



RESEARCH PAPER

Language Teaching Methodologies: Examining Current Practices and Beliefs in Baltistan

¹Dr. Muhammad Issa* ² Suriya Noor ³ Fatima Maryam

1. Assistant Professor. Department of Languages and Cultural Studies, University of Baltistan Skardu, GB, Pakistan
2. Lecturer, Department of Languages and Cultural Studies, University of Baltistan Skardu, GB, Pakistan
3. Lecturer, Department of Languages and Cultural Studies, University of Baltistan Skardu, GB, Pakistan

*Corresponding Author: muhammad.issa@uobs.edu.pk

ABSTRACT

This paper explores the current beliefs and practices related to language teaching and learning methodologies in Baltistan, Pakistan. Teaching methodologies have evolved over time, influenced by changes in theories, teaching aids, learner needs, and instructor beliefs. To investigate this, a qualitative methodology was adopted for the reason that it gives an in-depth insight into the issue. Semi-structured open-ended interviews and field notes, based on class observations, were used for the data collection. Thematic analysis was used to analyze the data to subsequently reach to the findings of the proposed research. The most senior language instructors were purposefully selected as research participants. Thus, the sampling of the research was non-random and purposive. The findings of the research revealed that grammar translation method is the most favorite methodology not because of its focal points and merits but because of the convenience of the instructors and unfounded beliefs. The research further emphasizes that a teacher's belief that encompasses his philosophical orientations, views on learning, teachers' role, interactive approach, linguistic and cultural beliefs, motivational beliefs, assessment and feedback beliefs, adaptability and flexibility, reflexive practices, experiences and professional development influence the selection of teaching methodology and practices in the classroom. The paper concludes with a recommendation for the training of the instructors to enrich them with the knowledge of twenty-first century methodologies and to help them to revisit their beliefs.

KEYWORDS Teaching mythologies, Beliefs and practices, learning theories, Second Language, Teaching of English

Introduction

Language serves as a tool of thought, uniting human societies into communities and linguistic groups. Throughout various eras, linguists have offered diverse definitions. Sapir (1921) views it as a distinctly human and non-instinctive means of conveying ideas, emotions, and desires through intentionally created symbols. According to Asiyanbola (2012), language is "a human vocal noise or the graphic representation of that noise used systematically and conventionally by a group of people in a community," emphasizing its personal nature. Crystal (2010) contends that language is a collective possession, leading to differing perspectives on the matter.

Despite numerous studies on English as a second language in Pakistan, minimal attention has been given to the teaching and learning processes for the English language in the remote areas such as Gilgit- Baltistan. With this in mind, the current study aims to

scrutinize various language teaching theories and teachers' beliefs to pinpoint suitable approaches for teaching and learning the English language in Gilgit- Baltistan Pakistan.

While the exact emergence of English in Gilgit-Baltistan remains uncertain, historical records suggest that the introduction of English as a communication language in the region can be linked to significant periods such as the onset of British colonialization in the 19th century. In Gilgit-Baltistan, English plays a crucial role as the language of education, instruction, educational evaluation, media, government, politics, law, and legal documents. Given its multifaceted role, it becomes essential to delve into the processes involved in teaching and learning the English language in Gilgit-Baltistan.

The fundamental question arises: How is a language learned? Numerous studies conducted by scholars such as Crystal (2010), Krashen (1987), Skinner (1957), and Wilkins (1972) have uncovered insights into the effective learning of a language, particularly a second language. These studies highlight the significance of understanding language teaching and learning theories in facilitating the acquisition of a language.

Literature Review

Approaches and methodologies in teaching English have been one of the most researched topics for many decades. English has become the global language, taught and learned in every corner of the world. Since 1960, many theories and approaches have emerged in the context of second language acquisition, learning, and teaching. The majority of these methods and strategies were proposed by native English speakers. The researcher has exhaustively investigated the effectiveness and failures of these approaches and methodologies. They have found that the most influential factor influencing the use of these practices is the teacher's beliefs. White (1999) claimed that beliefs have an adaptive function to help individuals define and understand the world themselves, and beliefs are instrumental in defining tasks and behaviors. Thus, the belief systems that teachers develop are often held to be true and can guide their teaching behaviors.

These methodologies were then imported to non-native countries. There has been a huge gap between the ground realities and the application of an imported approach. Non-native instructors have had to make some innovations to these methodologies and approaches to make them fit in the local context. However, their innovations have been based on their personal beliefs and ideas.

In exploring the origins of metacognitive theories, Schraw and Moshman, (1995) suggested that cultural learning, individual construction, and peer interaction all play important roles in the emergence of metacognition among individuals. It seems plausible that teachers' beliefs develop along with and become part of their metacognitive theories because beliefs are usually internalized from one's culture via social learning, are spontaneously constructed by individuals, and involve a process of social construction through peer interaction (Schraw & Moshman, 1995).

