



STANDARDISATION OF PREFERENCE OF ENGLISH LANGUAGE TEACHING METHODS AND TECHNIQUES SCALE

Education

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ABSTRACT

Teaching methods are “a body of methods, procedures, working concepts, rules and postulates employed in the solution of a problem or in doing something. Techniques or strategies represent a complex approach to teaching which often contains a mixture of teaching methods, utilizing a number of techniques with each method. In general method of teaching or technique is a set of methods based on the same rules and having a common aim to encourage students to use the language or involve the students in the lesson or explain the language to students who have to listen attentively. Traditional method and other methods based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. So there is a need to study about the English language teaching practices and techniques practised by the prospective student teachers in higher education at present context. In order to study the relevancy of preference of suitable teaching methods, techniques and approaches for the present subject content, still there is no proper standardised research tool to measure the preference of English language teaching methods and techniques in Tamilnadu and Indian Context. In this study the researcher made an attempt to develop a suitable tool thereby contributing to measure their preference of English language teaching methods and techniques at the time of teaching English content in the class room.

KEYWORDS:

ENGLISH TEACHING METHODS AT PRESENT INDIAN CONTEXT

India has diversified linguistics with varied language speaking people must need a common language like English to integrate the recent developments sharing information and dissemination. English has very recently been the language of instruction, administration, and technical education. A major criticism is there even after several years of instruction; students have difficulty in using English for communication. Students are not showing any interest in the textbooks and most of the rural students feel learning English is a heavy one. At the college level, very few English classes have students who are at the same level of proficiency. It has been difficult for the teachers to determine the level at which they target their English classes.

Most of the Indian Universities have concentrating more efforts in promoting speaking skills. As spoken English in many colleges get set back due to deviation in teaching, learning practices and techniques. The prescribed textbooks are not so properly utilised so as to help teaching and learning spoken English. Learning to write is important, but learning to speak is more important. The lessons prescribed in their text books may help the students to learn written English and not spoken English. It is time that we have to design the textbook to help learners acquire the necessary skills required to meet the competitive job market. Teachers of English face various challenges in their profession. Teachers who are intent on completing the prescribed lessons and preparing the students for the University exams have succeeded in getting them a pass, but they have too succeeded in making them to acquire basic skills.

CHALLENGES OF TEACHING METHODS IN ENGLISH

Challenges before the English Language teachers in India are enormous and apparent. They should be able to cater to the practical needs of learners, to make them competent enough to interact with one another and also to retrieve information all over the world. English has a base in several countries and is considered as the most suitable and convenient tool for International Communication. The people who have proficiency in this language could access large number of jobs and also were seen holding high positions in many National and International Organizations. In the earlier days English was just like a Library language, but now that notion has changed totally. At present the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day. There are different types of English teaching methods and techniques in which the selection and preference of appropriate methods by the student teacher is mainly based on their nature of the content selection, resource availability inside the class room and students expectation. Therefore, the prospective teachers

should know about the various teaching practices, methods, techniques, approaches in teaching English and make of using appropriate methods to motivate the learners to develop expected skills. There are different types of teaching methods, techniques and approaches like grammar translation method, bilingual method, the direct method/approach, audio-lingual method, group discussion, debate, role-play, computer assisted language learning, visual aids, language games, structural approach, total physical response, communicative language teaching, the silent way, community language learning, immersion, task based learning, the natural approach, lexical syllabus, language laboratory, reading approach, communicative approach, functional notional approach, traditional teaching techniques, flipped classroom, design thinking, self-learning, Gamification, social media and free online learning tools .

NEED AND SIGNIFICANCE

A professional trained prospective student teacher like B.Ed student teacher is very hard to write his/her own leave application without the mistakes. The areas of problems are considered as very vast. So, it is questionable that whether the English teachers at current situation act as a midsource for the learners to their expected level and make them to learn the English language effectively through their different teaching methods and techniques by utilising their English proficiency very well. So therefore there is a lacuna between the English proficiency of Teacher in teaching students effectively through their proficiency skills and suitable preference of different methods, approaches, and techniques in teaching English.

