



## TEACHER PERCEPTIONS AND PEDAGOGICAL APPROACHES IN FOSTERING ENGLISH LANGUAGE PROFICIENCY

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### Abstract

The pursuit of English language competence is of utmost importance in today's globalized society, where success depends on the ability to effectively communicate across boundaries. The quest for English language proficiency holds immense significance in today's globalized world, where effective communication across borders is a prerequisite for success. In this pursuit, the roles of teacher perceptions and pedagogical approaches are pivotal, shaping the trajectory of language learning for students. Teachers, armed with their beliefs, attitudes, and instructional methods, wield the power to cultivate linguistic competence in learners. By understanding the dynamics of these factors, educators can better equip themselves to guide their students toward a more profound and effective grasp of the English language. Researcher utilized a qualitative research methodology can provide a deeper understanding of the teacher perceptions and pedagogical approaches in fostering English language proficiency, uncover the nuanced ways in which teachers perceive their roles in enhancing students' English language skills. The result indicated that teacher perceptions and pedagogical approaches are intertwined factors that shape the journey to English language proficiency. Positive perceptions combined with student-centered, research-based strategies create an environment where students are more likely to engage, communicate, and flourish in their language development. By embracing a variety of pedagogical approaches and aligning them with teachers' perceptions and professional development, educators can create powerful learning experiences that empower students to become proficient English language users.

**Keywords:** Teacher Perceptions, Pedagogical Approaches, English Language, Proficiency.



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## **1. Introduction**

The unrivalled spread of English throughout the world and its globalization have altered the dynamics of English. The exponential growth of English has led rise to English language teaching. According to Stewart (1962), a language is guaranteed its vitality as long as it has speakers who use the language as their first language. The acquisition of English language proficiency is a critical skill in today's interconnected world, enabling individuals to communicate, collaborate, and thrive in diverse global contexts. Among the myriad factors that influence language development, the role of teachers' perceptions and pedagogical approaches stands as a cornerstone. The quest for English language proficiency holds immense significance in today's globalized world, where effective communication across borders is a prerequisite for success. In this pursuit, the roles of teacher perceptions and pedagogical approaches are pivotal, shaping the trajectory of language learning for students. Teachers, armed with their beliefs, attitudes, and instructional methods, wield the power to cultivate linguistic competence in learners. By understanding the dynamics of these factors, educators can better equip themselves to guide their students toward a more profound and effective grasp of the English language. Teachers' perceptions about language learning, their instructional strategies, and the classroom environments they create can significantly shape students' ability to master English. This synthesis delves into the intricate interplay between teacher perceptions and pedagogical approaches, examining how these factors synergistically foster English language proficiency among students. By exploring the diverse ways in which teachers' perspectives manifest in their instructional methodologies, and how these methodologies impact student learning outcomes, we gain insights into the dynamic landscape of language education. Through a comprehensive analysis of this relationship, educators, researchers, and policymakers can glean valuable insights to optimize language teaching methods and ultimately empower students on their journey to linguistic excellence.

### **1.1.Statement of the Problem**

This study entitled as **“Teacher Perceptions and Pedagogical Approaches In fostering English Language Proficiency.”**

### **1.2.Research Objectives**

The research objectives of the study were delineated below:

1. To investigate on teachers’ perceptions about their roles in enhancing students' English language proficiency.
2. To identify the various pedagogical strategies and methods employed by teachers to develop English language proficiency among students.
3. To analyze the impact of different pedagogical approaches on students' English language proficiency levels.
4. To investigate the extent to which teacher training and professional development programs address effective strategies for fostering English language proficiency.
5. To suggest strategies for incorporating teacher training and professional development initiatives that align with research findings.

### **2. The Review of Related Literature**

**Rinekso, A. B., & Kurniawan, E. (2020).** FOSTERING LANGUAGE LEARNER AUTONOMY THROUGH THE INVOLVEMENT OF ICT: TEACHERS’PERCEPTION. *ELTR Journal*, 4(2), 103-116. The results of the study revealed that the majority of the English teachers saw ICT as an opportunity for them to promote learner autonomy since it helped the students to be more independent and engaged with the lessons. Further research focusing on students’ perspectives about learner autonomy was suggested to enrich the literature of language learner autonomy.