Much of the literature on teacher education has suggested that teachers' beliefs affect their teaching practices and instructional decisions in the classroom (Donaghue, 2003; Johnson, 1992; Muijs & Reynolds, 2001; Richards, 1998; Richards & Lockhart, 1996). These techniques are helpful in providing opportunities for practice and learning. According to Richards and Rodgers (1986), 'Theories regarding the nature of language and language acquisition give a tool for actions and principles in language learning.

Due to the increasing interest of non-native speakers in learning a second language, theories and methodologies have become the foundation of language teaching. In the learning process, methodology provides direction, enabling learners to easily acquire a second language. For the acquisition of a second language, proper exposure and a suitable channel for the target language are necessary.

Richards and Rodgers noted, 'Methodology is the stage in which theory is put into practice and choices are made regarding particular skills to be taught, the content to be taught, and the order in which the content will be presented' (Richards & Rodgers, 1986).

The approaches to second language teaching provide an environment and interaction in the target language. Interaction with the target language is more beneficial than the sole study of the language. Krashen highlighted the importance of natural interaction in the target language. He advised focusing on the message one wishes to express rather than the style of utterances, emphasizing that grammar is not as important as clarity of meaning (Krashen & Terrell, 1983). Krashen's view can be summarized as learners acquiring language when exposed to 'comprehensible input,' which refers to language that is a step beyond their current level of language proficiency.

The teacher's various teaching methods significantly impact learners. The development of innovative practices and new approaches in designing language programs proves to be more effective in teaching languages. Therefore, approaches and methodologies seem to be rooted in different views of what language is and how it should be taught. A learned person is shaped by language, as language is expressed for a purpose each time (Frisby, 1957).

In the Grammar Translation Method, learners focus on reading skills, writing skills, and grammar knowledge to acquire a second language. They utilize different books and translate phrases or texts from one language to another (Natsir & Sanjaya, 2014).

The learning of a second language now seems to be a basic necessity in life. Some individuals hold the belief that without acquiring proficiency in English, they cannot secure good jobs or attain a desirable status in society. Consequently, students pursue the learning of a second language with the intention of seeking job opportunities in other countries. In this pursuit, they prioritize speaking skills over grammar, forming a habit of using sentences in the target language.

During language learning, learners comprehend the instructions of the teachers. The teacher provides directions and prompts the pupils to perform specific actions. The learners listen to the instructor and respond by physically engaging in the instructed activities. Dr. Asher highlights that in the 'Total Physical Response' method, students learning Spanish can understand directions given in Spanish by the teacher, such as 'sit on the chair' and 'open the door.' Students can respond with specific physical actions to familiar directions because they comprehend the utterances through the integration of language and body conversation (Asher, 1977).

Language instructors should approach the teaching of language as an engaging activity that immerses students in the target language. Visual aids play a pivotal role in facilitating comprehension and retention; without visual stimuli, our ability to identify colors and images is hindered. Therefore, the use of visuals is imperative when

discussing textual content, as they enhance comprehension in second language acquisition (Pomavilla, et., al, 2015).

Grammar rules are essential in second language instruction, but without practical implication, they can seem futile. It's crucial for instructors to create an immersive environment where learners have the opportunity to utilize grammar rules. Language acquisition occurs through exposure and practice in real-life contexts. By providing a language-rich environment, learners can actively engage with the language and improve their proficiency. Grammar is important in teaching a second language, but without practical use, grammar rules are useless. Instructors should provide an environment where learners can actively apply the rules of grammar. Language learners acquire language from the environment, not just from rules of grammar.

Wilhelm Victor focused on training teachers in the science of phonetics and criticized the inadequacies of the Grammar Translation Method. He argued that phonetic training would be helpful for teachers to pronounce the language correctly (Vietor, 1882).

Universal grammar highlights that the language mechanism is built into the human brain, allowing individuals to communicate. This theory claims that a child knows the function of nouns and verbs in a sentence, indicating that a child has notions of linguistic function that enable language acquisition (Chomsky, 1986).

The Grammar Translation Method focuses much more on reading and writing than on oral production. Reading various materials enhances vocabulary, which is beneficial for reading and writing any text. The Grammar Translation method does not prioritize spoken communication and listening comprehension, as it emphasizes the memorization of vocabulary words and the study of specific rules of grammar (Kim, 2008)

Some methods aim to teach general communication skills, while others focus on grammatical accuracy and pronunciation. Some methods concentrate on basic grammar and vocabulary to impart language skills. All of these components are necessary for becoming a proficient speaker.

Students and instructors encounter challenges when learning English as a foreign/target language. Teachers' belief systems, including their attitudes, values, expectations, and theories, also influence the learning of the target language. These beliefs are usually shaped by various factors: the teacher's experiences as a learner, previous teaching experiences, observations, past training courses, exposure to the target language, and the critical time period. Much of the literature on teacher education suggests that teachers' beliefs impact their teaching practices and instructional decisions in the classroom (Donaghue, 2003; Johnson, 1992; Muijs & Reynolds, 2001; Richards, 1998; Richards & Lockhart, 1996). Instructors should instill confidence in students to speak a foreign language. Therefore, teachers should focus on methodologies that can enhance the learning-teaching sessions. In this research, we will evaluate English language teaching at the University of Baltistan with the help of the methodology and approaches of second language acquisition.

