Traditional Vs Modern English Language Teaching Methods: Study Based on a Survey

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The study compares traditional and modern English language teaching methods and examines the prevalence and adoption of these methods by English language teachers. The sample consists of 100 English language teachers. The researchers use OLS regression, binary logistic regression and structural equation modelling to establish an association between adopting a particular language teaching method and the characteristics of the language teachers. Results indicate that experienced teachers prefer the social learning method, while less experienced teachers advocate the bilingual, experiential, and listening and observation methods. There are gender differences in accepting these language teaching methods. Female language teachers show an inclination towards the listening and observation method, whereas male teachers ardently favour the bilingual and experiential methods. Regression analysis reveals a higher probability of adoption of bilingual translation methods by non-English educational background teachers. Experienced teachers adopt the Social Learning Method, while less experienced teachers prefer experiential learning and bilingual translation methods more. Results of the path analysis using structural equation modelling indicate that the gender of the teachers mediates their educational background in the adoption of the particular language teaching method.

KEYWORDS: Language Teaching Methods, Survey Approach, Regression, Path Analysis

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Introduction

For years, various methodologies of English language teaching have been adopted and the existing traditional methods have been modified to develop new methods of teaching English as a foreign language. The efficacy of pedagogical approaches is crucial in promoting language learning and competency among students. According to J. C. Richards and Rodgers (2001), a student's engagement in the language learning process and the quality of their learning outcomes are significantly impacted by the teaching method adopted by the instructor. A gradual transition has been observed in the methods of teaching English for years and various methods have been identified across the globe. For ages, researchers have been verifying and experimenting with the methods to check the most effective methods so that the most widely accepted methods can be used to help the countries where English is not a lingua-franca. There has been a constant debate over the issue of the efficacy of these teaching methods. Several teaching methods have been introduced for a long time and the approach of teaching English as a lingua-franca has been continuously changing according to the changing trends of the world. Researchers have analysed different teaching methods, starting from the widely used method called the Translation Method. The method started in Germany and was accepted throughout the world, including India. With the advent of numerous other methods, this method gradually became unpopular in the countries where it was accepted and used first. Brown (1994) commented on the inefficacy of the method that this method does virtually nothing to enhance a student's communicative ability in the language.

Due to increasing complexities and criticism of the methods used earlier, modern methods evolved. One of the most modern and effective methods is Communicative Learning propounded by Wilkins, a famous British author. Wilkins' theories still influence how language is taught today, especially when it comes to curricula and the choice of communicative exercises that improve students' communicative proficiency (J. C. Richards & Rodgers, 2014). With the development of technology, computer-aided learning has also gained popularity and is widely used in today's world which embarks on learning through technology. All these methods are proven to be effective according to time and era and, over time, new methods have evolved to match up with changing needs. The new school of thought supports that language instruction takes place in a particular environment, and instructors' pedagogical expertise and appropriate teaching strategies are tools that help the process run smoothly (Larsen-Freeman & Anderson, 2011). Therefore, the present study attempts to throw light on the efficacy of various language teaching methods, namely Bilingual Translation Method, Social Learning, Experiential Learning, Listening and Observation Method, and how these

methods help several speakers of the English language in different ways.

REVIEW OF LITERATURE

With the advent of globalization, the English language has become the language of international communication (Renau, 2016). For this reason, English language teaching methods should not be limited to the study of its structure, but rather to the use of language as a tool of international communication. Hence, it involves various novelties in language teaching such as learner-centric teaching, peer learning, and teaching-learning of linguistic issues Vázquez and Ellison (2018). There have always been disagreements among critics on the appropriateness of various methods of English language teaching. Methods of teaching English evolved and generations, one of the most primitive methods, Grammar-Translation (GTM) is also known as the first English teaching method. The method is rooted in the translation method of early Greek and Latin in the early 15th century when Latin started to take a prominent place due to its prevalent use in the business and academic lives of people. The GTM may not have outlived its purpose beyond the 1980s, as the tenets that characterize the approach continue to be relevant in foreign language (FL) teaching even today. The main objective of this method was to foster the intellectual and spiritual growth of individuals by helping them translate and learn classical epics. (C. Richards, 2001). The major focus of this method is on grammatical structures and translation from the first language to the second language. But this method was also criticized by many linguistics, it was criticized for its inefficiency in the development of communicative competence for so many years.

