THE ROLE OF METHODOLOGY IN LESSONS

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Abstract: Frequently, the roles of teachers of English are thought to be limited to the transmission of content knowledge. The methodologies of teaching language have been classified into strategies such as direct methods and audio-visual methods. Many previous studies have left out motivation which is a strong teaching and learning strategy. This qualitative research depends largely on the critical analysis of acknowledged and established research works pertaining to the importance of teaching methodology and its relationship with the personality of a language teacher. Based on a pragmatic examination of the subject of the research, this study analyzed how teaching methodologies and personality traits help to produce more competent teachers of the English Language.

Keywords: English language, teachers, teaching methodologies, teacher personality, teaching style

A teaching method is a set of principles and methods used by teachers to enable student learning. These strategies are determined partly by the subject matter to be taught, partly by the relative expertise of the learners, and partly by constraints caused by the learning environment. For a particular teaching method to be appropriate and efficient it has to take into account the learner, the nature of the subject matter, and the type of learning it is supposed to bring about. The approaches for teaching can be broadly classified into teacher-centered and student-centered, although in practice teachers will often adapt instruction by moving back and forth between these methodologies depending on learner prior knowledge, learner expertise, and the desired learning objectives. In a teacher-centered approach to learning, teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively

receive information (via lectures and direct instruction) with the end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information on to their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In the Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. This approach is also called authoritative. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. The primary role of teachers is to deliver instructions and content to students. The secondary role of teachers is to teach in a way that engages students and ensures optimal performance. In teaching English Language, it is essential to ensure that instructions given to students are clear. One key role played by the teacher is 'motivation.' Motivation plays a definitive role in learning, in general. Motivated learners are enthusiastic, goal-oriented, committed, persistent, and confident learner. Both of these roles (traditional and new pedagogies) have to co-exist. While traditional roles are cognizant of sound educational principles, new pedagogies introduce 'motivation' as a really important aspect of language teaching . A teacher should be a motivator rather than a controller. On the traditional role continuum, a teacher is also a resource. The teacher is a resource in that he introduces a lesson, which was previously unknown to students. The teacher explains difficult grammar concepts and vocabulary. It is also the responsibility of the instructor to coordinate group activities. Classroom sociologists have found that incorporating humane activities into teaching activities enhances learning in all aspects . Teachers' personal traits are examined qualitatively rather than quantitatively. The main variables recognized in teacher personalities are linked to the ability to understand students'

learning problems, background knowledge of the students, and positive or negative attitude towards teaching (Hashim, Alam, & Yusoff, 2014). In many studies, the outcome of this variable or the dependent factor is the performance of students. Siefert, Kelly, and Payne (2017) also named the ability of students to be able to interact freely with their teachers as one of these characteristics. Most of all, many studies have emphasized that teachers need to combine both curricular knowledge and pedagogical abilities (Avargil, Herscovitz, & Dori, 2011). In a foreign English language class, it is important that the teacher has a prepared mindset to teach English language to students from varying backgrounds. According to Hashim, Alam et al. (2014), the following interpersonal traits: high levels of discipline, coping with diversity, and having a positive attitude are also important traits. Teachers are expected to adapt lesson contents into practical activities for students and judge intellectual and language development. All these improve students' performance when carried out properly. Typically, students' development and self-confidence are always influenced by teachers' attitudes. The present study examines the roles of teachers in terms of the methodologies that they use in classrooms, and suggests how teachers have to change their personal whims and fancies with regard to teaching and develop a personality and choose a methodology that they are going to use in a language classroom. Who is a Good Teacher? Holding a good degree does not necessarily associate with being a good teacher. Rather, many other qualities are pertinent. Quite necessarily, a good teacher needs to have personal effectiveness, interaction skills, and intercession skills, which are collectively known as people skills alongside traditional teaching skills. And to teach the English language in a non-native context, 'global skills' (Haines, 2019) is a necessity. This skill includes abilities of communication and collaboration, creativity and critical thinking, intercultural competence, and emotional self-regulation and wellbeing, which empower one to work in an international setting. It also includes cultural awareness and language and communication skills. The English Language has been continually taught in many more regions of the world. It is the role of stakeholders to influence the