Language, communication, and the underlying culture undeniably form the cornerstone of learning, demanding primary attention throughout a child's schooling, especially during the first year. English serves as the medium of instruction in our education system. Learning English is not only a basic necessity for students but also an academic requirement for both students and teachers. Moreover, it enables us to connect

with the rest of the world. By applying various approaches, teachers can achieve defined objectives, allowing students to learn the English language according to their needs.

In our evaluation, we will assess whether our teachers are incorporating these approaches into their teaching methods, and if so, which specific methods are being employed. Additionally, we will explore whether teachers have personal beliefs that influence their choice of methods.

While numerous researchers have delved into teaching methodologies for English at the BS level, this research marks the first exploration of current practices and beliefs in teaching English at the University of Baltistan. The findings from this research will contribute to revisiting current practices and beliefs. Additionally, the insights gained will assist administrators in launching various training programs for teachers.

Material and Methods

For this research, a qualitative paradigm was adopted to enable a thorough understanding of the issue at hand. The target population comprised English language instructors from the University of Baltistan Skardu, with the aim of using it as a case study for other private and public universities in GB. Purposive sampling was employed, selecting the eight most senior language instructors as research participants. Data collection involved class observations and semi-structured open-ended interviews. Thematic analysis was then used to analyze the data and derive findings, leading to a logical conclusion for the research.

Theoretical Framework

The focus in language teaching often oscillates between a preference for one approach and an increasing attraction to another, as successive generations of teachers strive to address any imbalances that may have arisen from the particular preoccupations of their predecessors. The de-emphasis or re-emphasis of these approaches serves as a fundamental aspect underlying the numerous controversies, shifts, and changes that regularly occur in the language teaching profession (Rivers 1986, p. 21).

In alignment with this perspective, Parrotts (1993) emphasizes the importance for teachers to consider the predispositions of their students in learning and to recognize the diverse tendencies present within most groups of learners. In light of these considerations, this study seeks to scrutinize various language teaching theories alongside second language acquisition approaches. The aim is to identify and propose suitable teaching processes for the effective instruction of the English language in the context of Baltistan, Pakistan.

Language teaching methods have undergone various transformations throughout the years as educators sought to navigate the controversies stemming from the earlier prescriptivist and descriptivist approaches. In this regard, Jaccobovtz (1974) remarks on the evolution of language methods, noting the oscillation from active oral use of Latin in ancient and medieval times to learning by rules, then back to oral activity, followed by a return to grammar rules, and a subsequent shift towards the primacy of speech in the Direct Method.

In the 20th century, there has been a significant shift in language teaching approaches, urging educators to think critically about various methods to enhance

student understanding. This evolution has given rise to new theories that, while connected to existing ones, bring fresh perspectives to language education.

Grammar Translation Method is described as the oldest approach to second language (L2) teaching by Mackey (1965), this theory finds its roots in earlier grammars of classical languages such as Latin and Greek. However, it has been criticized for its application to certain languages, which is deemed inappropriate at times (Xia, 2014). This theory is firmly grounded in the prescriptive approach, which prioritizes written language but tends to neglect its oral form, specifically speaking skills. Chastain (1976) elucidates that this method involves a combination of grammar and translation activities. Learners are expected to deduce and memorize grammar rules in detail, accompanied by the memorization of vocabulary lists. Translation serves as an assessment of learners' comprehension of grammar rules and vocabulary, requiring them to translate passages both to and from their native language. Additionally, learners are often asked to articulate the rules. The primary flaw of the grammar-translation method, which prioritizes reading over training in speaking, underscores the need for a new approach to language teaching.

The structuralist approach to language teaching, as implied by its name, is focused on instructing the structure of a language. According to Rivers (1964), learners are guided to manipulate structures until their responses become automatic when prompted by a language stimulus. This notion aligns with Skinner's operant conditioning. In contrast to traditional grammar, the structuralist approach places importance on mastering language structures, developing speech, forming language habits, and teaching one language item at a time, involving both the learner and the teacher. This theory emphasizes active participation from all students, ensuring that no one is left behind in the learning process. However, a potential drawback of the structuralist approach is its perceived cumbersomeness, requiring extensive practice that may make the process seem mechanical and tiresome. This weakness eventually led to the emergence of Chomsky's transformational generative grammar theory.

The Transformational Generative Grammar (TGG) theory posits that language competence is inherent, stemming from the presence of a language acquisition device (LAD) that is innate and can be developed through correct and appropriate practice. In contrast to the structuralist approach, TGG is described as "a system of rules that in some explicit and well-defined way assigns structural descriptions to sentences" (Hu & Wangqi, 2002).