The practitioner of the Reading Method, another prevalent method of foreign language teaching, focused mainly on the importance of grammar as necessary for reading comprehension, without paying any attention to pronunciation or conversation skills. This method mainly focuses on understanding sentence construction through careful reading and observation. Kennedy (2007) argued that language does not fall under the habit structure. According to him, normal linguistic behaviour encompasses origination, formation of new sentences, and patterns conferring the rules of abstractness and intricacy.

Reading and observing the structure is not sufficient for acquiring a foreign language, considering the same, another method evolved with the progression of time. The Audio-Lingual Method was developed keeping into consideration that "a language is, first of all, a system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language" (Carroll, 1963). The Audio-Lingual method was a complete departure from the Grammar Translation Method; the focus shifted to the practice

of skills in the order of LSRW. Students were not allowed the use of their mother tongue. A practice that was the norm in the 60s died out in the 70s after Chomsky argued that behaviourism was either irrelevant when it came to human language acquisition or meaningless. Audio-lingual method after World War II as military professionals were in dire need of learning and especially speaking a foreign language. After the war ended, the civilian version of directly speaking and practising the spoken part of the language (Audio-Lingual method) came into practice and became widely popular. Teaching methods were changed drastically from translation to the use of foreign languages in all their instructions. This method focused more on memorization of the dialogues, practising cognitive listening and speaking drills with special emphasis on pronunciation drills. LSRW skills were sequenced. As a result, students were discouraged from using the native language, they were expected to acquire and be proficient in the target language.

Eventually, the focus shifted from these two methods to the Direct Method, which focused mainly on instruction in the target language. Comprehension is attempted with no recourse to grammar. An offshoot of the Direct Method was Content-Based Instruction, dipping heavily into immersion programs, with emphasis on speaking, where curriculum organization is topic-based and not grammar or vocabulary-based (Brinton et al., 1989).

More modern methods came into existence, one of which was an educational approach in cooperative learning, which organizes activities into academic and social learning experiences, where the teacher's role changes from giving information to facilitating students' learning in a group were popular in the 70s. The approach is linked to how a salubrious learning environment can pave the way for language learning in the ambience of a conducive environment, the student practices speaking dialogues in a foreign language (Lightbrown & Spada, 1993).

Cognitive approaches also became equally famous, language learning involved the activities inducing cognitive power which was more effective towards learning a foreign language. The Silent way focused on the shift necessary to encourage the student to play a more proactive role by letting the teacher be 'Silent.' The method was first in the direction of advocating the use of objects to bring out meaning/problem-solving.

Another famous school of thought believes that language learning, through being actively involved in social activities, evolved and gained maximum popularity. The Community Language Learning Method motivated the students to engage in self-learning, triggered by a relationship of trust, support, and cooperation between teacher and student. This approach draws on the counselling metaphor to redefine the roles of teacher and learners, passing through the improvement of the learners' abilities & children with a

measure of independence. Speaking independently, secure enough to take criticism, and finally, working on improving style and knowledge of language appropriateness (Curran, 1976). Another famous approach is the Whole Language Approach, which was advocated by Krashen (Krashen, 1981). It is a belief system that children learn a language when it is interesting and relevant. In this, student-centred approach, the teacher is a facilitator and not an expert passing knowledge. The teacher has the responsibility of negotiating a plan of work with the learners, from facilitating to monitoring to providing feedback on the learners' progress. The major emphasis of this method is on the importance of the functions of the language as learners of a second language need to learn and understand both the meaning and functions of the targeted language with the help of activities that involve communication and social interaction. Krashen's approach saw the teachers polarized as proponents and opponents each with their own claims. However, after Krashen, many foreign language educators departed from the direct instruction paradigm.