**Yuan, R., & Stapleton, P. (2020).** Student teachers’ perceptions of critical thinking and its teaching. *ELT journal*, 74(1), 40-48. The findings also revealed a range of individual and contextual challenges faced by the participants when they tried to integrate CT into their language

teaching. The study concludes with recommendations on how to cultivate a critical mindset among language teachers while developing CT-oriented pedagogies.

**Siefert, B., Kelly, K., Yearta, L., & Oliveira, T. (2019).** Teacher perceptions and use of technology across content areas with linguistically diverse middle school students. *Journal of Digital Learning in Teacher Education*, 35(2), 107-121. Findings indicate that technology may often be used for substitution and enhancement purposes rather than meaningful and generative learning experiences. Teachers' perceived barriers to using technology may also inhibit their purposeful integration of technology with ELs. Through practical and frequent professional development opportunities related to technology beginning at the preservice level, educators may begin to change their beliefs about technology and move toward cultivating equitable learning opportunities for ELs.

**Ryu, J., & Boggs, G. (2016).** Teachers' Perceptions about Teaching Multimodal Composition: The Case Study of Korean English Teachers at Secondary Schools. *English Language Teaching*, 9(6), 52-60. Teachers primarily rely on direct instruction via lectures to provide skills and knowledge to ensure that students will succeed in the high-stakes tests. So while teaching and assessment practices in the classroom still adhere to traditional approaches, ongoing technology outside school has transformed the ways in which young people--the students--generate, communicate, and negotiate meanings via diverse texts. If the primary goal of education is to teach students lifelong skills needed in society, it is the responsibility of schools and teachers to recognize social changes and promote individual learning needs.

**Hung, H. T. (2015).** Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81-96. The results indicate that the structured and semi-structured flip lessons were more effective instructional designs than the non-flip lessons. With a varying extent, both the structured and semi-structured flip lessons helped the students attain better learning outcomes, develop better attitudes toward their learning experiences, and devote more effort in the learning process. Given the positive results, this paper concludes with a

call for more research into this promising pedagogy to contribute to its knowledge base across disciplines.

### **2.1. Research Gap**

There is a dearth of research related to "**Teacher Perceptions and Pedagogical Approaches In fostering English Language Proficiency.**" Therefore researcher conducted investigation related to such statement of problem.

### **3. Methodology of Study**

Researcher utilized a qualitative research methodology can provide a deeper understanding of the teacher perceptions and pedagogical approaches in fostering English language proficiency, uncover the nuanced ways in which teachers perceive their roles in enhancing students' English language skills. This method help to gain an in-depth understanding of the various pedagogical strategies and methods teachers employ to develop English language proficiency among students. Thus it involves gathering and analyzing academic papers, journal articles, books, reports, and other scholarly sources to identify key findings, trends, and gaps in the research. It explored the contextual factors that influence teachers' decisions in choosing specific pedagogical approaches and how these approaches are adapted based on students' needs. It captured the in-depth exploration of how teacher training and professional development programs influence teachers' perspectives and practices in fostering English language proficiency.

### **4. Analysis and Interpretation**

The analysis and interpretation of the study were conducted based on the objectives of the study.

#### ***4.1. Pertaining to Objective 1:***

***O<sub>1</sub>: To investigate on teachers' perceptions about their roles in enhancing students' English language proficiency.***

Teachers' perceptions about their roles in enhancing students' English language proficiency can vary based on their experiences, beliefs, contexts, and educational philosophies. Many teachers perceive themselves as facilitators who create an environment where students can actively engage with the language. They believe their role is to provide opportunities for meaningful language use,

