



RESEARCH ARTICLE

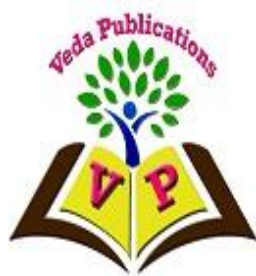


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TEACHERS' PERCEPTIONS ABOUT DATA DRIVEN LEARNING (DDL) IN ESL CLASSROOMS

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ABSTRACT



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DDL has gained widespread attention due to its success in language education. It is a student-centered approach that encourages independent learning as well as the finding of rules and patterns. According to Johns (1988), DDL necessitates a role reversal for both the educators and the pupils involved. Instead of imparting knowledge to students straightforward and unambiguous, the role of the teacher is more like that of a research director and collaborator. The present study aimed to investigate the Teachers' Perceptions about DDL in ESL classrooms. To meet the objective of the research the researcher used a quantitative research design. Because the study is quantitative, the researcher employed a questionnaire to gather information. Teachers of the Bahawalpur colleges at a postgraduate level were the population of the study. There were thirty teachers in the sample. The data was gathered from respondents using a selective non-random sampling approach. For the analysis of data, the researcher used SPSS software. The tables were designed through SPSS and graphs were formulated through MS Excel. The study's findings demonstrated that although this solution requires far less time and effort from DDL teachers than traditional approaches, it still does. Teachers agreed with the statement that Teaching through the DDL method brings positive changes in ESL learners. The results revealed that Most of the respondents agreed with the statement that, The DDL method of teaching grammar highlights the formal aspects of the target language to the student. DDL materials take a long time to prepare. Although DDL resources are readily available and sufficiently comprehensive to address the needs of various defined lessons or situations, their requirements will continue to be one of the most significant barriers preventing their adoption as a standard educational practice.

Keywords: *English, Global Lingua Franca, The Arabian Peninsula.*



INTRODUCTION

In Pakistan, English is regarded as a fascinating and laureate language. In our society, it has also become a prestige symbol. Pakistani students are having problems learning English since it is taught as a subject matter rather than a skill. Language teachers were compelled to develop innovative approaches to meet the demands of their pupils for the benefit of students. Teachers teaching styles are influenced by these variables, which force teachers to teach their students using conventional ways. That's why our pupils are not creative. The goal of this research was to investigate the DDL method of teaching English as a second language.

BACKGROUND OF THE STUDY

DDL is a method where students read a lot of real languages and attempt to identify linguistic patterns and norms on their own. It was initially introduced by Johns in 1991. The potential of DDL for language learning has made it famous. A student-centered approach encourages rule and pattern discovery as well as learner autonomy. According to Johns (1988), DDL requires a change in how teachers and students interact with one another. In other words, rather than providing the pupils with clear and direct instruction, the instructor collaborates with them as a research director. Different researchers and language instructors have to employ DDL throughout the years to teach various linguistic elements including collocations, grammar points, etc (Ball, 1960). Linguistic corpora are used as the source of real-world language examples for DDL exercises. DDL begins with students being exposed to real language, whether spoken or written and are encouraged to detect patterns without direct instruction from the

teacher. DDL is thought to have certain benefits. For example, it increases language awareness, learner independence, and autonomy, and prepares students to deal with real-world situations using language.

STATEMENT OF PROBLEM

Several types of research have been conducted on Data driven learning concerning second language learning but very few researchers highlighted this phenomenon of Teachers' Perceptions about Data-Driven Learning in ESL Classrooms especially in the Bahawalpur region. In Bahawalpur there was no such research conducted on the mentioned topic except for some webinars and a symposium was conducted on an international level at the Islamia University of Bahawalpur. The researcher wanted to know the teacher's perceptions about Data driven learning in ESL classrooms. The study will also be helpful to evaluate if there is any need to make the use as part of our national curriculum, at the post-graduate level, of those disciplines which are based only on theoretical work. Symposium was conducted on an international level at the Islamia University of Bahawalpur.

PURPOSE OF THE STUDY

The study's declared goal is to discover how teachers in ESL classes feel about Data driven learning (DDL). For this study, the goal of DDL incorporation into ESL classes is to be achieved. ESL teachers are likely to be encouraged by the outcomes of this study to use the DDL technique as a teaching tool to better comprehend language patterns.