necessary competency level required for teachers in all aspects of teaching. Stakeholders in English Language teaching include students, administrators, and other teachers. It is the role of policymakers (administrators) to define the required competencies (Arkoudis & Tran, 2010). Miller (2012), in her research work, summarized the characteristics of a good teacher as possessing enthusiasm, creativeness, spurring students to learn, displaying a positive attitude towards teaching, having good content knowledge, and imparting equal treatment to all students. Beyond 'good' is 'great'. A teacher can go from 'good' to 'great' by including personal human traits such as patience and tolerance. In all, possessing a diverse teaching experience is valuable. Students are the consumers of teachers, so their views are pertinent to determining a good teacher. Many scholars have decided that the opinions of students should be the deciding factor in identifying a successful teacher. The opinions of students vary on what they need to learn and how they expect to learn it. Students' different academic fields also have an influence in this category. On the other end of the spectrum, it is important to determine if these abilities produce and reflect desired results. This, of course, can only be demonstrated by students' performance or quantitatively by students' average grades. To ensure improvement on a larger rather than individual scale, paying attention to how teachers make use of and develop content from seminars is also a good way of determining teachers' abilities. When studies on teachers' methodologies and pedagogies are carried out, the competencies of teachers are measured along the lines of culture, gender, age, and mode of study (Shah & Udgaonkar, 2018). 4.1 Effects of Teachers' Style and Personality on Students' Learning Teaching style, here, refers to a chosen form of teaching by the teacher (Gilakjani, 2012). For a long period of time, the teaching style stays with the instructor. The preferred style of a teacher sheds light on teaching and learning processes. Teaching styles impact the scope of knowledge acquired by learners (Larenas, Moran, & Rivera, 2011). Teachers are constantly driven by improving teaching methodologies and pedagogies to encourage students to adapt and enhance their learning styles. The setting also almost often influences teaching

styles. A variety of factors affect them. One such is a personality trait (Larenas et al., 2011). The preferred style of an instructor covers the personal approach to teaching, the behavior, and the media of teaching. Teaching styles are primarily divided into two forms: teacher-centered and learner-centered (Alfassi, 2004). The main goal of a teacher-centered style is the transmission of information. In this setting, the transmission of information is solely by lecturing. The efficacy of this approach is shown by the ability of the learner to reproduce the information imparted. These are mainly demonstrated by good grades. Although this method would work well for theoretical knowledge, the same may not be applicable for practical knowledge (Smit, Brabander, & Martens, 2013). A learner-centered approach, on the other hand, appears to be more realistic. It encourages learners to participate in activities based on what they have learned (Alfassi, 2004). By obtaining valuable data about the success of students, an instructor positively encourages learning. More significantly, through this approach, the teacher is capable of outlining and discovering the reason for the success or failure of his methods. Students are the object of measurement of the effectiveness (or non-effectiveness) of a teaching method (Barnes & Lock, 2010). To inspire and boost better academic performance, it is necessary to understand students' learning habits. The association between learning styles, personality traits, and academic success is undeniable (Siddiquei & Khalid, 2018). The interrelationship between personality characteristics, learning styles, and academic achievements has been covered by several research studies. Traits predict shifts in the personality growth and development of individuals (Kell, 2019). The style of learning is a behavior that demonstrates how a person learns and gets used to a subject. Every individual has a unique character when it comes to learning. Adopted modes of learning are affected by the instructional styles used by teachers. Students change their learning styles as the instructional style used in teaching changes. This helps them learn better. In the end, a teaching style determines the familiarity of a student with the subject. Although a context understanding of the material is a must, still, the instructor is required to consider the complexities behind individual

differences and use this to help the learners. Teachers are burdened with tasks—from the very simple to the complex. Mostly, in Western settings, many students expect their teachers to encourage, stimulate and inspire them (Arthur, 2011). This much is observed all around the world. Teachers are expected to understand the diversity present in each classroom, be it gender, culture, language abilities, or interest. Results have also shown that successful methods of teaching are those that meet students' standards. This shows that teaching styles can help to interpret the effect of teachers on students' success (Opdenakker & Damme, 2006). Teachers who constantly assess their teaching methods continually develop their ability to interact with a wide range of students (Gomendio, 2017). It is important to establish a partnership focused on mutual respect and support. Hurtful comments or sarcasm are not tolerated. Nevertheless, it is essential that the teacher is able to hold his/her position as an authority (Pollard, Triggs, Broadfoot, McNess, & Osborn, 2003). Respect will most likely not be earned by the student being scared of the teacher revealing his nastier side. In conclusion, no one basic form of teaching engages all students. No unique style of teaching helps to improve all learners at the same time. Helping students connect to content is key. One specific style of teaching is not enough. Instead, teachers are also encouraged to vary their methods of teaching and strategies for greater performance. Despite obstacles and barriers, students are required to work hard. They are expected to take delight in accomplishing their work. In all spheres, curiosity leads to learning. A variation in styles and methods of teaching ensures that students are not bored. Information adapted outside classroom learning means that students acquire a broad range of skills that ensure that they are not bored in the classroom. Overall, such styles (techniques) have been shown to be productive in classroom teaching. These include giving positive feedback to students, encouraging students—ensuring they believe they can do well, and giving students opportunities to prove themselves. Students should be assigned tasks that are not too challenging at each unique time frame—rather just ensuring that they are not only competent but challenged (Khandaghi & Farasat, 2011).

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