both inside and outside the classroom. They often perceive the importance of acknowledging and respecting students' diverse linguistic and cultural backgrounds. They see themselves as guides who help students navigate between their native language and English while fostering cross-cultural understanding. They frequently consider themselves as linguistic models. They believe that their own proficiency in English, correct pronunciation, and effective communication serve as examples for students to emulate. They often perceive their role as motivators who inspire students to develop a positive attitude towards learning English. They aim to boost students' confidence in using the language, creating a supportive and encouraging atmosphere. They perceive their role as adapting their instructional approaches to cater to individual needs, ensuring that each student progresses at their own pace. Some teachers believe that their role extends beyond language acquisition to fostering critical thinking skills. They use English instruction as a means to encourage analytical thinking, problem-solving, and creativity. Their role as creators were often perceived for engaging lessons that capture students' interest. They believe that interactive activities, real-life contexts, and multimedia resources can enhance language learning. Many teachers see themselves as relationship builders who establish rapport with students. They believe that a positive teacher-student relationship can enhance the language learning experience and create a comfortable environment for language use. Some of them perceive themselves as learners alongside their students. They view their role as continuously improving their own language skills and teaching methodologies to stay effective and up-to-date.

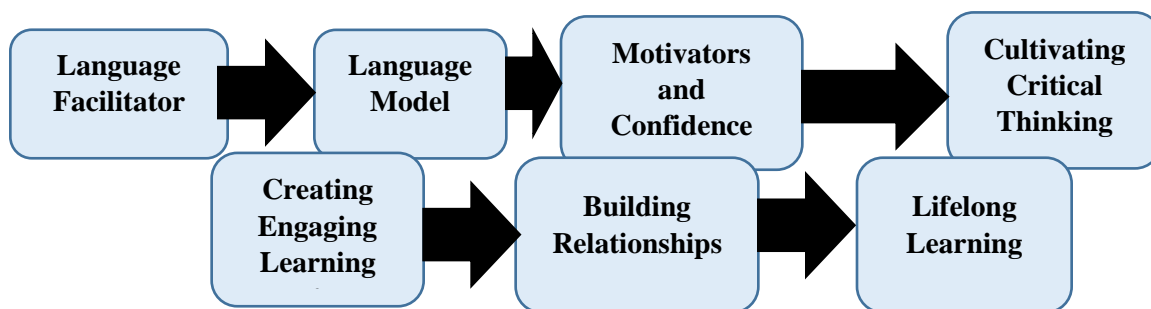


Figure: 4.1: Showing the Teachers' Perceptions on the Played Roles

These perceptions can be influenced by factors such as the teacher's educational background, teaching philosophy, cultural context, and professional development experiences. Understanding these perceptions is essential for designing effective teacher training programs and curriculum development strategies that align with teachers' beliefs and practices.

#### ***4.2.Pertaining to Objective 2:***

***O<sub>2</sub>: To identify the various pedagogical strategies and methods employed by teachers to develop English language proficiency among students.***

Teachers employ a wide range of pedagogical strategies and methods to develop English language proficiency among students. These strategies can be adapted based on the students' age, language proficiency level, learning styles, and cultural backgrounds. Here are some commonly used pedagogical approaches:

**Communicative Language Teaching (CLT):** It focuses on real-life communication skills, emphasizing speaking and listening. Sato, K., & Kleinsasser, R. C. (1999) stated that CLT stresses real and authentic materials that cater to learners' real communicative needs. CLT practitioners believe that materials play "a primary role of promoting communicative use. It encourages interactive activities such as role-plays, debates, and group discussions. It also promotes authentic language use in context, aiming to bridge classroom learning with real-world situations.

**Task-Based Language Teaching (TBLT):** It engages students in tasks or projects that require language use to achieve a goal. It encourages problem-solving, collaboration, and critical thinking in English. This approach integrates language learning with meaningful tasks, making language acquisition more purposeful. Ji, Y. (2019). Implementing task-based language teaching (TBLT) in English classes of Chinese universities: Challenges and strategies (Doctoral dissertation, Monash University) stated that among all the factors, the current study reviewed task type, pre-task planning, post-task activities, learners' language proficiency, and learners' participation in order to help the researcher establish a comprehensive outline about what to consider when implementing TBLT in language classes.

**Content-Based Instruction (CBI):** This approach integrates language instruction with subject content, such as teaching science or history in English. This enhances language proficiency while developing subject knowledge, fostering a deeper understanding of both language and content. Grabe, W., & Stoller, F. L. (1997). *Content-based instruction: Research foundations. The content-based classroom: Perspectives on integrating language and content* cited that "CBI program has an evidence of its benefits. They either describe a program that they assert as successful; or they discuss teacher and student interests, program enrollments, and successful student adjustment to later academic careers as support for CBI."

