutions come from varied socio-economic and linguistic backgrounds, making English language learning a complex and dynamic process. While English is often taught as a compulsory subject, the level of proficiency achieved by students varies considerably due to differences in teaching practices, exposure to the language, availability of resources, and parental support. Understanding these variations is essential for improving the quality of English language education and ensuring equitable learning opportunities.

A linguistic survey provides a systematic approach to examining language use, teaching practices, and learner behavior within educational settings. Such surveys help identify the factors that facilitate or hinder effective language learning. In the context of English language teaching, a linguistic survey can reveal insights into classroom communication patterns, code-switching practices, pronunciation challenges, grammatical competence, vocabulary development, and the influence of learners' mother tongues on English acquisition. These findings can contribute to the development of more effective teaching strategies and language policies.

The present study focuses on selected schools in Bhopal to investigate the current status of English language teaching and learning. It examines the methodologies employed by teachers, the linguistic environment of classrooms, students' attitudes toward English, and the challenges faced in achieving communicative competence. The study also explores the extent to which modern teaching techniques, digital resources, and interactive learning activities are integrated into classroom practices. Particular attention is given to the role of bilingualism and multilingualism in shaping language learning outcomes.

Furthermore, the study seeks to compare English language teaching practices across different types of schools and identify disparities in infrastructure, teacher qualifications, and educational resources. By analyzing these aspects, the research aims to provide a comprehensive understanding of the linguistic and pedagogical factors affecting English language education in Bhopal. The findings are expected to assist educators, policymakers, curriculum designers, and educational institutions in formulating strategies to enhance English language proficiency among students.



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In an increasingly globalized world, proficiency in English has become a valuable skill that contributes to academic success and professional competitiveness. Therefore, evaluating and improving English language teaching practices is essential for preparing students to meet the demands of higher education and the modern workforce. This linguistic survey serves as an important step toward understanding the strengths and challenges of English language teaching in Bhopal's schools and offers recommendations for fostering effective, inclusive, and learner-centered language education.

## OBJECTIVES OF TEACHING

According to Akbar (2002) Following are the objectives of practice teaching:

1. To provide the prospective teachers with an opportunity of establishing an appropriate teacher pupil relationship.
2. To provide an opportunity for evaluating the student potential as a teacher and suitability for the teaching profession.
3. To develop personal relationship with others: administrators, teachers, parents and students.
4. To provide the future teacher with practical experience in school to overcome the problems of discipline and enable him / her to develop method of control.
5. To provide with an opportunity to put theories into practice and to develop a deeper understanding of educational principles and their implication for learning.
6. To enable the student teachers effectively to plan and prepare lessons.
7. To develop skill in the use of fundamental procedures, techniques and methods of teaching.
8. To develop desirable professional interests, attitudes and ideas relative to teaching profession.
9. To enable student teachers to acquire desirable characteristics / traits of a teacher and to display appropriate behaviour.
10. To provide student teachers with an opportunity to have teaching evaluated and to gain from the benefits of constructive criticism.

## INTRODUCTION OF TEACHING

It is also important to recognize that fostering understanding is not something to be done only for high school students, only for affluent suburban school students, or only for students who have already learned all their facts or who have received good grades in fact-memorizing courses. Fostering understanding can be done, and needs to be done, from the earliest possible ages, with students from almost any background. Teaching for understanding works with young children as well as older children, for students with poor grades as well as students with good grades, for inner city or rural students as well as those in the suburbs.



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## CONCEPT OF TEACHING



### Overview

Not surprisingly, the principles for teaching concept classification reflect the phases for learning concept classification:

- Prototype formation
- Discrimination
- Generalization

### Prototype Formation

First, the learner should form a prototype. You can facilitate this by presenting a prototypical example. This example should be very common and highly representative of as many examples of the concept as possible.

### Discrimination

Next, the learner should learn what the members of the concept class have in common so that she or he can distinguish them from nonmembers. These commonalities are the critical characteristics, and their acquisition can be facilitated in two major ways. One way is to tell the learners what they are. This is called a generality, or definition, of the concept. The other way is to contrast an example of the class with a nonexample that is as similar as possible to that example. This is called a **matched nonexample**, because its variable characteristics and all but one of its critical characteristic are matched with those of an example. The example and matched nonexample are presented simultaneously to facilitate identifying the critical characteristic that makes one an example and not the other.

### Generalization

The learners must also learn to generalize from the prototype to all other members of the class. That is, they must learn how examples can differ from each other and still be members of the class. This requires learning which are the variable characteristics that should be ignored. You can facilitate this learning in two ways: by presenting a generality which identifies the most common of the variable characteristics or by presenting examples that are as different as possible from each other. These are called divergent examples. Of course, divergent practice is just as important.