OBJECTIVE OF THE STUDY

- To construct and validate a suitable research scale for measuring the preference of English language teaching methods and techniques of prospective student teachers.

PRELIMINARY DRAFT

At first, the investigator has developed a preliminary draft which consisted of hundred items based on the different types of teaching methods and techniques based on the jury committee consists of English language subject experts who are presently working as professor and heads, CBSE academic heads and school teachers. Then the preliminary draft is given to the same subject experts for arriving jury opinion to remove the conceptual errors and finalised 85 items which constitute the preference of English language teaching methods and techniques scale with five different degrees of opinion starting from “always”, “often”, “sometimes”, “rarely”, and “never” response

PILOT STUDY

Then a pilot study is conducted by utilising developed preliminary

draft scale with 85 items to a sample of 200 prospective teachers who are studying English language pedagogy as one of the main subject and undergone two year pre-service training programme in different B.Ed. Colleges. Then their responses have been scored carefully and their marks secured by all the samples have been arranged in the descending order from the highest scorer to the lowest scorer. Then they were subjected to item analysis.

ITEM ANALYSIS

The next step in the standardization of preference of English language teaching methods and techniques scale after pilot study is to find out the t-value of each item, which forms the basis for item selection in order to build up the final scale. All the items in the scale is designed and developed as positive items. After the try-out, the answer sheets were scored and arranged in descending order. Then 27% of the subjects with the highest total scores and 27% of the subjects with the lowest total scores were sorted out for the purpose of item selection. The upper 27% and lower 27% of the protocols were taken to find out the 't' value. The obtained t- value for each item was given in the following Table 1.1

**TABLE-1.1
ITEM SELECTED FOR PREFERENCE OF ENGLISH LANGUAGE TEACHING METHODS AND TECHNIQUES**

Item Number	t-Value	Item Selected	Item Number	t-Value	Item Selected
1	1.20	NS	44	4.36	S
2	1.56	NS	45	5.89	S
3	1.08	NS	46	1.29	NS
4	5.56	S	47	7.15	S
5	6.15	S	48	6.31	S
6	0.99	NS	49	7.24	S
7	1.22	NS	50	6.45	S
8	5.62	S	51	5.19	S
9	1.62	NS	52	1.33	NS
10	6.02	S	53	1.02	NS
11	1.10	NS	54	5.27	S
12	4.59	S	55	1.43	NS
13	1.66	NS	56	4.55	S
14	7.12	S	57	3.99	S
15	1.28	NS	58	4.17	S
16	8.24	S	59	5.21	S
17	6.82	S	60	1.45	NS
18	1.30	NS	61	0.52	NS
19	7.44	S	62	4.96	S
20	6.98	S	63	1.44	NS
21	1.11	NS	64	4.66	S
22	5.18	S	65	0.89	NS
23	4.19	S	66	4.99	S
24	0.56	NS	67	1.44	NS
25	4.44	S	68	4.16	S
26	0.58	NS	69	1.70	NS
27	4.78	S	70	5.22	S
28	5.63	S	71	0.61	NS
29	1.18	NS	72	7.45	S
30	1.02	NS	73	7.65	S
31	3.88	S	74	8.11	S
32	1.00	NS	75	0.88	NS
33	4.12	S	76	6.33	S
34	0.58	NS	77	6.54	S
35	5.78	S	78	7.15	S
36	5.24	S	79	1.38	NS
37	0.03	NS	80	5.88	S
38	8.19	S	81	1.66	NS
39	1.25	NS	82	5.47	S
40	7.16	S	83	6.39	S
41	0.24	NS	84	0.88	NS
42	5.66	S	85	4.03	S
43	4.78	S			

FINAL DRAFT

On the basis of 't' value only those 50 statements which had a 't' value of

above 1.95 were selected to constitute the final form of preference of English language teaching methods and techniques scale after eliminating 35 statements which were not significant even at 0.05 level of significance. Fifty items have been chosen in order to form the final scale. Out of 50 items all the items are positive items in nature. The final draft consisted of fifty items that are given in the following Table 1.2.