The theory emerged as an evolution from both descriptive and behavioristic approaches, incorporating elements of linguistic patterns and habit formation is audio-lingual methodology. With its roots in language patterns, psychological theory (Brown, 1994), and the direct method, this approach aimed to foster communicative competence in learners, focusing on the development of native-like abilities. Termed audio-lingual, the theory advocated the use of tapes, language laboratories, and visual aids.

The functional-notional theory posits that a language serves as a tool for conveying meaning in a manner suitable for the context of use. In contrast to earlier theories that focused on grammatical rules and advocated for the teaching of the entire spectrum of grammar, the functional-notional theory is primarily concerned with the specific and relevant functions that language is intended to perform in practical contexts.

The Natural Approach to second language teaching, developed by Krashen and Terrell (1983) in the early eighties, places a primary emphasis on meaning rather than

form. In this approach, correction is only introduced during oral communication if errors might affect the overall meaning. Similar to the Direct approach, the teacher refrains from interrupting the learning process, and from the beginning, the teacher communicates using the target language. However, learners are permitted to use their mother tongue alongside the target language during the learning process.

The Natural Approach leans more towards language acquisition than language processing, placing a high value on input from the teacher. It advocates for the notion of a 'silent period,' allowing learners to wait for vocal production to 'emerge' at its own pace, emphasizing an expansive and overall approach rather than a specific method.

Littlewood (1981) characterizes the communicative theory as a language teaching approach that systematically addresses both functional and structural aspects of language, integrating them into a more comprehensive communicative perspective. Canale (1983) elaborates on the dominant principles of the communicative competence theory, emphasizing the importance of unpredictable and creative social interaction embedded in socio-cultural contexts during discourse.

This approach encompasses two key elements: what language to teach and how to teach it. Teachers instruct linguistic features, meanings, and functions, emphasizing their practical application in real-life communication (Canale & Swain, 1980).

The Eclectic theory, also referred to as the active or compromise method, was developed to address the diversity of existing approaches to language teaching. Yardi (1994) explains that this method embraces a heterogeneous approach, incorporating elements such as the use of the learner's mother tongue when necessary, the teaching of formal grammar, presentation of teaching material through situational contexts, and the use of audio-visual aids.

The Eclectic theory encompasses various practices, including oral practice of sounds, reading aloud, employing questions and answers in the target language to assess comprehension, conducting visualized tests to check understanding, training students in vocabulary usage, and explaining grammar deductively. Essentially, this theory advocates for a blended or combined use of the best techniques from different language teaching theories to achieve effectiveness.

Given its inclusive nature, the Eclectic theory is the basis for the present study, which seeks to provide an overview of language teaching methods for the English language at UoBs

Various teaching methods stem from the diverse language theories discussed earlier in this study, shaping the approaches to teaching and learning processes. Each method emphasizes different aspects or priorities within the classroom context.

Data Analysis

Thematic analysis was employed to examine the data, aiming to uncover, scrutinize, and document recurring patterns (themes) within a dataset, usually drawn from interviews and class observations. Researchers engaged deeply with the data, repeatedly reviewing observation and interview notes. This process facilitated familiarity with the content and provided an overall understanding. (Flick, 1998). On a closing reading of the data available in form of interview transcripts and field notes of the class observation, the researchers deduced the following themes reading, writing,

peaking, listening, communication, interaction, grammar, teaching aids, beliefs, and practices. These themes were further weighed against the available modern and traditional teaching approaches and methodologies.

It's widely acknowledged that effective language instruction is essential for learners to acquire and proficiently use a language. The dataset indicates that the teaching methods employed are flawed. Language instruction is treated primarily as a content-based course focused on imparting grammar knowledge and expanding vocabulary, yet it falls short in developing learners' communicative skills. Most of our research participants were of the same opinion regarding the main motive of their teaching English, and for them task is to enrich students with grammar and vocabulary. A significant contributor to this deficiency is attributed to inadequate English language instruction by unqualified teachers (Opoola & Fatiloro, 2014).

However, it was observed that the teaching and learning of English as a Second Language (ESL) was posing significant challenges, because the phonetic sounds of the learners' first language resembled those of English but were used in different contexts. (Young, 1996). Additionally, mastering English involves more than just acquiring vocabulary and grammar skills (Cummins, 1979, 1980, 1981; Snow, 1992). The learners' socio-cultural background and their proficiency in their native language, which is often intricate, present obstacles to achieving proficiency and full comprehension of the English language. A majority number of the students were from very lower strata of the society who even lacked confidence to raise questions and request teachers to articulate confusions. This scarcity of confidence hindered the learners from communicating in English fearing of making errors. The data obtained from the interviews confirmed that this dearth of confidence was not a result of the instructors or administrative behavior at the institution, rather it resulted from their brought up at homes where children are not allowed to speak in front of elders and can't pose questions on whatever is said to them. In agreement, Cummins (1979) suggests that children learning a second language encounter barriers to communicative competence. This sentiment is echoed by Robert (1964), who asserts:

Fluency in a language is attained when one can accurately utilize its structure for effective communication, with a primary focus on conveying meaning. This involves effortlessly recalling linguistic units and patterns as required, maintaining them within the bounds of a typical memory span while conversing at a natural pace, and promptly identifying and rectifying any errors that may arise.