**Scaffolded Instruction:** It provides support gradually as students become more proficient. Teacher here involves in breaking down complex tasks into smaller, manageable steps to help students build skills progressively. It is an educational approach that involves providing appropriate levels of support and guidance to students as they progress through learning tasks or activities. This approach is especially useful in teaching complex skills or concepts, such as teaching English to non-native speakers. Scaffolding helps students build their understanding and competence gradually, allowing them to eventually work independently.

**Project-Based Learning (PBL):** It involves students in extended projects that require research, collaboration, and presentation of findings in English. It develops language skills alongside research, critical thinking, and project management skills. Sutomo, N., Sarosa, T., & Asrori, M. (2021, March) cited that project-based learning (PBL) is used to make learning like acquisition so that it is more natural and interesting and the students are interested and motivated in learning English. The objective of the research is to develop a model for teaching English using PBL which is feasible to develop the students' four English skills.

**Interactive Technology Integration:** It utilizes technology tools and apps to enhance language learning, such as language learning apps, online resources, and multimedia content. Often it offers interactive and engaging opportunities for practicing listening, speaking, reading, and writing. Integrating interactive technology into teaching English can enhance engagement, provide diverse



learning opportunities, and foster language development. These platforms often offer interactive lessons, quizzes, and activities tailored to various language levels.

**Differentiated Instruction:** This approach adapts teaching methods to accommodate diverse learning needs and proficiency levels in the same classroom. It provides individualized tasks, materials, and support to meet students where they are. Sandra, L. A., & Kurniawati, L. A. (2020). Cited that Differentiated class-assignments for students with ASD in their English class, they used differentiated content materials for students with ASD, and lastly, they provided outside-class assistance for students with ASD. Differentiated instructions lessened the level of anxiety of students with ASD, and second, differentiated instructions provided a positive learning environment for students with ASD.

**Flipped Classroom:** The flipped classroom is an educational approach that reverses the traditional method of teaching by delivering instructional content outside of the classroom and utilizing in-person class time for more interactive and engaging activities. In a flipped classroom, students typically engage with the core instructional materials, such as video lectures or readings, at home or on their own time before attending a physical or virtual class session. It involves students engaging with content outside of class, allowing classroom time for interactive activities. Teachers focuses on discussions, collaborative projects, and addressing students' questions during class.

**Storytelling and Literature Circles:** It uses stories, novels, and literature to teach language in context. It encourages students to read, analyze, and discuss literature to develop comprehension and critical thinking skills. Porrás González, N. I. (2010) stated that storytelling improved the comprehension, fluency, vocabulary, grammar, and pronunciation. Thus, it can be said that storytelling could improve students' speaking skill.

**Cooperative Learning:** It organizes students into small groups to work together on tasks. It encourages peer interaction, collaboration, and language practice through shared learning experiences. It is an instructional approach that emphasizes collaborative and interactive learning among students in small groups. It promotes active participation, peer interaction, and shared

responsibility for learning. When applied to teaching English, cooperative learning can enhance language acquisition, communication skills, critical thinking, and overall engagement.

Teachers often combine these strategies based on their teaching goals and the needs of their students. Effective pedagogical approaches take into account the balance between language skills, student engagement, and authentic communication to create a well-rounded language learning experience.

#### ***4.3.Pertaining to Objective 3:***

***O<sub>3</sub>: To analyze the impact of different pedagogical approaches on students' English language proficiency levels.***

The impact of different pedagogical approaches on students' English language proficiency levels is a complex and multifaceted topic. Pedagogical approaches refer to the methods, strategies, and techniques that educators use to teach and facilitate learning. Various approaches can have varying effects on students' language proficiency, as they influence the way students engage with the language, practice skills, and internalize linguistic knowledge. In essence, no single pedagogical approach is universally superior. The impact of each approach depends on factors such as the learning goals, students' needs, and the teacher's expertise. An integrated approach that combines the strengths of various methods could potentially yield the best results, allowing students to develop well-rounded English language proficiency across speaking, listening, reading, and writing skills, while also catering to individual learning preferences and cultural contexts.

