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OPTIMAL METHODS IN ENGLISH LANGUAGE TEACHING BASED RESEARCHES - A GLANCE

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ABSTRACT: -

*E*nglish language teaching has gone a sea of change. It started in the year 1725 in southern part of England and started developing through theories and approaches. There are more faculties involved in teaching English language for learners as second language. They are: Sociology, Psychology, Linguistics, Paralinguistics, Semiotics, and Metamatics. So performance of students in learning foreign language is depending on the above said factors. If all factors cooperate, a student becomes a successful performer and least cooperation end up with failure in the learning process. So research should go on the right path and should analysis the factors systematically and strategically as well. This paper discuss such methods of test tools and its advantages and drawbacks and suitability of the method for every research.

KEYWORDS: *Optimal Methods , English Language Teaching , Sociology, Psychology.*

INTRODUCTION :

Any research starts its first step indeciding the method of conducting a test. As already stated, one of the processes of this research is conducting an 'achievement test' after the conventional instruction of the topic - preposition. There are three methods to evaluate the knowledge of the pupils. They are:
1. Open Analysis Method (Lumley, T. & McNamara, T., 1995).
2. Interview or Viva voce or Oral Method (Davies, 1985).
3. Questionnaire or Written Test Method (Glenn Fulcher, 2003).

OPEN ANALYSIS METHOD

This is a method of analyzing the students' writing. In this method, the English assignment notebooks, test papers and other written materials could be collected from the students. They serve as the basis for the study. These are scrutinized and the errors are collected and analyzed.

Its Limitations

• This data is limited in scope
• It is not easy to standardize
• Classification and generalization are difficult
• It will give any common frame work for the researcher to understand the errors.

INTERVIEW OR VIVA VOCE OR ORAL METHOD

In this method, the competency of the students is to be tested orally. The interview method as a research tool is in a sense, an oral type of questionnaire whereby data are collected in a face to face relationship. It is based on a process of communication or interaction between the interviewer and the respondent, a conversation carried out with the definite purpose of obtaining certain information by means of the spoken word. It has the same purpose, and it is to yield dependable generalization. It must subscribe to the same criteria as other scientific techniques.

Its Limitations

• It would be a time consuming process
• The same questions cannot be administered to all the students.
• Generalization cannot be made.
• Oral administration is possible only at the individual level. Hence the Students who could be tested would be a small number.

QUESTIONNAIRE OR WRITTEN TEST METHOD

In this method, a test could be conducted by the researcher to the students in a group. The written responses of the students can be collected from them. Their answer papers serve as the data for the researcher for his study. This approach is mostly preferred in the investigation type of research. As in the words of Breemer et al. (1996), "Questionnaires administered personally for groups of individuals have number of advantages". The person administering the instrument has an opportunity to establish rapport to explain the purpose of the study, and to explain the meaning of the items that may not be clear.

The availability of a number of respondents in one place makes possible economy of time and expense, and provides a high proportion of useful as well as usable responses. Accurate communication is achieved when the respondents understand the survey objectives. Accurate response is obtained when the replies contain the short information and at the same time fulfill the demands of the researcher.

Its Advantages

• A large number of students can be tested.
• The same questions can be administered to all the students.
• Classification and generalization are easy.

So the researcher has decided that Questionnaire or Written Test Method could be adopted for collecting the data.

CONCLUSION

The knowledge of varied types of difficulties that students would encounter will be of immense help to conduct a skillful administration of the test in English language teaching. The teacher should be aware of the grammar which is difficult to the students. They must know the various kinds of errors that the students are likely to commit in the use of grammatical items. This knowledge will help them to provide adequate practice to the students in the use of inner component of functional grammar. This feeling of awareness about the difficulties of the students lends itself to the teacher's proper method of approach in the teaching and research as well.

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