The Functional-National Approach placed the functional categories under 5 headings: Personal, Interpersonal, Directive, Referential, and Imaginative as a way of structuring a syllabus in language learning around real-life situations (Finocchiaro & Brumfit, 1983). The Lexical approach rests on the basic concept that an important part of learning a language consists of being able to understand and produce lexical phrases as chunks, the mind then stores and processes these lexical chunks as individual wholes (Lewis, 1993).

Another popular pedagogy was used in the 1990s wherein language was taught to children who respond physically to instructions from the teacher. The teacher is physically involved in imparting language when he/she demonstrates and instructs the learners to respond in kind. The theory is supported by research on how the brain enables the mind and behaviour.

The Multiple Intelligence Method is about how language learning tasks can be developed around different types of intelligence and that educators should recognize and teach a broader range of talents and skills. Project-Based Learning as a teaching method focuses on learning by actively engaging in real-world and personally meaningful projects. As an instructional approach designed to provide students with a platform to develop knowledge and skills through projects set around challenges and problems, the journey from identifying the problem, investigating the challenges, applying ideas, and utilizing the inquiry process is facilitated for the learner.

The Task-Based Learning Method focuses on the use of authentic language and on getting students to do meaningful tasks using the target language. When integrated with a systematic approach to grammar and lexis, it becomes a collaborative element to build confidence in language and social situations. The Total Physical Response Storytelling method focuses on the use of a mix-

ture of reading and storytelling to help students learn a foreign language in a classroom setting. In a 3-step process, the vocabulary structures are taught first, then spoken, and finally, the same structures are used in a class. As a grassroots movement among language teachers in the 1990s, the method has gained popular appeal as being effective in reaching more students and getting better results than any other method (Bowen, 2007b).

In the upcoming century, the Hybrid Movement was adopted by the experts, emphasis on teaching the language shifted to the integration of technology, multiple senses, intelligence and a Lexical approach to make the foundation of students strong. These swings in the teaching pedagogies for Foreign Language Teaching Methods reflect on how various methods evolved and developed but researchers don't agree on the efficacy of a few or one of these methods as there has been a disagreement on the same. None of the studies advocate that the Bilingual Translation Method was better or more advantageous than the Communicative Teaching Method or the Cognitive Method was found more useful than Total Physical Response. These methods are adopted by the teachers according to the level of understanding and comfort their target students have.

Task-Based Language Teaching (TBLT) has gained renewed attention in recent years. Research by Kim and Chen (2021) assesses the effectiveness of task-based approaches in promoting communicative competence and critical thinking skills among English language learners. Technology is being used more and more to improve language learning experiences in the post-2020 era. The impact of gamification, virtual reality, and artificial intelligence on English language training is examined by Brown and Luzmore (2021), who offer insights into the possible advantages and difficulties of each. The value of inclusive and culturally sensitive pedagogies in English language instruction is shown by recent studies. Garcia and Nguyen (2023) investigate how curriculum design that incorporates a variety of cultural viewpoints enhances student engagement and language acquisition.

The literature review offers a comprehensive analysis of numerous English teaching strategies, from conventional to cutting-edge. To compare different approaches directly and ascertain which is more successful in reaching particular learning objectives, there is still a significant research vacuum. While individual studies may analyse the effectiveness of a particular technique, thorough comparative research that methodically assesses the advantages and disadvantages of several approaches is lacking.

Objective of the Study

The objective of the present study is to evaluate the four English language teaching methods to verify which methods have been used more commonly in India, especially in the most densely populated state of India, Uttar Pradesh. Prevalent teaching methods have been evaluated based on data collected in a survey from English and soft skills teachers working with several engineering colleges affiliated with Dr A.P.J. Abdul Kalam Technical University, Uttar Pradesh. A structured questionnaire was filled in by the teachers to assess the prevalent methods of English learning. The study also attempts to verify whether the traditional language teaching methods are still being practised or if these are completely replaced by modern methods. This study also evaluates the efficacy and adoption of four distinct language teaching methods. OLS regression, binary logistic regression, and path analysis in structural equation modelling (SEM) have been used to examine the association of different language teaching methods with teachers' characteristics, viz., educational background, age, and gender.