**Communicative Language Teaching (CLT):** Communicative Language Teaching (CLT) has had a notable impact on English proficiency due to its learner-centered and communicative approach. It focuses on developing students' ability to communicate effectively in real-life situations. This approach helps learners acquire the necessary skills to interact with others in English, improving their overall proficiency. It encourages learners to prioritize fluency and effective communication over rigid adherence to grammar rules. This approach reduces learners' fear of making mistakes and allows them to practice using English more freely. It promotes

interactive activities such as role-plays, group discussions, debates, and problem-solving tasks. These activities require learners to use English to exchange ideas, express opinions, and negotiate meaning, leading to improved proficiency through practical application. CLT on English proficiency is substantial, as it shifts the focus from rote memorization and grammar drills to practical language use and effective communication. However, it's important to acknowledge that effective implementation of CLT requires well-trained teachers, appropriate resources, and a supportive learning environment to maximize its benefits on learners' English proficiency.

**Task-Based Language Teaching (TBLT):** Task-Based Language Teaching (TBLT) is an approach to language instruction that focuses on using language as a tool to accomplish meaningful tasks, rather than solely focusing on the explicit teaching of grammar and vocabulary. The goal of TBLT is to improve language proficiency by engaging learners in real-life communicative situations. It provides learners with authentic contexts in which they need to use English to achieve a specific goal or complete a task. This contextual learning helps learners understand how language is used in real-life situations, improving their ability to use English in practical scenarios. It encourages learners to take ownership of their learning process. They need to make decisions, collaborate with peers, and find solutions to complete tasks. This autonomy fosters independent learning skills and critical thinking. Many TBLT tasks involve understanding and interacting with different cultural contexts. This can help learners develop cultural sensitivity and better navigate cross-cultural communication.

**Content-Based Instruction (CBI):** Content-Based Instruction (CBI) is an approach to language teaching that integrates language learning with the study of subject matter content. This means that learners acquire language skills while engaging with meaningful and relevant content from various disciplines. Since CBI involves exposure to content from various subjects, learners are exposed to a wide range of vocabulary related to those subjects. This exposure leads to more extensive and specialized vocabulary acquisition. CBI often requires learners to engage with complex ideas and

concepts from different disciplines. This promotes critical thinking skills as learners analyze, synthesize, and discuss content in English.

**Scaffolded Instruction:** Scaffolded instruction is an instructional approach that provides temporary support and guidance to learners as they develop new skills or tackle complex tasks. This approach is particularly effective for language learning, including English proficiency development. It allows learners to gradually build their language skills, starting from simpler tasks and gradually moving to more complex ones. This progression helps learners gain confidence and proficiency over time. It aligns with the concept of the "zone of proximal development," which is the area where a learner can complete tasks with support but still experiences cognitive challenge. This approach optimizes learning by keeping learners engaged and pushing them to improve. It ensures that the input provided to learners is comprehensible and within their current linguistic abilities. This helps learners understand and make connections between new language elements and their existing knowledge.

**Project-Based Learning (PBL):** PBL engages learners in real-world scenarios where they need to use English to research, discuss, present, and collaborate. This authentic language use mirrors the language demands of real-life situations. It integrates reading, writing, listening, and speaking skills. Students read resources, write reports or presentations, listen to peers, and engage in discussions, all of which contribute to comprehensive language development. It involves investigating and finding solutions to real-world problems. This requires learners to analyze situations, propose solutions, and communicate their findings, fostering critical thinking and language proficiency.

**Interactive Technology Integration:** Integrating interactive technology into language learning can have a profound impact on English proficiency development. Interactive technology, such as language learning apps, online platforms, multimedia tools, and communication software, offers various benefits that enhance language learning in unique ways. Interactive technology often incorporates gamification elements, interactive exercises, and multimedia content that can capture

learners' interest and motivation, encouraging consistent and enthusiastic engagement with language learning activities. It can be designed to adapt to learners' individual skill levels and learning preferences. This personalized approach ensures that learners receive content and exercises that align with their current abilities, optimizing their learning experience. Learners can access interactive language learning resources at their convenience, allowing them to practice English skills anytime and anywhere. This accessibility supports regular practice, which is crucial for proficiency development.