**TABLE 1.2
ITEM SELECTED FOR FINAL DRAFT - PREFERENCE OF ENGLISH LANGUAGE TEACHING METHODS AND TECHNIQUES SCALE**

NAVEEN - PREFERENCE OF ENGLISH LANGUAGE TEACHING METHODS AND TECHNIQUES SCALE (2015)

Read the following statements carefully and give your response by putting tick () mark against any one of the options for each statement in the appropriate column. A-Always, B-Often, C-Sometimes, D-Rarely and E-Never

S. No	Statements	A	B	C	D	E
1	I would prefer to teach grammar through translation method in which vocabulary is taught in the form of isolated word lists.					
2	I would prefer to teach grammar through translation method where grammar instruction provides the rules for putting words together.					
3	I would prefer to teach English through audio-lingual method where it requires that new learning material to be presented in the form of dialogue depends upon mimicry, memorization and over learning.					
4	I would prefer to teach English through audio-lingual method where it requires little or no grammatical explanations are provided.					
5	I would prefer to teach English through audio-lingual method in which skill is sequences in the order of listening, speaking, reading and writing.					
6	I would prefer to teach English through direct method in which teaching is done entirely in the target language.					
7	I would prefer to teach English through direct method in which lessons begin with a dialogue using a modern conversational style in the target language.					
8	I would prefer to teach English through group discussion where it involves the students to participate more in classroom activities to acquire adequate command over speaking skills.					
9	I would prefer to teach English through group discussion where it promotes a lot of scope for good imagination and deep thoughts.					
10	I would prefer to teach English through group discussion where it helps the students to improve their general awareness and understanding about current affairs.					
11	I would prefer to teach English through debate where it makes the students to speak boldly and fluently.					
12	I would prefer to teach English through debate where it develops reasoning ability of the students thereby control their emotions without losing their temper.					
13	I would prefer to teach English through role-play where the students assume themselves as one of the characters and behave and speak accordingly to the character completely.					
14	I would prefer to teach English through role-play where it helps the students now and then to understand and take up the role given to get a grip on the tone of voice.					
15	I would prefer to teach English through computer where it plays a vital role in the process of teaching and learning.					
16	I would prefer to teach English through computer where it is one of the interactive methods that can help a learner according to their own ability and enriches their language skills.					
17	I would prefer to teach English through visual aids method which expands the analyzing capacity of the students.					

Norms are developed to transform the raw scores into meaningful interpretation and understandable score range. The norms of the tool have been finalized after getting discussion with the subject experts. After getting the jury opinion, the level of preference of English language teaching methods and techniques was segregated into higher preference, average preference and lower preference based on the $M \pm 1\sigma$ (Mean ± 1 Standard Deviation) area distribution properties of the normal probability curve which contributes 68.26 percentages in its total distribution. Those prospective teachers who scored above $M+1\sigma$ considered to interpret as having higher preference, those students who scored between $M+1\sigma$ to $M-1\sigma$ considered interpret as having average preference and those students who scored below $M-1\sigma$ considered to interpret as having lower preference.

CONCLUSION

Teachers are the creator of the society and responsible for the students all round character development. English language is given as less importance as a library language in the case of lower level of education which in turn requires maximum practices and more efforts are to taken to maximise communicative link language level from primary to higher education like university level. In India, there is no doubt if the appropriate selection of teaching methods and techniques by the school teachers especially by prospective teachers in English language teaching can reduce the burden of English language among the students and make better understanding of English thereby increasing the participation of students in learning. Thus the present research scale helps the prospective teachers to measure their preference of English language teaching methods and techniques at present context and make them to analyse their level of preference in English language teaching methods.

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