

Teachers' Beliefs and Students' Motivation about Emerging and Existing Methods of English Language Teaching: A Case Study of Intermediate Teachers and Students of Faisalabad

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Abstract

The present study investigated the teachers' beliefs and students' motivation towards different methods of English language teaching in Faisalabad. The data was collected from the intermediate teachers and students through questionnaires. Both questionnaires were analyzed statistically through SPSS software. It guides the teachers to rethink and analyze their teaching methods and bring improvement in their practices. The results of present study revealed that students are motivated towards new English language teaching methods while teachers are not in favor of any specific method. Even there were not significant differences between private and government participants in terms of being motivated by different methods.

Keywords— Teachers' Beliefs, Students' Motivation, Existing ELT Methods, Emerging ELT Methods.

I. Introduction

This study has importance for teachers as well as for students in particular. It had collected a lot of information about teachers' beliefs and students' motivation towards emerging and existing methods of English language teaching. In Government and private sector students and teachers hold different attitudes towards ELT methods. As most of the teachers hold positive beliefs about existing methods while learners are motivated towards emerging ELT methods.

In language learning class the weaknesses of the instructional practices has been observed easily in the outcomes and in the proper implementation of these instructions. Any method that is designed for the learners goes wrong when the learners' motivation is not achieved at the targeted level. So the desire for the success and improvement in English language teaching is certainly related to the methodological issues (Richards & Rodger, 1986). This ongoing research on English Language Teaching has shown that the issues related to methodologies should play a primary role in all the stages of the formation of L2. In the beginning all language teaching orientations have been considered as an approach like Direct Method, Grammar Translation Method, Natural Approach and Communicative Approach etc. In the second language education field, insufficient attention has been paid to the issues like how teachers teach the students, how they learn new methods of teaching, how their professional development influences their teaching practices and beliefs system and how teachers change their educational beliefs. After reading previous researches on the topic it is evident that teachers' achievements and motivation of the students are related to effective English language teaching methods. Teaching methodologies and practices are responsible for learners' motivation. Old and new ELT methods effect the learners' achievements. This research focused the present situation of the intermediate teachers and learners of Faisalabad. It demanded different beliefs and attitudes of the teachers and the motivation of the learners about emerging and existing methods. For this purpose the researcher analyzed different ELT methods and learners' learning styles. Learners and teachers have their own approaches towards different methods. This research pointed out the problem lies in different institutes by taking the views of students and observing teachers' attitudes towards ELT methods. Moreover, it guides the teachers in exploring proper English language teaching methods and facilitates the students about emerging methods of language learning

The overall aim of this study was to create the connections between the teachers' beliefs, their professional development and teaching practices. It was specially concerned with investigation of the process of change that teachers have to experience as a result of the of the old and new teaching methods in English Language teaching. This research was conducted to know the attitudes of the learners and teachers towards English language teaching and learning in Faisalabad. The data was collected from the teachers and students of intermediate level through questionnaires. This study judged the value of different old and new ELT methods which are involved in motivating the learners.

The aim of the study was to uncover the reasons of language attitudes. This study dealt with two major

questions.

1. What are the beliefs of the teachers about existing and emerging ELT methods in Faisalabad?
2. What is the motivational level of the students towards emerging and existing methods of English language teaching?

II. Material and Method

A. Research Design

In this study quantitative analysis produced significant results statistically. The data were collected through questionnaires that were based on close ended questions both for teachers and students. The design of this case study was based on this assumption that adaptation and selection of old and new teaching methods by teachers and students affect their classroom performance and score.

B. Participants

The target population in this study was teachers and students. For this research 24 English teachers teaching at intermediate level as well as 120 students of the same level were selected randomly. These participants were asked to complete the written questionnaire. The participants were recruited from two sectors: private and government. Research variables were institute (private and government), gender and age.

C. Instrument

In this study, questionnaire was used as an instrument for data collection. Written survey questionnaires were filled by intermediate students and teachers of Faisalabad. This instrument allowed the participant students and teachers to identify the certain aspects of their particular framework which they perceived in learning and teaching English language. The instrument that was used in this study is a 5 point Likert Scale ranged from 'Strongly Agree' to 'Strongly Disagree'.

D. Data Collection Procedure

All ethical procedures were followed in collecting data. The researcher encouraged the participants and also explained them the nature of study. An informed approval was given to the respondents to make them aware of the purpose and nature of the study. The participants were guided that in this study their active participation was voluntary. The participants were given instructions to complete the questionnaires that it would take their 20-30 minutes approximately.

E. Data Analysis

Questionnaire data analysis was consisted of the analysis of closed-ended questions. These questions were analysed with the help of the statistical analysis software SPSS (Statistical Package for the Social Sciences). Frequency calculations that showed how many students and teachers selected each answer from the given scale. Similarly, it was used to produce graphic central tendency to present the general picture of the teachers' views about English teaching methods as well as the problems and difficulties they faced in their attempts to apply these teaching methods in their English classrooms.

III. Results and Discussion

The results of the present study have verified that almost all the participants (teachers & students) hold positive and motivational attitudes towards emerging and existing English language teaching methods. The reliability of the responses was open to discussion where they might perceive the questionnaire to be positively answered as it was expected by the researcher.