It is helpful to notice that two learning processes occur in concept classification tasks. One of them is acquisition of some general representation of the concept in memory, which is probably



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a combination of the generality and the prototypical example. The other is learning to apply the concept representation to the classification of new examples. Acquisition of the generality is usually facilitated by presenting the generality and the prototypical example simultaneously. You could even make a game out of the instruction by presenting lots of examples without the generality and having the learners try to discover the critical characteristics (discover the generality). But this is very different from facilitating application of the generality, which requires presenting divergent examples and practice and matched nonexamples.

Therefore, there are two kinds of learner participation which can be designed into the instruction: one to facilitate acquisition of the generality, which is inductive in nature, and one to facilitate application of the generality, which is deductive in nature. Inductive participation alone is insufficient if concept classification is your objective.

So what tactics should instruction have for concept classification tasks? It may be helpful to distinguish between routine tactics (which are routinely included in all instruction for concept classification) and power tactics (which are usually only used to strengthen the instruction for difficult concept classification tasks. This distinction may well be useful for teaching all kinds of skill application, and perhaps even for facilitating other levels of learning.

## TECHNIQUES OF TEACHING

- **Listening:** The ability to listen carefully and creatively by picking out positive aspects as well as problems
- **Observation:** The ability to see what is happening and to monitor the groups work objectively.
- **Sensitivity/empathy:** The ability to see problems from the point of the participants. To understand their feelings, ideas and values and to focus on structure rather than personalities or competence.
- **Diagnosing:** The ability to define the problem and choose an intervention and action.
- **Supporting/encouraging:** The ability to provide verbal and non verbal indicators of encouragement, affirmation, appreciation and caring. To assist in a joint search for solutions
- **Challenging:** The ability to confront, disagree, or to stop a process without being rude
- **Openness:** The ability to invite dialogue, to receive feedback and to be prepared to examine one's own attitudes, values and ideas and to change them, if necessary.
- **Modeling:** The ability to include oneself as a model in the group

## OBSERVATION OF LESSON PLANNING

### Developing a lesson plan

While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order:



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- Title of the lesson
- Time required to complete the lesson
- List of required materials
- List of objectives, which may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion)
- The set (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons
- An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and guided practice the students use to try new skills or work with new ideas
- Independent practice that allows students to extend skills or knowledge on their own
- A summary, where the teacher wraps up the discussion and answers questions
- An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow
- Analysis component the teacher uses to reflect on the lesson itself—such as what worked, what needs improving
- A continuity component reviews and reflects on content from the previous lesson

## INSTITUTE TEACHING REPORT

A well developed lesson plan reflects interests and needs of students. It incorporates best practices for the educational field. The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students.

Secondary English program lesson plans, for example, usually center around four topics. They are literary theme, elements of language and composition, literary history, and literary genre. A broad, thematic lesson plan is preferable, because it allows a teacher to create various research, writing, speaking, and reading assignments. It helps an instructor teach different literature genres and incorporate videotapes, films, and television programs. Also, it facilitates teaching literature and English together.[2] School requirements and a teacher's personal tastes, in that order, determine the exact requirements for a lesson plan.

Unit plans follow much the same format as a lesson plan, but cover an entire unit of work, which may span several days or weeks. Modern constructivist teaching styles may not require individual lesson plans. The unit plan may include specific objectives and timelines, but lesson plans can be more fluid as they adapt to student needs and learning styles.

Selecting lesson plan material

A lesson plan must correlate with the text book the class uses. The school usually selects the text books or provides teachers with a limited text book choice for a particular unit. The teacher must take great care and select the most appropriate book for the students.[2]



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## DAILY DIARY

### Setting an objective

The first thing a teacher must do is decide on the lesson plan's focus. The teacher creates one idea or question they want the students to explore or answer. Next, the teacher creates classroom activities that correlate with the established idea or question. This includes individual and group activities. Having established these activities, the teacher identifies what language arts skills the lesson plan must cover. After the teacher completes these activities, they must ensure the lesson plan adheres to the best practices used in language arts. This includes conducting research on what teaching methods result in a high success rate for students. The teacher must ensure the lesson plan goals are compatible with the developmental level of the students. The teacher must also ensure their student achievement expectations are reasonable.

## PROBLEM OF ENGLISH TEACHER EDUCATION

In nearly all countries, courses of the Normal School B, college, and university categories contain three main elements. The first element is the study of one or more academic, cultural, or aesthetic subjects for the purpose both of continuing the student's own education and of providing him with knowledge to use in his subsequent teaching career. A second element is the study of educational principles, increasingly organized in terms of social science disciplines such as psychology, sociology, philosophy, and history. A third element consists of professional courses and school experience. Primary teachers may also receive instruction in the content and methods of subjects other than their own specialties that figure in the primary curriculum. In normal schools and colleges, and some universities, the three elements run parallel to one another, and the student is professionally committed from the outset of his course. Elsewhere, the study of educational processes and professional work (including school experience) may follow the completion of a period of academic study that the student has begun without any prior commitment to teaching as a career. There are still advanced countries where the possession of a university degree, without any qualification in education as such, is sufficient basis for the award of qualified teacher status. In England and Wales, for example, compulsory training for graduates, generally comprising two terms (six months) of professional and theoretical studies and a further three-month period of school experience, was scheduled to come into effect only in 1973.