The following are the research objectives of the study:

1) To examine the prevalence of traditional and modern language teaching methods.

2) To evaluate language teachers' adoption of various language teaching methods based on their experience, gender, and educational background.

Research Methodology

To explore and validate the prevalence of various language teaching methods adopted by English language teachers, a structured questionnaire was administered containing questions about their demographic information such as their age, gender, medium of instruction at their school and graduation qualification, and their preference for using language teaching methods. 'Bilingual Translation' and 'Listening and Observations' methods are classified as traditional methods of language learning, whereas 'Social Learning' and 'Experiential Learning' methods are classified as modern methods. Statistical tools, namely ordinary least squares (OLS), binary logistic regression, and path analysis under structured equation modelling are used to establish an association between the adoption of particular language teaching methods and the characteristics of the language teachers.

SAMPLE FOR THE STUDY

The sample includes 100 faculty members from various engineering colleges across the state of Uttar Pradesh in North India who are engaged in teaching the English language through various courses in the first and second year of engineering courses. There were 48 male teachers and 52 female teachers, and the average age of respondents was 37.4 years. 57 teachers had their education in the English language and 43 were from a non-English background.

MODEL SPECIFICATION

First, we take the total score of four methods of language teaching, namely bilingual translation, social learning, experiential learning, and listening and observation as dependent variables for running four distinct regression equations using the ordinary least square method (OLS) on common teacher's characteristics explicitly, age, language background, and gender as independent variables.

1) Score of Bilingual Translation $= \beta_0 + \beta_1$ (Age)$+ \beta_2$ (Teacher's Language Background) $+ \beta_3$ (Gender)

2) Score of Social Learning $= \beta_0 + \beta_1$ (Age) $+ \beta_2$ (Teacher's Language Background) $+ \beta_3$ (Gender)

3) Score of Experiential Learning $= \beta_0 + \beta_1$ (Age) $+ \beta_2$ (Teacher's Language Background) $+ \beta_3$ (Gender)

4) Score of Listening & Observation $= \beta_0 + \beta_1$ (Age) $+ \beta_2$ (Teacher's Language Background) $+ \beta_3$ (Gender)

Then, we administered ordinary least square (OLS) regression for teachers' characteristics, namely age on scores of four language-learning methods, namely bilingual translation, social learning, experiential learning, and listening & observation. We also administered binary logistic regression for teachers' backgrounds and ages on scores of the above-mentioned language learning methods. Binary logistic regression has been administered using dummy variables for the teacher's background, which takes the value of 0 if the teacher's education background is non-English, otherwise, it takes the value of 1. Similarly, the gender dummy takes the value of 0 for female teachers and 1 for male teachers.

5) Teachers' Age $= \beta_0 + \beta_1$ (Bilingual Translation) $+ \beta_2$ (Social Learning) $+ \beta_3$ (Experiential Learning) $+ \beta_4$ (Listening & Observation)

6) Teachers' Background $= \beta_0 + \beta_1$ (Bilingual Translation) $+ \beta_2$ (Social Learning) $+ \beta_3$ (Experiential Learning) $+ \beta_4$ (Listening & Observation)

7) Teachers' Gender = β_0 + β_1 (Bilingual Translation) + β_2 (Social Learning) + β_3 (Experiential Learning) + β_4 (Listening & Observation)

To evaluate the mediation effect of age and gender on the educational background of the respondents, we have also conducted path analysis using the structural equation modelling approach. The main reason for conducting path analysis is that, in countries like India, factors like age and gender influence the educational background of the respondents. English was not the prevalent method of instruction in the schools earlier, hence the age group of people is likely to determine their educational background. At earlier ages, female education was not so emphasized due to which gender and education are also likely to influence educational background.

Findings and Discussion

The findings of the study are presented in this section. Table 1 provides the descriptive statistics of language teaching method scores and language teachers' characteristics. Table 2 presents the results of ordinary least square (OLS) regression, Table 3 presents the results of binary logistic regression, and Table 4 presents the results of path analysis using structural equation modelling (SEM).