A. Opinion of Teachers about ELT Methods

First data related to teachers were analysed regarding traditional and modern methodologies. Teachers' views were different about these methods. Most of the respondents from government sector mentioned that traditional teaching is teacher-centered and authoritative. They claimed that traditional methods of language teaching make learners passive and do not motivate the learners. Most of the teachers believed that traditional methodology has become a standard in government institutes. Some of them pointed out traditional teaching to be safe and easier. In the opinion of some teachers, traditional methodologies provide less opportunities to the learners and unattractive for them. There was not too much difference between the views of private and government teachers regarding old and new teaching methods. 58% teachers from the both sector consider Grammar Translation Method as an old method of language teaching. As compared to government teachers, 66% private teachers were agree with the claim that Grammar Translation Method is an old fashioned methods and it is not applied any more in private institutes. Most of the teachers think that meanings are conveyed properly if second language is translated into mother language. 71% teachers preferred this method as it improves the confidence level of the learners. They can understand the text properly. 46% teachers were agreed that they apply GTM in their class because lesson is delivered easily and 42% observed that students' response that is very quick. On the other side, 42% teachers claimed that teaching through GTM is responsible for unproductive classroom practices. There is no productivity and it is not applicable in the classes.

58% teachers think that as compared to GTM, Direct Method is useful in teaching English language. As it is an old method but applied mostly in colleges. Teachers of the private colleges preferred this method because mostly private colleges use English as medium of instructions and promote English language. 70% teachers experimented that practicing this method in the class is more preferable as compared to any other method. It is the part of their normal teaching practices. 67% teachers claimed that they can deliver their lesson easily by applying Direct Method. But fact is this; students do not feel comfortable if teachers deliver the whole lesson in English. 63% teachers revealed that during teaching students response is passive. They do not actively participate in the class.

Concerning modern methodology, teachers consider it students-centered. The role of the teacher is as an organizer and guides them in solving their problems related to language learning. Teachers think that modern methodologies are very motivating for the students. Communicative Language Teaching is considered as a new method of language teaching. 58% teachers favoured this method as a new technique of language teaching. Most of the ratio of teachers considers this method useful as it shape their teaching practices. In addition, 70% teachers from government and private sector considered that teaching through communication is difficult way to teach. Students feel insecure in learning through this method. 71% teachers realized the value of this new method of language teaching. As they observed that students are motivated towards learning through communication but they are not too much confident to use English during class discussion. On the whole, teachers' response shows that they are not interested in any specific method of English language teaching. They prefer students' choice with which method they feel comfortable to learn and that method is understandable for them. Most of the teachers from government and private sectors were uncertain regarding new and old methods. They do not know all the aspects of these methods and have unclear notions about new and old methods. They do not have confidence in their abilities.

B. Opinions of Students about ELT Methods

Secondly, data related to students' responses regarding traditional and modern methodologies were analysed. For Grammar Translation Method 63% students agree that translating the text from English to Urdu is better way to learn. They prefer if both L1 and L2 are used side by side in the class. 57% students think that use of target language as well as their mother tongue improve their confidence level. 47% of them claimed that teachers must translate the text in Urdu. Mostly students of government sector are habitual of learning through Grammar Translation Method. As teachers are experienced there and they prefer traditional methodologies.

Direct Method is also considered as an old method in English language teaching. But this method is mostly used in private sector. As private colleges are English medium and they prefer only English in the classes. 30% students think that English class must be taught in English only. They claim that effective learning is learning in English only. On the other side 35% students think that learning only English language is useless because they cannot understand if teacher use only English in the class. It is quite difficult for them to understand.

About modern methodologies respondents claim that such methodologies stress upon creative thinking and involving the students in the lesson that helps them remember the subject matter. 50% students think that learning through communication brings changes. They have strong inclination towards learning through method. Most suitable is class discussion which is mentioned by 49% students. Class discussion in English motivates the students more. 47% think that discussion is highly effective in the language class. As opposed to traditional methodology, new methodology uses a great deal of students involvement in the class. 56% students prefer that English discussion improves their speaking skill because it is the major problem with the students of private and government sector that their speaking is poor. As they have less opportunities to speak in their classes. The importance of communication is underlined by 50% respondents because for them discussion is useful for learning English and it is a strong indicator for effective learning. But some of the students with the ratio of 42% think that they feel insecure during English discussion. Mostly they speak their first language but if they use target language, immediately that message is translated in first language. These are the feelings of insecurity. They cannot participate in the discussion as they lose their confidence and feel shy. Overall responses of the students show that they are in favour of learning by new methods.

IV. Conclusion

Present study set out to describe the incidental conclusion that is related to the beliefs of English language teachers and perceive problems emerging from the research study. The aim of this study was providing a framework for the English language teachers of the colleges to reflect privately and collaboratively on their teaching practices with the intention of bringing about positive change. The findings of this study have shown that each participant displayed their own views regarding old and new methods of English language teaching.

The majority of teachers affirm that they prefer traditional methodology, and the minority believes that they are applying modern methodology. Also many students describe their teachers' methods as traditional. After analysing the questionnaires, we can see that the complete results are kept in touch to the theoretical

definitions. However, none of the teachers pointed out all the aspects of teaching methods. Teachers have incomplete or vague notions about the traditional and modern methodologies.

They are uncertain and unfamiliar regarding ELT methods. They do not have confidence in their abilities. Teachers almost use first language all the time during delivering the lesson. If second language is spoken, the message is immediately translated into the first language. Same thing happens with the students in English language class. This is the feeling of security that was mentioned in one of the questionnaires. Most of the teachers use both traditional and modern methodologies. This is the current situation of many institutes where teachers mix up both modern and traditional methods. On the other hand, students preferred modern method of language teaching. They want to learn through communication. As they have used to of traditional methods, they think that there is no productivity in English language classes. Learning English language through communication enhances their speaking skill and self confidence.

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