

## CRITICAL OVERVIEW OF ENGLISH LANGUAGE TEACHING METHODS

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### Abstract

The purpose of this study is to analyze and elaborate the methods that teachers use while teaching English language to students whose native language in this case is Albanian, and also emphasize the importance of using efficient and effective teaching methods in order to get a better result. Besides, the study will be conducted as a way to get the whole picture regarding the methods that are being used by teachers, pay attention to the common mistakes that are being made in the teaching process and try to find their source. The results from this comparative study, which shall be conducted from quantitative analyses of the information collected from students and teachers, shall serve as an opportunity to get a clear vision on what kind of methods do teachers use in the English-language classroom and how well do students perceive them.

**Keywords:** English language, teaching methods, ESL, ESL classroom, learning process.

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### 1. Introduction

The aim of methodology is to improve the English language teaching process by upgrading and enabling teachers' capability in order to be more competent in realizing their goals. Teaching includes long-term exploration, gathering and exchanging of experiences, reconsideration of the old and new ways to enhance it.

When teaching a foreign language one of the things that the teacher should have into consideration are the certain qualities which are offered to students who have another native language. So, one should have in mind the problems that students and teachers are facing when learning/teaching a foreign language, such as what teachers have to teach, what the aims of teaching are and how to teach. In order to have a successful teaching, teachers have to motivate students to study, they should help them develop habits through repetition, to keep them interested in, to make a transfer from simple to more complex units in the process of teaching. Also, one should be aware of the following principles (Lado, 1964):

- Speech before writing.
- The development of habits by means of pattern practice.
- The cultural approach.

#### *1.1. Beginnings of Language Teaching*

Teaching foreign languages originates from the practice which developed through many ages in teaching Latin and Greek in different countries around Europe. The grammars of Donatus and Prisciannus were the only textbooks used for teaching classical languages in the middle Ages. Donatus, a Roman grammarian and

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a teacher, wrote the well-known work *Ars grammatical* (elements of grammar) which was the standard Latin grammar in this period, while Priscianus, a grammarian from Mauritania, wrote the *Commentarigrmatici* which was a standard text written in 18 books. In 1199 Alexander de Villa Dei versified the grammar of Priscianus, which was the only textbook for centuries. While in the Renaissance period, Roger Ascham, a scholar, introduced a new concept in the field of teaching (Tamura, 2006).

### ***1.2. English Teaching Methods***

This part includes a description of the basics of the most commonly used methods by teachers in teaching English as a second language. Each of the methods has a theoretical orientation and strategies and learning activities specially designed to reach certain goals and outcomes of the teaching and learning process. Those methods are: the grammar-translation method, the direct method, the reading method, the audio-lingual method, the community language learning, the silent way, the communicative method (Patrao). These methods help students interpret foreign phraseology better; learn grammar units; establish a direct connection between the meaning of a word, phrase or an idiom; compare extensive and intensive forms of reading, etc.

## **2. Literature Review**

In the work of Tamura (2016), it is emphasized that the basic form of instruction in class is lesson which has its own function. First of all, it helps students with gaining and conquering new habits and abilities, with the opportunity of understanding, speaking, reading and writing English. There are lessons that communicate knowledge (1), lessons of developing skills, and reinforcing knowledge (2), combined lessons (3), lesson of revision (4) and lessons of verification the knowledge and appreciation of the effort (5) done by the students.

In his work, Sierra (2016) provides a critical assessment of the role that methods have in the educational process, with a certain turn to the different methods used in the foreign language teaching today. A knowledge of different methods gives teachers a good background reference to their own stand on pedagogical matters and classroom practice, and in addition helps them understand the process that the second language has undergone. Teaching is not static, but changing in order to respond to the new needs and demands as teachers, applied linguists and educationists can prove.

Grandgent (1918) argues that it was natural for teachers, having no other model to rely to, to adopt the plan that was already set in the textbooks for Greek and Latin. In this method, the classical one, students put accent on rules, exceptions and other things which differ from the natural method which is an impulse, rather than a plan; and its products depend, to a greater extent to those of any other school, on the personality of the instructor.

## **3. Research Aims**

One of the aims of this study is to look at the different teaching methods, to see their advantages and disadvantages, differences and similarities, and to give some solutions regarding new methods which teachers could employ in their English-language classroom. The other aim is to see how students perceive those

methods and which one is the best for them.

### ***3.1 Research Questions***

This study has to answer the following questions:

1. What teachers should teach?
2. What are the aims of teaching?
3. How teacher should teach?

### ***3.2 Research Hypothesis***

1. There are many differences between teaching methods.
2. Teachers have to be certain in the aim of teaching.
3. There have to be certain principles to which teachers should comply with.

## **4. Research Design and Methodology**

### ***4.1 Participants***

This study shall be conducted in a high school “Shaban Hasani” in Ferizaj, Republic of Kosovo and it will include both, students and teachers, whose native language is Albanian, and English is their foreign language. The students’ age will vary from 15-18 years old, as well as teachers’ age shall include 25-64 years old.

### ***4.2 Instruments***

The comparative study shall be an analysis of a quantitative research. At the beginning, the students will get an anonymous questionnaire which will not affect their further study, nor grade. Then, teachers will fill in another questionnaire, different than students’ in order to find out more on the teaching methods they use.

### ***4.3 Data analysis***

Quantitative data shall be analyzed using frequency statistics in order to count students’ answers, as well as the answers from the teachers will be compared to find the similarities and differences in their specific teaching methods.

### ***4.4 Interpretation of the Results***

The results from the quantitative data from the students shall be shown through descriptive charts and percentages, while teachers’ answers shall be looked at separately and also descriptively shown.

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