Table 1

Descriptive Statistics of Language Teaching Methods and Teachers' Characteristics.

	BT	SL	AE	LB	Age	TLB	Gender
Mean	0.69	0.69	0.88	0.72	37.4	0.57	0.48
Median	0.75	0.7	1	0.78	38	1	0
Mode	0.5	0.8	1	0.89	45	1	0
Std. Deviation	0.26	0.20	0.18	0.19	7.96	0.50	0.50
Skewness	-0.11	-0.10	-1.14	-0.23	-0.12	-0.29	0.08
Range	0.75	0.8	0.5	0.67	25	1	1
Minimum	0.25	0.2	0.5	0.33	25	0	0
Maximum	1	1	1	1	50	1	1

BT: Bilingual Translation SL: Social Learning AE: Activity LB: Listening and Observation TLB: Teachers Language Background

The highest mean score of 0.88 has been recorded for the activity-based

experiential learning method, followed by a score of 0.72 for the listening observation method. Both the bilingual translation method and social learning method have an equal score of 0.69. Accordingly, it can be stated that language teachers have the highest preference for activity-based experiential learning. They seem to be quite indifferent between the other three methods, However, since the scores of all the remaining three methods are quite decent, they seem to use all the methods of language teaching. Moreover, median scores for all the teaching methods are greater than their corresponding values of mean scores, with the highest score of 1 for activity-based experiential learning, followed by a score of 0.78 for listening and observation methods, 0.75 for bilingual translation method, and the least for social learning method at 0.70. Higher median scores than their corresponding mean values indicate that certain extremely low observations are pulling the data distribution towards the left side. This fact has also been confirmed by negative skewness for all four language teaching methods. Besides the higher scores, two language teaching methods, namely, activity-experiential and listening-observation have the lowest value of standard deviations, confirming language teachers' preference for this method. The highest standard deviation has been recorded for the bilingual teaching method, showing huge variation in preference for this method among language teachers.

resents the results of regression analysis for all four language teaching methods on teachers' characteristics, viz., educational language background, age, and gender. Total scores of teaching methods are regressed as dependent variables on teachers' characteristics. Statistical significance at the 1% level has been depicted with three stars (***), at the 5% level with two stars (**), and 10% with one star (*).

Regression analyses examine the dependence of different language teaching methods on teachers' characteristics viz., educational background, age, and gender. The value of R^2 is highest for the social learning method, confirming the better explanatory power of the regression model. Besides, F-statistics for the overall regression model of social learning is statistically significant. Age is the only independent variable having a statistically significant coefficient for the social learning method. The positive coefficient of age indicates that more experienced language teachers prefer social learning as the teaching method. The other two independent variables i.e., educational background and gender have positive but statistically insignificant coefficients. F-statistics for the overall regression model is also significant for the listening and observation method, but the value of R^2 is relatively low. Gender has a positive and statistically significant coefficient indicating that a greater number of male teachers prefer this method than female teachers. Age has a negative but statistically insignificant coefficient, directing towards the preference for this method amongst the younger teachers.

Table 2

Results of Regression for Language Teaching Methods on Teacher's Educational Background, Age, and Gender.

	BT	SL	EL	LB
R-Square	0.0231	0.2817	0.0176	0.0743
F-Statistics	0.82	12.29***	0.56	2.56*
RMSE	0.2599	0.1719	0.1841	0.1899
Constant	0.7638	0.1585	0.9339	0.6871
	(5.50) ***	(1.56)	(9.61) ***	(7.22) ***
Education Language Background	-0.0711	0.0297	0.0339	0.0319
	(-1.36)	(0.88)	(0.88)	(0.83)
Age	-0.0005	0.0135	-0.0015	-0.0008
	(-0.16)	(5.42) ***	(-0.66)	(-0.34)
Gender	-0.0265	0.0220	-0.0357	0.0921
	(-0.49)	(0.63)	(-0.93)	(2.38) **
No. of Observations	100	100	100	100