Achieving the level of competence described by Robert requires considerable and adept teaching for English learners. But the data reveals that the instructors were not trained and skillful for teaching English as a second language. However, it found that their content knowledge about grammar and vocabulary was commendable. During the interaction with the participant, it dawned upon the researchers that even the instructors were reluctant to teach this course, but were teaching it as a compulsion since it is part of their course workload. One of the research participants confessed, "I am not a trained language teacher, I have done masters in literature." Due to the challenges outlined earlier, learners often find themselves uncertain about how the target language functions and whether their language usage is appropriate in particular contexts (Xu & Drame, 2008). Consequently, the physical postures and facial expression of both the teachers and learners experienced stress and frustration confronting with difficulties (Gillanders, 2007).

Linguists argue that there isn't a universally superior method suitable for all learners across every context, and no single teaching approach inherently outshines others (nankonyo.blogspot.com). At UoBS, although all the participants with no exception were employing various methods, not relying on single one, but unconsciously. The pros and cons of using a particular method was not a matter of consideration for them. It was not part of their realization that employing identical teaching methods for learners with varying levels of language proficiency isn't suitable or effective. To enhance effectiveness, language instructors are encouraged to utilize methods that best cater to learners' requirements. Depending on the most appropriate techniques, a well-trained language teacher should embrace a principled eclectic approach tailored to address learners' distinct goals and needs.

The data reveals that the planning and design process doesn't center on what is taught, but rather why it is taught. This approach breaks down individual skills and competencies to elucidate the areas or aspects students need to grasp to achieve their goals and objectives. The task-based method encourages greater student involvement, as they feel more engaged with and connected to the learning process. Everyday activities that can be considered task-based and utilized for teaching include placing an order in a restaurant, requesting a hotel room, or more advanced tasks such as reviewing a movie or expressing opinions about politics. In this approach, the language instruction revolves around the task itself, rather than the other way around. For this method to be effective, teachers must grasp their students' needs and expectations to design lessons that facilitate their success. But the classes observed during the data collection were devoid of such task-based activities. Instructors mainly focused on explanations of the chapters from grammar handbooks. Inquiring about this attitude, one of our participants replied, we can't do dual things at once, we have to cover course outline, we have nothing to do with fluency and speaking of English, because they have to appear in paper, they are not examined for their spoken language". It's essential for teachers to ask themselves, "Why are my students learning English?" and then explore ways to assist learners in achieving their personal and/or professional objectives. The responses to these questions will guide language instructors in crafting a teaching plan that is pertinent to students' needs.

Similar to the task-based approach, the project-based approach aims to meet students' authentic needs by tailoring language instruction to the skills and competencies they genuinely require, both personally and professionally. Implementing this approach begins with identifying the overarching objective that the individual or group of students aims to achieve. This can be accomplished through a needs assessment, which involves examining learners' interests and identifying topics they genuinely need to master. Based on this assessment, a comprehensive project is designed to serve as the culmination of the class, term, or course. Since there is no concept of formative assessment, as data reveals, no projects were designed by the instructors to employ in their classes. Consequently, students' individual needs were not noticed and they were overlooked. The project could take various forms, ranging from an oral presentation to a large-scale production like a class play. Regardless of the format, the plan must include individual tasks that guide students towards the objectives identified during the assessment.

Unlike the previous two approaches which prioritize the development of skills and competencies. Grammar translation method approach places emphasis on reading and writing of the target language using native language as a mean of facilitation. (Fluentu, 2020). The data suggests this method as the most employed method at UoBS. Instructors and Students both were found compatible and satisfied with it. A respondent of our research participant said that students launch complaints against the teachers for

not using translation. During the observation it was interesting to note when a student requested to give the meaning of a word of that teacher had already provided meaning in English. Specifically, the focus is on the reading paragraphs and vocabulary that students require to effectively carry out. This method is rooted in the teachers' lower estimation of the students' cognitive abilities and lack of intrinsic motivation in the students.

In today's technological era, numerous readily available resources can be harnessed in the classroom to enrich teaching and learning experiences. Smartphones, in particular, have seamlessly integrated into modern life, with widespread internet access or data plans. Rather than viewing them solely as distractions, educational institutions can leverage smartphones as valuable teaching aids. Both educators and learners can employ creativity in utilizing smartphones effectively. But we noticed in the classrooms that bringing mobile phone were strictly prohibited and confiscated if found. Student revealed that their bags are searched sporadically, "we can't take risk to keep cells in our bags, because some teacher search our bags and confiscate them, and don't return them to us for months". On inquiring about this from the participants, we were informed that, "there is no harm in using technology productively, but students use only social apps in the class which distracts their attention," This shows that student are deprived from being assisted by the modern gadgets. For example, smartphones offer a plethora of useful tools for students, including dictionaries, translators, and grammar reference apps. Similar to computers, the instructors need to make students recognize that their phones can serve as learning tools, not just for leisure or personal use.