**Differentiated Instruction:** Differentiated instruction allows educators to create learning experiences that match each learner's skill level, interests, and learning preferences. This customization optimizes the learning process and accelerates proficiency growth. Learners who struggle with specific aspects of English, such as grammar, vocabulary, or pronunciation, can receive targeted support through differentiated instruction. This personalized approach helps address individual challenges more effectively. It takes into account various learning styles, such as visual, auditory, and kinesthetic. This approach ensures that learners receive content in formats that resonate with their preferred ways of learning. Learners progress at their own pace, ensuring that they have sufficient time to grasp concepts and reinforce language skills before moving on to more advanced topics.

**Flipped Classroom:** Many teachers appreciate that the flipped classroom promotes active learning during class time. Students are more engaged in hands-on activities, discussions, and collaborative projects, which can lead to deeper understanding and improved critical thinking. Teachers often observe that the flipped model encourages students to take ownership of their learning. Students are responsible for preparing before class and are more likely to come to class prepared to participate actively. Flipped classrooms allow teachers to provide more individualized support. With in-class time freed up from traditional lecturing, teachers can spend more time interacting with students, addressing questions, and offering personalized assistance. It allows for immediate

feedback on student understanding during in-class activities. Teachers can identify misconceptions and adjust instruction on the spot.

**Storytelling and Literature Circles:** Teachers often find that storytelling captures students' attention and maintains their engagement, making the language learning process more enjoyable and effective. It exposes students to new words and phrases in context, which helps them acquire and understand vocabulary more naturally. It improves students' listening skills as they follow the narrative and comprehend spoken language in context. It encourages students to use their creativity and imagination to visualize and interpret the narrative, fostering language production. Stories often spark discussions about characters, plot, themes, and moral lessons. These discussions provide opportunities for students to express their thoughts and opinions in English.

**Cooperative Learning:** Teachers often see cooperative learning as a powerful way to enhance students' collaboration and communication skills. Working in groups requires students to express their ideas, listen to others, and negotiate meaning in English. It encourages students to actively use English to communicate and solve problems within their groups. This constant language production contributes to improved fluency and confidence in speaking. Teachers appreciate that cooperative learning fosters peer interaction. Students engage in meaningful discussions, share insights, and provide feedback to one another, which helps them develop social language skills. Such learning often involves diverse groups of students. Teachers find that this diversity exposes students to different cultural perspectives and enhances their cross-cultural communication skills. Teachers note that cooperative learning accommodates students with varying language proficiency levels. Stronger English speakers can support and scaffold their peers, while struggling learners receive peer assistance.

***Pertaining to Objective 4:***

***O4: To investigate the extent to which teacher training and professional development programs address effective strategies for fostering English language proficiency.***

The extent to which teacher training and professional development programs address effective strategies for fostering English language proficiency can vary widely depending on the program, the educational institution, and the specific goals of the training. However, there has been a growing recognition of the importance of equipping educators with the knowledge and skills to effectively support English language learners. Here are some key aspects to consider:

**Foundations in Language Acquisition Theories:**

Teacher training often begins by introducing educators to key theories of language acquisition. Understanding how language is learned helps teachers design appropriate instructional strategies.

**Effective Instructional Approaches:**

Educators are introduced to a range of effective instructional approaches such as communicative language teaching, task-based learning, and content-based instruction, which emphasize meaningful language use and communication.

**Differentiation and Individualization:**

Training programs emphasize the importance of differentiating instruction to meet the diverse needs of English language learners. Teachers learn how to adapt materials and activities to accommodate various proficiency levels and learning styles.

**Authentic Materials and Contexts:**

Educators are shown how to select and use authentic materials, such as real-world texts, videos, and audio recordings, to expose students to natural language use and cultural contexts.

**Language Skills Integration:**

Programs guide teachers on integrating the four language skills—listening, speaking, reading, and writing—into their lessons to create a balanced and comprehensive language learning experience.

**Assessment Strategies:**

Teacher training covers a range of assessment methods for measuring language proficiency. Educators learn how to design both formative and summative assessments that align with instructional goals.