 *p<.10, **p<0.05, ***p<0.01 BL: Bilingual Translation SL: Social Learning EL: Experiential Learning LB: Listening and Observation

The bilingual translation method and experiential learning method have relatively low R^2 and statistically insignificant F-statistics for overall regression models, indicating the low explanatory power of regression models. The highly significant coefficients of constant (β_0) for three language methods barring the social learning method specify omitted independent variable bias, specifying that adding additional relevant independent variables would improve the explanatory power of the regression models (R^2). For the experiential learning method, age and gender have negative statistically insignificant coefficients, which indicates that younger female teachers prefer this method. For the bilingual translation method, all three characteristics of language teachers i.e., age, educational background, and gender have statistically insignificant negative coefficients, indicating that younger female teachers having non-English educational backgrounds prefer this method. It should be noted that statistically insignificant coefficients merely indicate the direction of the relationship between language teaching methods and teachers' characteristics, the use of a larger sample size may confirm their relationship.

To cross-validate the relationship between language teaching methods and teachers' characteristics, regression analyses have been administered for teachers' age, gender, and educational background, considering them as dependent

variables using different language teaching methods as explanatory variables. While the ordinary least square (OLS) regression method has been applied for age, whereas, the binary logistic (logit) regression method has been used for educational background and gender dummies.

Table 3

Results of Binary Logistic Regression for Teachers' Characteristics on Language Teaching Methods.

	Background/ Medium	Gender	Age
No. of observations	100	100	100
Pseudo R2/R2	0.0362	0.0644	0.3769
Constant	-1.0683	-1.1028	37.1960
	(-0.73)	(-0.77)	(7.92) ***
Bilingual Translation	-1.3502	-0.339	-4.3602
	(-1.63) *	(-0.38)	(-1.97) *
Social Learning	0.5416	-1.3991	26.1144
	(0.48)	(-1.12)	(9.04) ***
Activity-Experiential	1.1462	-0.1434	-7.5255
	(0.96)	(-0.12)	(-2.53) **
Listening and Obser-vations	1.2724	3.2295	-11.4829
	(1.13)	(2.62) ***	(-3.43) ***

*p<0.10, **p<0.005, ***p<0.01

The value of R^2 for the regression model of age is highest at 0.3769, indicating better explanatory power of the model. The coefficients of all the language teaching methods are statistically significant for age, showing that the age of the teacher has a strong connection with the method of language teaching. The coefficient of social learning has a statistically significant high positive value, indicating that experienced teachers give a lot of importance to this method. Coefficients of the remaining three methods i.e., bilingual translation, activity-experiential, and listening and observation are negative, showing a lesser preference of experienced language teachers for these methods.

The results of binary logistic regression express the probabilistic relationship between dependent and explanatory variables. Therefore, binary logistic regression for the dummy variables of educational background and gender indicates the likelihood of adoption of a particular method by non-English or English educational background teachers and male or female teachers respectively. For educational background binary regression, the coefficient

of the bilingual translation method is statistically significant and negative, which shows that teachers with a non-English educational background are more likely to use the bilingual translation method for language teaching in comparison to English-background teachers. The coefficients of other teaching methods are statistically insignificant, hence not worth discussing here.

In the case of binary logistic regression for the gender dummy, the coefficient of the listening and observation method is positive and statistically significant, conveying that male faculty are more likely to adopt this method in comparison to female teachers. Analogous to the results of the educational background dummy, coefficients of the remaining three language methods but listening & observation are statistically insignificant for the gender dummy.

In countries like India where English is not the language of the masses, age and gender are likely to influence the educational background of the respondents. For this reason, we have also conducted path analysis using structural equation modelling. In the path analysis, gender and age serve as exogenous variables as the explanation of these variables is external to our path analysis. The educational background of the teachers serves as an endogenous mediator variable, and the adoption of a particular language teaching method serves as the endogenous outcome variable. Therefore, in our path analysis model, we assume that age and gender are likely to mediate the educational background of the respondent, which in turn is going to impact the adoption of the particular language teaching method. The path method is depicted in Figure 1.
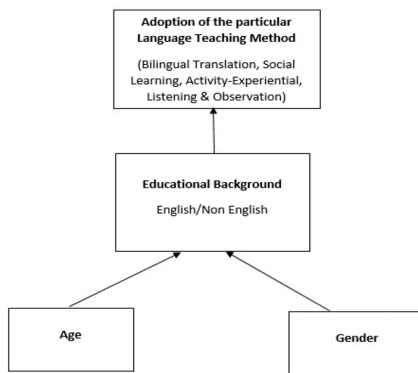

Figure 1. Path Analysis Using Structural Equation Modelling.