The term "teaching method," as defined by teach.com, encompasses the overarching principles, pedagogy, and management strategies employed in classroom instruction. The selection of a teaching method is influenced by various factors, including one's educational philosophy, the demographic makeup of the class, subject area(s), and the school's mission statement. Generally, teaching theories fall into two main categories or "approaches": teacher-centered and student-centered. It can be easily deduced from the data specially from the class observations that most of the activities and even the instructions in the classrooms were revolving around the teacher. This practice was supported by the beliefs of teachers as was recorded during the interviews. A participant said, "We can't take dictation from the students, as a teacher I decided what to teach and how to teach". This propensity shows teacher centric approach, which according to many language teaching researchers does not work, rather it demoralizes students and make them feel like statues and object for experiment.(AFM Al-Zu'be,2013)

Grasha (2002) elaborates on three primary teaching styles within educational pedagogy: direct instruction, inquiry-based learning, and cooperative learning. According to Grasha, employing these methods leads to significant improvements in students' understanding, better classroom management, and enhanced teacher-student connections. Direct instruction involves methods such as master classes, lectures, and teacher-led demonstrations, where educators serve as the primary providers of knowledge and information. Inquiry-based learning places emphasis on student research, with the teacher acting as a facilitator who guides and supports students through the learning process, encouraging active and participatory roles for students. Cooperative learning revolves around group work, fostering both academic and social growth. This model adopts a student-centered approach, as learners take responsibility for their own learning and improvement within the collaborative learning environment. In the current practices of the instructors at UoBS these primary styles occupy no importance. As the data from the classroom, observation placidly suggests that instructor

were using grammar translation method instead of direct method, one way interaction and insinuation of some grammatical principles instead of inquiry based and corporative approach. Instructor seemed to have no worries regarding the personal issues of the learners. The learners too were found passive, they were found busy in taking notes all the time. On inquiry about the classroom environment, one of our research participants said that that is the traditional environment that our areas observe in schools. Making noises and asking frequent questions during the class is taken as disobedient attitude of the students. Which seems weird.

Results and Discussion

There has been an evolution in teaching approaches, methodologies, and techniques for teaching English as a second language since its inception as an academic language, the language of business, and the language of power and politics. The purpose of teaching has influenced the way of teaching, which, in turn, has been shaped by instructors' personal beliefs stemming from their experiences, professional development, and exposure to different teaching philosophies and methodologies.

This journey began with the goal of enabling learners to merely translate the target language and has since evolved towards acquiring native-like proficiency. Different methodologies and approaches have emerged, complementing each other and focusing on various aspects of language acquisition. The methodology used in teaching English, or any language for that matter, plays a crucial role in the effectiveness of the learning process for various reasons (Richards, et al., 2002)

A well-structured methodology can enhance the learning process, making it engaging and enjoyable for students. Such an approach fosters a positive attitude towards learning English and motivates students to actively participate in class (Hung, 2015). However, the data collected for this study suggests that no single participant employed a well-structured methodology. Instead, the approaches used were mixtures, with instructors incorporating elements from various approaches rather than adhering to a single, well-organized methodology.

A proper methodology ensures a systematic progression of skills and knowledge, breaking down the learning process into manageable steps. This approach allows students to build on their previous knowledge and skills. Unfortunately, due to the absence of a proper methodology, this systematic progression of skills was lacking in the practices of the research participants.

Given that different students have varied learning styles, paces, and preferences, a good methodology should be flexible enough to cater to diverse learning needs, ensuring that all students have an opportunity to succeed (Algozzine & Anderson, 2007). The participants shared a similar perspective on this issue, expressing that they don't follow a single methodology because it cannot address the diverse needs of their students. While a thoughtful methodology should consider the cultural context of learners, making the learning experience more inclusive and relatable, the research participants seem to view this idea as more of a fallacy than a reality.

Methodology plays a crucial role in optimizing the utilization of teaching resources, encompassing textbooks, multimedia, activities, and other materials that can enhance the learning experience. Unfortunately, due to the absence of an efficient methodology, a significant number of research participants were observed conducting

classes without leveraging effective teaching resources beyond textbooks. Teaching English frequently entails working with students from diverse cultural backgrounds.

English encompasses various skills such as reading, writing, listening, and speaking. An effective methodology ensures that all these skills are balanced and developed in tandem, rather than focusing on one to the detriment of others. However, the data suggests that the majority of research participants were primarily concentrating on establishing the reading and writing skills of the learners. During the class observation period, it was noted that listening skills were entirely ignored. The participants believed that listening makes no contribution to teaching a language. Only one participant was aware of teaching language through listening.

A good methodology encourages students to think critically, analyze information, and solve problems. This is crucial for language acquisition as it surpasses rote memorization and fosters a deeper understanding (Pithers, & Soden., 2000)

A clear methodology allows teachers to reflect on their teaching practices, assessing what works well and what might need adjustment, leading to ongoing improvement in their teaching methods. A good methodology also prepares students for real-world language use by focusing on practical communication skills, enabling them to effectively use English in various contexts outside the classroom (Pietilä, 2014). The Grammar Translation Method appeared to be the most employed methodology at UoBS, emphasizing reading and writing skills while neglecting real-life communication and functional notions.