**Technology Integration:**

Many programs address the integration of technology tools and digital resources to enhance language learning. Teachers learn how to use educational apps, online platforms, and multimedia materials effectively.

**Cultural Awareness and Sensitivity:**

Training includes discussions on cultural diversity and how to create an inclusive classroom environment that respects students' backgrounds and experiences.

**Collaborative Learning and Interaction:**

Teachers are taught how to design activities that promote collaborative learning and interaction among students, encouraging authentic language use.

**Feedback and Reflection:**

Professional development often emphasizes the importance of providing constructive feedback to students and fostering a reflective teaching practice to continuously improve instruction.

In essence, effective teacher training and professional development programs provide a comprehensive approach that blends theoretical knowledge with practical skills, encourages ongoing learning, and supports educators as they create effective English language learning experiences for their students.

***Pertaining to Objective 5:***

***O5: To suggest strategies for incorporating teacher training and professional development initiatives that align with research findings.***

Incorporating teacher training and professional development initiatives that align with research findings is crucial for ensuring that educators are equipped with effective strategies for fostering



English language proficiency. Here are some strategies for designing and implementing such initiatives:

- Conducting a needs assessment to identify the specific areas where teachers need support based on their current knowledge, skills, and classroom challenges. This assessment can help tailor the training to address their specific needs.
- Base the training content and strategies on the latest research findings in English language acquisition, instructional methods, and language learning theories.
- Collaboration with researchers and experts in the field of English language education to ensure that the training content is grounded in evidence-based practices
- Establishment of a feedback loop where teachers can share their experiences, challenges, and successes after implementing the strategies from the training. Use this feedback to refine the training materials and approaches.
- Incorporation of research dissemination sessions where educators are exposed to key research findings and their implications for English language teaching.
- Encouragement of teachers to engage in action research projects where they implement research-based strategies in their classrooms, collect data, and reflect on the outcomes.
- Presentation of real-life case studies that showcase the successful application of research-based strategies in diverse classroom settings.
- Inclusion of microteaching sessions where teachers practice new strategies in a controlled environment. Peer observation and feedback can help refine their implementation.
- Invitation of experts in the field of English language education to deliver presentations or webinars that highlight research findings and their practical implications.
- Encouragement for teachers to engage in regular reflection on their teaching practices and how the research-based strategies are impacting their students' language proficiency.

By incorporating these strategies, teacher training and professional development initiatives can effectively bridge the gap between research findings and classroom practice, empowering educators to enhance English language proficiency among their students.

## 5. Conclusion

It is evident that teacher perceptions and pedagogical approaches play a crucial role in fostering English language proficiency among students. Teachers' beliefs, attitudes, and instructional methods significantly influence the learning outcomes and experiences of English language learners. Teachers' perceptions of language learning, their students' abilities, and the effectiveness of various instructional strategies shape their teaching approaches. Positive perceptions of students' potential and the value of English proficiency often lead to more dedicated efforts in fostering language skills. Different pedagogical approaches, such as Task-Based Language Teaching (TBLT), Content-Based Instruction (CBI), Scaffolded Instruction, Project-Based Learning (PBL), Interactive Technology Integration, and Cooperative Learning, offer diverse avenues for promoting English language proficiency. These approaches emphasize engagement, interaction, authentic language use, and active learning, which align with effective language development. Pedagogical approaches that prioritize student engagement, choice, and autonomy tend to yield better outcomes. Strategies that encourage learners to actively participate, collaborate, and take ownership of their learning journey foster greater language proficiency. Effective teacher training and professional development programs play a significant role in aligning teacher perceptions with research-backed pedagogical strategies. Continuous learning, exposure to evidence-based practices, and opportunities for reflection enhance teachers' ability to foster English language proficiency effectively. Thus teacher perceptions and pedagogical approaches are intertwined factors that shape the journey to English language proficiency. Positive perceptions combined with student-centered, research-based strategies create an environment where students are more likely to engage, communicate, and flourish in their language development. By embracing a variety of pedagogical approaches and aligning them with teachers' perceptions and professional development, educators can create powerful learning experiences that empower students to become proficient English language users.

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