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**DEBATABLE AFFINITIES ON PEDAGOGICAL IMPLICATIONS:  
A STUDY ON LTR IN PROMOTING INTERDISCIPLINARY APPROACH**

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**Abstract:** Language Teaching and Learning, now a days, has excelled in enhancing class room pedagogy in term of inter disciplinary approach in research. These advances have had a relatively small impact on actual foreign language learning. Unlike in most school subjects, the recipients of language pedagogy, i.e. the students, arrive in the classroom with several predetermined advantages or impediments that have a mitigating influence on the effectiveness of teaching practices, and these are not generally considered insufficient details by language teaching research (LTR). Recently, however, new findings arrive from research in biological science, using equipment and techniques that penetrate the brain, are providing remarkable insight on how languages are learnt. This success from the laboratory is contrasted with the limited improvements resulting from traditional LTR based in the social Sciences. Thus, I contend in this presentation titled: **Debatable affinities on Pedagogical implications: a Study on LTR in promoting interdisciplinary approach** that research into how languages are best taught requires a more interdisciplinary approach that includes methods and instruments.

**Keywords:** LTR, Pedagogical Implications, Interdisciplinary approach, predetermined practices, biological influences, social sciences.

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**Introduction:** Pedagogical implications are a term frequently found in academic publications concerned with language teaching. The term frequently appears towards the end of an article describing an empirical study, often with the unstated assumptions that new understandings are being conveyed if applied in the classroom. It will lead to more successful language learning. Under this logic, discussion and debate in the field, it is assumed that teaching techniques do have a significant positive impact on learning. When asked questions during the survey, the replies are amazing. A question related to Second Language Learners, "Make a list of possible important factors contributing to the successful learning of Second Language?" All their suggestions are related to pedagogical elements and classroom practices using latest technology for effective language learning.

Research into Second Language Acquisition (ESA) provides information to the factors mentioned above. Ortega, in his observations published in 2011 says that there are five areas of important factors. But in our observation made through a survey reveal that there are six factors i.e.

- i. The age where non native English Speakers begin learning Second language
- ii. The environment of the learner
- iii. Linguistic distance between native and target language
- iv. Natural linguistic aptitude of the learner

- v. Encouragement to the learner of target language
- vi. The influence of teaching methods.

The parents in non native English Speaking countries are very much interested to join their kids in English medium schools even from their primary level of education. They believe that their children will acquire same fluency as native speakers of English. So the parents want to send their kid to schools at the age of three. Thus non English native speakers start their second language acquisition at earlier stages.

Social environment at which second language is learnt is the second factor. ESA and social environment combine several elements particularly socio linguistic elements. Minority languages people learn majority people language where dominant learn distance one. To learn English in Japan where majority of people speak Japanese, is very interesting one. Even in India also Many Indian Native vernacular speakers show interest in learning English. However, the social environment is an element beyond the control of classroom practices.

The Positive Linguistic transfer is made when comparing learners of English whose first language is other than English. For example, The Swedish and English are Germanic Languages in the Indo European Family. They are abundant cognate words and both use the same alphabet. When their geographic contexts are also considered, it is

apparent that the average Swedish baby enters the world more predisposed to learn English than the average English one. Thus one can draw the attention to cross linguistic influence as one of the influencing factors which affect successful Language 2 learning.

All the above discussed factors contribute to successful language learning in the reach of language pedagogy. But the fourth factor which many of the linguists say that inborn aptitude for language learning is largely beyond the control of the teacher. The existence of natural ability stirs debate. Our purpose in bringing to light the various factors beyond the reach of second language pedagogy is to highlight the limited impact of classroom practices. There are few, if any, other educational fields in which pedagogy plays such a relatively minor role in the successful acquisition of a skill by learners. For example, in mathematics education, although some learners are certainly more numerically gifted than others, the language of numbers is equidistant from all people, with little evidence to show that early learning has the significant influence that it does in language acquisition.

An argument can certainly be made that second language classroom pedagogy has experienced significant changes over the past century culminating in the present dominance of task-based approaches at least in ESL contexts; task-based approaches are, again, generally assumed to be an improvement over earlier classroom approaches. The understanding that 'language is primarily a means of communication and is best learnt through the exposure and negotiation that occurs during the course of performing communicative tasks' (Ur 2013: 469) is the result of research on 'best practices' dating back to the 1960s. However, there is little evidence that the well documented changes in pedagogy over the last 50 years have actually resulted in improved language learning. Therefore, if pedagogical development based on 'traditional' LTR has had such a limited effect on learning. Let us examine the type of research performed by applied linguists and researchers into language teaching.

The organizational structure of academic articles in LTR can be said to reflect an understanding in the community of scholars that advances in pedagogy rest upon findings that emerge from scientific research. This belief in science as the prime mover of improvements in the second language classroom has

a fairly lengthy history. It describes data-driven experiments on language classes that were being performed in the 1920s and even earlier, although most of the articles of that era were essays. From this beginning a century ago, LTR has expanded to 'a great many journals that share audiences and have overlapping scholarly missions' (Magnan 2001: 92).

Some discussions at this point during the LTR primary methods and elements are highly relevant. Actually the approaches to LTR are divided into methodologies and data collection instruments. For this purpose, generally, Quantitative, qualitative and text analysis methods are followed. Sometimes mixed methods are also followed due to mixed methods appearing with increasing frequency. Data collection instruments employed in LTR are intervention experiments, classroom observations, interviews, and questionnaires, and so on are treated as standard tools in social sciences. This research results in the following points:

- i. It is quite natural that there are difficulties in defining and Controlling complex learning contexts in naturalistic classroom
- ii. Insufficiency of longterm constrained practices for promoting learners progress in acquisition of target language
- iii. Learners do not acquire target language forms by accumulating them one after another.

Every language teachers has noticed the different the ability of their student to learn a new language. Some learn it easily while a few others struggle a lot. Our observation of students in classes is based on random. Behavioral genetics offers the potential to illuminate the role DNA plays in our ability to learn and with this knowledge to make better choices about how to place students in grouping according to their ability. They reveal that we are all born with certain predispositions, and diverse abilities to learn language, including propensities towards remembering new words or constructing complex grammar and so on are different from one to another. Educationalist should be at the forefront of devising classroom instruction to best take advantage of the new knowledge. This advocacy of a more interdisciplinary approach is meant to complement what we already know rather than obliterate it. Our present knowledge of how to teach languages need not be abandoned. They need to go beyond the present understanding of the term to encompass a new array of techniques and fields. Such a transition

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means scholars of language pedagogy have to increasingly acquaint themselves with the methods.

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