

**INVESTIGATING THE STRATEGIES TEACHERS USE IN
TEACHING ENGLISH LANGUAGE IN MAHANGA SECONDARY
SCHOOL NAGONGERA,
TORORO DISTRICT**

BY:

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**A RESEARCH PROPOSAL SUBMITTED TO THE FACULTY
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OF THE REQUIREMENTS FOR THE AWARD OF THE
DEGREE OF BACHELOR OF ENGLISH
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DECLARATION

I Cherop Florence Laura, declare that all the material portrayed in this research proposal report is original and has never been submitted in for award of any Degree, certificate, or diploma to any university or institution of higher learning.

Signature


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APPROVAL

This research proposal has been prepared under my supervision upon appointment by Busitema University

SUPERVISOR:

MRS. KWAGALA OLIVIA

SIGNATURE: 

DATE: 23rd / 02 / 23

ACKNOWLEDGEMENT

I would like to glorify and thank God for the wisdom knowledge and good health He gave me upon accomplishing of these research proposal.

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CHAPTER ONE.

INTRODUCTION.

1.0 BACKGROUND

The English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. While the teaching of Mathematics or Physics, that is, the methodology of teaching Mathematics or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. There are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal strategies for language teaching and learning.

The Classical Method

In the Western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary texts. Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method, which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.

It is widely recognized that the Grammar Translation Method is still one of the most popular and favorite models of language teaching, which has been rather impervious to educational reforms, remaining a standard and sine qua non methodology. With hindsight, we could say that its contribution to language learning has been lamentably limited, since it has shifted the focus from the real language to a "dissected body" of nouns, adjectives, and prepositions, doing nothing to enhance a student's communicative ability in the foreign language.

Gouin and Berlitz - The Direct Method

A conclusion that can be drawn from the above results is that the teacher's strategies of teaching English Language can only go as far as affecting students' motivation within the context that the immediate classroom.

RECOMMENDATIONS.

According to me communicative language teaching is the most appropriate teaching strategy of teaching English Language in most schools because it aims at putting students in a variety of real life situations so that they can learn how to use their language skills to communicate in the real world.

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Mahanga senior secondary school Nagongera Tororo District

Appendix 1

INTERVIEW UNIT FOR THE SENIOR THREE STUDENTS AND TEACHERS OF ENGLISH LANGUAGE

I am Cherop Florence Laura a student of Busitema University pursuing a bachelor's degree in languages English and literature in English carrying out a study on **Strategies of teaching English Language**.

You have been selected to take part in this study and any response rendered here will be treated with appropriate confidentiality and shall be used only for the purpose of the study. Therefore feel free to make any contributions and your participation is highly welcome.

We will then proceed to discuss the accompanying questions in the second part. Note: Do not forget to fill out the details below

PART I:

1) Gender:

Male		Female	
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2)

Age		Class	
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