



Enhancing English Teaching and Learning Through Corpus-Based Language Pedagogy (CBLP): A Policy Recommendation for English Teachers in the Department of Freshman Engineering of Kalasalingam Academy of Research and Education

1. Introduction

This policy document aims to recommend English teachers in the Department of Freshman Engineering of Kalasalingam Academy of Research and Education to adopt Corpus-based Language Pedagogy (CBLP) as a means to empower the teachers English teaching and enhance their students’ English learning experience. CBLP, developed by Ma through solid research (Ma et al., 2022, 2023, 2024a, 2024b), combines corpus linguistics with language pedagogy to provide teachers and learners with rich and authentic language data resources. The implementation of CBLP has already demonstrated positive outcomes in terms of improved teaching confidence and enhanced student learning results in diverse contexts.

2. The Importance of Authentic Language Data

English as a Foreign Language (EFL) or English as a Second Language (ESL) learners often face a scarcity of authentic language data, which hinders their progress in language acquisition. By incorporating free online English corpora into the language learning process, teachers can equip students with unlimited and fresh language examples, facilitating a more comprehensive understanding of real-world language usage.

3. The Benefits of CBLP

Research conducted by Ma evidenced the significant impact of CBLP on the professional growth of EFL/ESL teachers. CBLP represents a corpus technology specific Technological Pedagogical Content Knowledge (TPACK), which effectively blends the disciplines of corpus linguistics and language pedagogy.

4. Continuous Professional Development Opportunities

In addition to its impact on classroom instruction, CBLP also fosters teachers' continuous professional development by establishing an online collaborative learning environment that values the co-construction of knowledge. This collaborative platform enables networking opportunities, knowledge sharing, and the creation of an international community of teachers committed to professional growth and improvement.

5. Policy Recommendations

- a) Provide teachers in the Freshman Engineering of Kalasalingam Academy of Research and Education access to rich, open-access resource packages developed through CBLP research. These resource packages would offer comprehensive guidance, training materials, and innovative teaching strategies utilizing corpus linguistics.
- b) Offer specialized workshops and training sessions to familiarize English teachers with the fundamental principles, techniques, and technological tools associated with CBLP. These workshops should encourage active participation, reflection, and hands-on practice.
- c) Encourage English teachers to integrate CBLP into their existing teaching practices gradually. Provide ongoing support and mentorship to ensure a smooth transition and help teachers harness the full potential of CBLP for student engagement and language acquisition.
- d) Facilitate networking opportunities for English teachers to exchange experiences, share best practices, and engage in collaborative research projects related to CBLP. These activities could take the form of seminars, conferences, or online forums, fostering a culture of continuous improvement and professional growth.

6. Conclusion:

Given the effectiveness of CBLP in enhancing English learning outcomes, this policy document recommends English teachers of Kalasalingam Academy of Research and Education to embrace CBLP as an effective pedagogical approach. By incorporating authentic language data and employing corpus-based techniques, teachers can inspire their students, broaden their linguistic competence, and facilitate a more meaningful English learning journey. Ultimately, adopting CBLP empowers teachers to deliver more engaging and effective instruction while fostering deeper student understanding of the English language.

References

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