ENGLISH TEACHER EDUCATION refers to the policies and procedures designed to equip prospective ENGLISH TEACHERS with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community.

Although ideally it should be conceived of, and organised as, a seamless continuum, ENGLISH TEACHER education is often divided into these stages:



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- Initial teacher training / education (a pre-service course before entering the classroom as a fully responsible teacher);
- Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- Teacher development or continuing professional development (CPD) (an in-service process for practicing teachers).

## **PROBLEM FACED IN INTEEMSHIP AND THERE SOLUTIONS**

### **Inattention Due to Excessive Talking in the Class**

Some students are a source of continuous disruption in the class. They keep on chatting continuously disturbing the whole class. In such a situation a teacher should tackle the situation with care, especially with who have IEPs (Individualized Education Plans) addressing behavioral issues. In some cases of student disruption, direct teacher eye contact with the student is enough to resolve the problem, but in some the teacher needs more intervention. Students who do not understand by simple intervention need to be called by the teacher personally after the class in order to be given warnings about the consequences of the distracting behavior. In problem cases, a teacher should try to find out the motive behind disturbing the class. After knowing and understanding the problem, a teacher can solve the issues by proper guidance and expectations.

### **Unprepared Students**

Some students may not be interested in completing their assignments or homework. Some students with disabilities do not prepare their assignments on time though time limitations are given. With these students, IEPs may provide diagnostic information on academic and behavioral issues. In such cases, teachers should try to ascertain the cause for not completing the work on time. If any student is facing problems in completing work on time, the teacher should help him/her in completing the work. Teachers should not consider all the children at the same level because every child has its own individuality or IEP. Teachers should give short assignments to help slower workers or students with IEPs to complete their work on time with effective productivity of the work and outcome.

### **Attendance in the Class**

Some students may have low attendance in the class. It is not good for effective learning of the students if they are absent from the class and miss important assignments. A teacher should try to reduce the attendance absences by taking preventive measure and finding out the reasons behind the decline in attendance. After knowing the reasons teacher can control it effectively. If a child is not attending the school due to some illness, teacher should try to send the notes to the child at home with the help of their peers. Teacher should talk with particular student regarding his/her absence from the class. If the cause lies in the teaching methods teacher



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should try to change it accordingly. Teacher should make it sure that the strategy used in the class for teaching is relevant to the needs of the students.

## GOOD CLASSROOM MANAGEMENT PRACTICE

Editor's note: There are many different practices that are used for good classroom management. Here is one teacher's opinion. As with all classroom management practices, adapt what you like to your classroom, taking account the age, ethnicity, and personality of the class as a group, and of you as a teacher. *S.M.*

Maintaining good order in classrooms is one of the most difficult tasks facing young inexperienced teachers. The task has become more difficult over the past few decades as young people's attitudes to people in authority have changed dramatically. Some of the changes have led to greater self-confidence in students. Others--such as the acceptance of violence to achieve ends, attitudes to substance abuse and an increasing lack of respect for authority--have made classroom management and life in school generally more difficult, and more demanding, on those who are charged with maintaining a positive learning environment.

Many disruptive behaviors in the classroom can be alleviated before they become serious discipline problems. Such behaviors can be reduced by the teacher's ability to employ effective organizational practices. Such practices are at the heart of the teaching process and are essential to establishing and maintaining classroom control.

## IDEAS FOR NEW ENGLISH TEACHERS

1. In order to teach, you must have control over your classroom. This does not mean you should act like a dictator. If you try to teach without establishing control, then the quality of teaching will suffer.
2. In order to have true respect, you must give it. This does not mean that you accept undesirable comments in the classroom nor does it mean that you can run a classroom without some consequences.
3. In order to have discipline there will be consequences for bad decisions. This does not mean that consequences must be harsh to accomplish its job. Harsh consequences do not accomplish much except for breeding hatred. Consequences should fit the offense. Often the natural consequence is the best.
4. In order to be the authority figure in a classroom, there is an imaginary line that you shouldn't cross. Does that mean you cannot be a friend to your students? No, it means that if the friendship gets in the way of education, then it has crossed the imaginary line. (For instance, others may see such conduct as playing favorites and it could undermine your relationships with them.)
5. A ENGLISH TEACHER cannot always be fair, but should strive to fairly apply the rules.



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