

Changing Time and Options in Foreign Language Teaching of ELT Teachers in Northern Cyprus

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Abstract

We live in the world where English language has become the most international language for communication among the other foreign languages. English just as the other languages has been used as a medium of communication for diplomatic relationship, administrative affairs, employment, commerce, or trade and above all for education. However, policies regarding foreign language teaching teachers in Northern Cyprus must be reviewed to provide immense opportunities to enhance language competence of both language teachers and learners. In this sense, foreign language teaching and learning policy in ELT as well as other foreign languages must be well taught and successfully integrated into school systems and societies. Hence, the open-ended questions have been administered to six (6) foreign language teachers to elicit more detailed responses concerning teachers' perception on changing time and options in teaching industry. The findings reveal how significant it is to introduce positive changes in foreign language teaching. The study suggests to be circumspect in the implementation of language policies and classroom activities regarding foreign language teaching and learning in order to prevent negative influences on both the teachers' and the learners' first language, ethnicity or culture.

Keywords Changing Time, Options, Foreign Language Teaching, Language Competence, and Language Policies

INTRODUCTION

The role of communication in second language and foreign language teaching and learning has not always been clear in recent years. In ELT context, teaching and learning methods must be reviewed to improve upon the communication competence of foreign language learners and this situation must include in-service training for foreign language teachers. Language teachers are frequently encouraged to conduct research and examine their own teaching methods, typically through action research projects, but teachers who are involved in-service training education for foreign language teaching have been slow to adopt new teaching approaches (Bartels, 2002). As a result, it is critical to investigate how these supposed new teaching approaches in regard to changing times and options must be implemented and to enhance the communication competence of foreign language learners in both inside and outside the classroom. For the author, the new teaching approaches must



be relevant and to ensure that course content adequately addresses learners' needs and future practice (e.g., Ellis, 2010; Morrison, 1979; Thornbury, 1997).

Background of the Study

For decades, debate has raged over the relationship between theory and teaching approaches in foreign language teaching classes in regard to changing times and options in ELT context several proposals have been discussed in literature review by the linguists in this field concerning language knowledge. However, due to similarities with the current study, the majority of this review focuses on changes and innovations regarding teachers in foreign language teaching in ELT context (English Language Teaching) For the author language teachers need in-service training that involves new educational programs, literature and applied linguistics for communication competence (Crandall, 2000).

The current study will look at the benefits and drawbacks of technology to better prepare teachers interested in using it to teach language (Hussain, S. 2022).

This study therefore addresses this aspect and pushes the debate further for a deeper understanding. This research specifically seeks to examine the pragmatic competence level of Pakistan students L2 learners or speakers as well as the contribution of gender and the type of school regarding their competency level in pragmatic knowledge (Taha, A. R., at, al 2022).

English language teaching and learning in Pakistan has received little attention. As a result, Pakistani EFL students' voices must be heard. This study aims to fill a gap in the literature by determining how Pakistani EFL learners perceive online learning throughout the present virus(Khan, S., at, al 2022).

METHOD

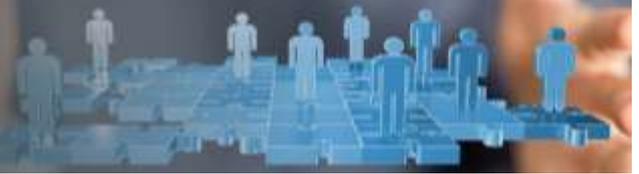
Research Questions

The research questions investigate the innovations and new designs of foreign language teachers and their perception concerning positive changes to bring quality in foreign language teaching. Therefore, the research questions that guide this study are the following:

1. What changes can be considered in foreign language teaching to enhance the communication competence of foreign language learners in ELT context?
2. What do foreign language teachers perceive to be significant in bringing positive changes in foreign language teaching methods?

The research questions are relevant to the questionnaire of the study for effective data collection. For example: research question.

Question	Strongly Disagree	Disagree	Neither	Agree	Strongly Disagree
Positive changes are important in the innovation of foreign language teaching.	0	0	0	2	4
It is significant for a foreign language teacher to possess	0	0	0	3	3



knowledge of newly modern methods					
Total	0	0	0	5	7

According to this questioner almost every teacher believe modern method of new language learning this survey have been collected 6 teacher all of them give vote in the favor of modern method of new language learning.

FINDINGS AND DISCUSSION

The findings of the study on changing time in foreign language teaching of ELT teachers in Northern Cyprus are presented in this article. A questionnaire has been administered to six ELT teacher participants to complete and their responses have been analyzed qualitatively and quantitatively. Subsequently, the study is significant as the ELT teacher participants have given their opinions and anticipated changing time and options in foreign language teaching in the mist of difficulties they face in teaching foreign language.

For pedagogical implication, the study has suggested to endow the EFL teachers with electronic communication devices and other modern communication implements to enhance the communication competence of foreign language learners. Instructional activities in classroom situations must be reviewed for improvement in order to motivate foreign language learners to enhance communication skills. Thus, foreign language teachers must use concrete teaching aids and resource centers to improve their teaching skills.

CONCLUSION

It is not simply enough to only make provision for a short moment concerning teachers in-service training because the knowledge that teachers use in their practice is more complicated than just knowing facts and general conceptions of language and language learning," Bartels observed (2005c, p. 419). Therefore, this study is significant because it gives an insight to foreign language teachers to be innovative in classroom situations. The teacher takes the role of a companion and a constructive force for change in the students' perception of their place as professionals in the modern world. The interests and opinions of students should be given priority in choosing the most suitable and flexible class formats. In a diverse world. Due to the internationalized character of the art world, its language is unique, and it cultivates both universally shared and local values and beliefs. In foreign language classes, students can consider the origin of modern cultures and speculate about their meaning while analyzing the most significant pieces of art. Following this path, future teachers can make their cultural education a lifelong process.

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