Beliefs play a crucial role in shaping a teacher's methodology in English teaching. These beliefs, influenced by a teacher's educational background, experiences, cultural context, and personal philosophy, significantly impact the choices made in the classroom. The research participants' beliefs were observed to have a tangible influence on their teaching methodology in English education, underscoring the importance of understanding and addressing these underlying beliefs for effective pedagogy.

If a teacher believes strongly in a particular theory of language acquisition, such as behaviorism, cognitivism, or constructivism, it profoundly shapes their approach to teaching. For instance, those who align with behaviorism may prioritize drills and repetition, as observed in the prevalent use of grammar translation and audio-lingual methods among the research participants. Their belief in the behaviorist perspective of language acquisition leads them to emphasize the drilling of grammar rules and vocabulary. One participant explicitly expressed the view that students acquire language through the repeated practice of frequently used sentences and vocabulary pertinent to everyday life, reflecting a behaviorist orientation in language teaching.

A teacher's belief about their role can impact the teaching approach. Teachers who see themselves as authorities might prefer a more traditional, lecture-style approach, while those who view themselves as facilitators might employ student-centered methods like collaborative learning and project-based instruction (Bauch, 1984). A teacher who believes in empowering students and giving them control over their learning process will likely employ learner-centered methodologies. This might involve more student choice in topics, projects, or activities. The traditional teacher centric approach was noticed during the class observations. Students were sitting in a passive mode holding pens in their hands to jot down the words poured out from the mouth of the teachers. Inquiring upon this milieu, most of the participant had same answer. According to the teachers, they don't discourage or stop the students from interacting,

asking questions and commenting, but because of the low confidence students do not interact. The data shows that teachers believe that confidence building is a primary task of parents, students should learn these personality traits at home because teachers cannot perform dual tasks of teaching language and building confidence at one time in the classes. It was also observed that teacher considered themselves final authority, throughout their lecture the researcher observed no use of modal auxiliaries like can, may, might. It was explicit from the attitude of the instructors that whatever they were telling that is final and there could be no other way. For instance, while teaching structures of the sentence one the participant B told to his students that there is one fix structure in English language that is S+V+O. Thus, it can be easily deduced that they were speaking as if they were the authority. Teacher even did not bother to ask student to share about their previous knowledge on the topic of the lesson.

Beliefs regarding the importance of incorporating diverse perspectives and addressing the needs of students from various cultural and socioeconomic backgrounds can significantly impact methodology. This influence may manifest in the incorporation of culturally relevant materials and activities (Tai, 2022). However, observations at UoBS indicated that instructors were not taking other aspects of cultural diversity into consideration. The predominant belief guiding their choice of the grammar translation method was an assumption about the students' poor academic background and low aptitude.

The instructors expressed the view that teaching English at this level did not necessitate any special aids. Their approach involved teaching directly from the books, writing challenging words and grammar rules on the board for students to note down. This belief in the students' poor academic background and low aptitude, however, appears to be based solely on assumption rather than concrete evidence. The instructors did not employ specific strategies or techniques to address the challenges and difficulties faced by students. Instead, they relied on the grammar translation method, which, in itself, does not serve as a comprehensive solution to these academic issues. There is a lack of substantial research or literature supporting the notion that the grammar translation method is effective for teaching students with a poor academic background and low aptitude.

The research data suggests that teachers perceive assessment primarily as a means for grading and sorting students, leading them to favor traditional tests and quizzes. They do not view assessment as a tool for understanding a student's progress and adjusting instruction, neglecting the use of more formative and alternative assessment methods. Participant 'A' expressed this perspective by stating, "Our first task is to enable our students to pass the exam and to secure good marks."

This belief and attitude towards assessment contribute to a teaching environment that is focused on marks and exams rather than broader learning objectives. Consequently, even students with distinctions in marks may struggle to speak and comprehend lessons in English. This marks-centric approach raises concerns about the effectiveness of language teaching, and the administration may also share responsibility by emphasizing a grade-oriented approach for teachers.

Some teachers place more importance on specific language skills, such as reading comprehension, writing proficiency, or oral communication, based on their beliefs about which skills are most crucial for effective communication. One research participant expressed this perspective by stating, "Once students learn grammar rules and have a good vocabulary, one day they will speak the language."

Encouragement, curiosity, creativity, and instilling a love for learning were found to be missing in the teaching practices and beliefs of the research participants. Their practices were dull and unimaginative, causing boredom for the learners. Most students were passive learners, physically present but not actively involved in the lecture. Instructors were not making efforts to capture the interest of the students beyond imparting bookish knowledge. As stated by MacKinnon (2017), "Teachers who believe in nurturing intrinsic motivation might employ methods that encourage curiosity, creativity, and a love for learning, such as project-based learning or experiential activities."