In our path model, which is also known as the causal model, variables age and gender impact the educational background of the respondents, and in turn, variable educational back is likely to explain the variation in the adoption of various language teaching methods.

Table 4

Results of Path Analysis using Structural Equation Modelling (SEM).

	Standardized Coefficient	Std. Err.	Z	P> |Z|
Structural English Medium Background				
Gender	0.1639	0.0827	1.72	0.097 *
Age	-0.0136	0.1051	-0.13	0.896
Constant	1.0777	0.5425	1.99	0.047
Bilingual Translation				
English Medium Background	-0.1984	0.0753	-1.81	0.093 *
Constant	2.8428	0.1642	17.31	0.000 ***
Social Learning				
English Medium Background	0.0226	0.0400	0.57	0.572
Constant	0.6790	0.0302	22.43	0.6197
Activity/Experiential Learning				
English Medium Background	0.0298	0.0366	0.82	0.415
Constant	0.8604	0.2766	31.11	0.000 ***
Listening and Observation				
English Medium Background	0.0762	0.0217	1.67	0.098 *
Constant	0.6925	0.02928	23.65	0.000 ***

*p<0.10, **p<0.005, ***p<0.01

Table 4 presents the results of path analysis using structural equation modelling for the adoption of bilingual translation methods.

Results of the structural section of the path analysis confirm that 'Gender' is the endogenous mediator variable, which mediates the endogenous outcome variable of the 'English medium background' in explaining the adoption of a particular language teaching method. The statistically significant positive coefficient of the 'Gender' indicates that male teachers are more likely to have

completed their education through English medium instructions in comparison to their female counterparts. It is worth noting here that 'English medium background' is a dummy variable that takes the value of 1 if the teacher is a male otherwise it takes the value of 0 for a female teacher. Additionally, results indicate that the 'English medium background' of the teacher positively influences the adoption of the 'Listening and Observation Method', whereas it negatively influences the adoption of the 'Bilingual Translation Method'. In other words, teachers with an 'English medium background' are more likely to use the 'Listening and Observation Method', and less likely to use the 'Bilingual Translation Method' for teaching the English language to their students.

Conclusions

The study provides evidence in support of different language teaching methods being preferred by the diverse backgrounds of faculty members teaching English. The Activity-based experiential learning method is the most prevalent method among all, followed by listening and observation and the remaining two methods. The highest prevalence of experiential methods indicates a trend of movement from traditional methods to modern methods. More experienced teachers prefer the social learning method, and less experienced teachers demonstrate a leaning towards the other three methods, namely, bilingual, experiential, and listening and observation. Female language teachers demonstrate a strong preference for listening and observation methods, whereas male teachers indicate a leaning towards bilingual and experiential methods. Results of binary logistic regression indicate a higher probability of adoption of the bilingual translation method by non-English educational background teachers. Likewise, there is a strong probability of female teachers adopting the listening and observation method. There is strong evidence in support of experienced teachers' adoption of the social learning method, whereas relatively fewer experienced teachers are most likely to adopt the listening and observation method, followed by experiential learning and bilingual translation methods. Path analysis using structural equation modelling indicates that male teachers are more likely to have completed their education in the English medium, and the gender of the teacher mediates the 'English medium education background' in the adoption of the specific language teaching method. However, in general, female teachers prefer to use the 'listening and observation' method over the other methods. By and large, teachers with an 'English medium background' demonstrate a strong inclination towards the adoption of the 'listening and observation method' over the 'bilingual translation method'.

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