Beliefs about the role of error correction in language learning will influence how a teacher responds to mistakes. Some may opt for immediate correction, while others may prefer a more delayed or indirect approach. Participant A expressed, "If we don't correct them at the spot when they make a mistake, they internalize that mistake, and we, the instructors, also forget to correct them later on," during the interview. It was observed during the class observation that students were frequently interrupted by the teacher for incorrect pronunciation during reading tasks. This immediate correction negatively affected the reading fluency of the students. The act of the instructor was fostering fear among the students, subsequently damaging their confidence. When the teacher asked the class for volunteers to read, most students were reluctant, with only a few raising their hands.

Some teachers believe in using the target language exclusively in the classroom, while others allow more use of the native language, especially for explanations or comfort in lower proficiency levels. Participant 'C' was the only instructor among the research participants using the target language exclusively. When asked about his belief behind this approach, he said, "If the teachers don't speak the target language in the classroom, how can they motivate students to speak that language?" However, this philosophy appears to be his personal belief. Using the target language does not only aim to motivate students for speaking but also intends to expose them to the target language.

Teachers who believe in the effectiveness of technology for language learning may incorporate digital tools, multimedia, and online resources into their teaching methodology (Chun, & Smith, 2016). Although all observed classes were equipped with LEDs, instructors made no use of them. When asked about the utility of technology, the participants agreed on its importance. However, they expressed helplessness and inefficiency in using modern technology, citing a lack of training.

Richards and Rodgers note, "Methodology is the stage in which theory is put into practice and choices are made regarding the particular skills to be taught, the content to be taught, and the order in which the content will be presented" (Richards & Rodgers, 1986).

Contradictions were evident in the practices and beliefs of the instructors. They believed that, in the local setting, the Grammar Translation Method (GTM) is the most fitting and suitable methodology, but they were emphasizing features of the audio-lingual methodology such as drilling and practicing. Some features of other methodologies were also in practice. Having no strong faith in one methodology shows confusion and a lack of confidence on the part of the instructors, resulting in learners with a lack of proficiency in various linguistic skills. Most instructors were treating language as a content course that demands the transmission of knowledge and information.

Competence in grammar alone is not sufficient for learners to use language effectively in a given socio-cultural context. Therefore, the situation in which language has to be used is more important for language teaching (Hymes, 1966). The most accentuated part of language teaching was teaching grammar inductively. It was observed that rules were taught first, and then a few examples were given. Students were asked to drill those examples with some replacement of nouns.

Findings

The researchers report the following finding based on the analysis of the data and discussion.

Methodology's role in optimizing teaching resources was overlooked by the participants, impacting the effective use of textbooks, multimedia, and other materials. The predominant use of the Grammar Translation Method (GTM) at UoBS highlighted a focus on reading and writing skills, neglecting real-life communication and functional notions.

A teacher's belief that encompasses his philosophical orientations, views on learning, teachers' role, interactive approach, linguistic and cultural beliefs, motivational beliefs, assessment and feedback beliefs, adaptability and flexibility, reflexive practices, experiences and professional development influence his selection of teaching methodology and practices in the classroom.

The role a teacher sees for themselves influences their teaching approach. The observed teacher-centric approach indicated a lack of student interaction and autonomy in the learning process. The participants' beliefs about students' poor academic background and low aptitude guided their choice of the GTM, overlooking other strategies.

The perception of assessment is primarily based on grading and sorting system lead to a marks-oriented teaching environment, affecting broader learning objectives. The overemphasis on certain language skills, such as reading and writing, raised concerns about a balanced approach to language acquisition.

Encouragement, curiosity, and creativity were found lacking in the teaching practices, contributing to a dull and unimaginative learning environment. Beliefs about error correction impacted students' confidence, with fear hindering their active participation.

The exclusive use of the target language and the underutilization of technology demonstrated a gap between beliefs and practices among the participants. Contradictions in emphasizing GTM while incorporating features of other methodologies reflected confusion and a lack of confidence.

Conclusion

The methodologies used in teaching a second language are crucial for various reasons. They significantly impact the effectiveness of language acquisition and the overall learning experience of the students and also implicitly display the teacher's beliefs. A teacher's beliefs serve as a lens through which they interpret educational theories, research, and classroom experiences. These beliefs influence instructional decisions, shaping the methodologies used in the classroom and ultimately impacting

the learning experiences of students. Teachers who are aware of their beliefs and open to reflecting on them can enhance their teaching effectiveness and better meet the needs of their students.

Methodology's role in optimizing teaching resources was overlooked by the participants, impacting the effective use of textbooks, multimedia, and other materials. The predominant use of the Grammar Translation Method (GTM) at UoBS highlighted a focus on reading and writing skills, neglecting real-life communication and functional notions. In conclusion, the study underscores the need for a well-structured and thoughtful methodology that considers diverse learning needs, cultural contexts, and the evolving landscape of language acquisition. It calls for a shift in beliefs and practices to create an inclusive, engaging, and effective English language teaching environment.

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