RESEARCH QUESTION

What are the Teachers' Perceptions about Data driven learning (DDL) in ESL Classrooms?

SIGNIFICANCE OF THE STUDY

Postgraduate ESL students in Bahawalpur will benefit from this study, according to the researcher. The DDL technique could help us better understand the structure of language. In addition, the research will help ESL students meet the requirements and standards for language learning. They may be able to fix their problems with language acquisition if they can identify the problems and hurdles that stand in their way. As a result of the study's findings, ESL students can focus on and improve their weak learning areas. ESL teachers, students, and tutors will benefit from this study because it identifies the areas of language acquisition that need to be improved. As a postgraduate ESL course, the findings of this research will be used to develop solutions for language learning challenges to improve the DDL in ESL classes finally, the findings of this study provide inspiration and motivation for students of all fields to improve their language learning abilities.

LITERATURE REVIEW

The basis of Data driven learning is the idea of "cutting out the middle man," or language learning directly from the language itself rather than with the help of mediated materials like textbooks, grammar, dictionaries, and teachers (Thomas, 2015)¹. Learners' ability to spot patterns and generalize about the structure and usage of a target language is a central focus of Data driven learning, as described by Johns (2002). Language learners encounter concordance lines, from which they must draw rules for their use

of the language. According to Hunston (2002, p. 70), students are "motivated to recollect what they have battled to uncover" as a result of this learning method. Data driven learning refers to the ability of learners who are taught how to use a concordance to learn English by using corpora themselves (Johns, 1994). According to Johns (1991 a), data-driven leaf reading is the term used to define the methodology since the researcher who is studying a language is doing research, therefore access to linguistic data must have an impact on their learning (p. 2). Large English text corpora are analyzed using concordancers, computers that look for patterns in selections of specific vocabulary. It attempts to move our students from product to process along the educational continuum. In essence, it's a fresh approach to growing grammatical awareness.

RESEARCH METHODOLOGY

Research design is crucial. It's fair to state that study design is not complete without an acceptable research technique. It is only like the lifeblood of study that real-time information is obtained. The researcher uses research methods to organize their findings and results. The researchers can achieve their objectives by employing this strategy. The participants in this study were 30 ESL teachers at the post-graduate level in Bahawalpur. During the academic year 2021-2022, a survey was carried out. The participants were asked to respond to a questionnaire that was designed to introduce DDL in ESL courses and to assess Teachers opinions of DDL in ESL classrooms.



POPULATION AND THE SAMPLE OF THIS RESEARCH

According to Wimmer and Dominick (1987), "a population is a group or class of topic, concept, or phenomena." The study is confined to a certain area of Punjab, Pakistan (Bahawalpur city). The participants in this study were male and female English language instructors from Bahawalpur. The sample is drawn at random. The researcher had an easier time distributing and collecting surveys from ESL teachers in Bahawalpur. Participants have a variety of teaching experiences and educational backgrounds.

SAMPLING TECHNIQUE

For the current investigation, the researcher employed stratified sampling. Only teachers who are experienced in teaching English as a second language were chosen for the current study. A Likert scale questionnaire was utilized to answer the question. The questionnaire has 15 items and was aimed to show instructors' performance on five levels. 1. Strongly agree 2. agree 3. Undecided 4. Disagree 5. Strongly disagree. A questionnaire was given to educators at government institutions in Bahawalpur, District Bahawalpur, who were teaching ESL students. The questionnaire's results were saved for further examination and statistically examined.

RESEARCH TOOL AND DATA ANALYSIS

The researcher created a questionnaire as a data-gathering tool while keeping the study's nature in mind. To obtain honest replies from the educators, the questionnaire was thorough, instructive, straightforward, logical, and cohesive. The respondents were able to answer positively and

quickly due to the use of closed-ended entities. Ten were the data-gathering questions. The questionnaire was completed by fifteen ESL teachers in Bahawalpur, Pakistan, as part of the pilot research. The data was gathered using a questionnaire and analyzed by SPSS. After that, the researcher tabulated and graphed the information gathered from the study participants

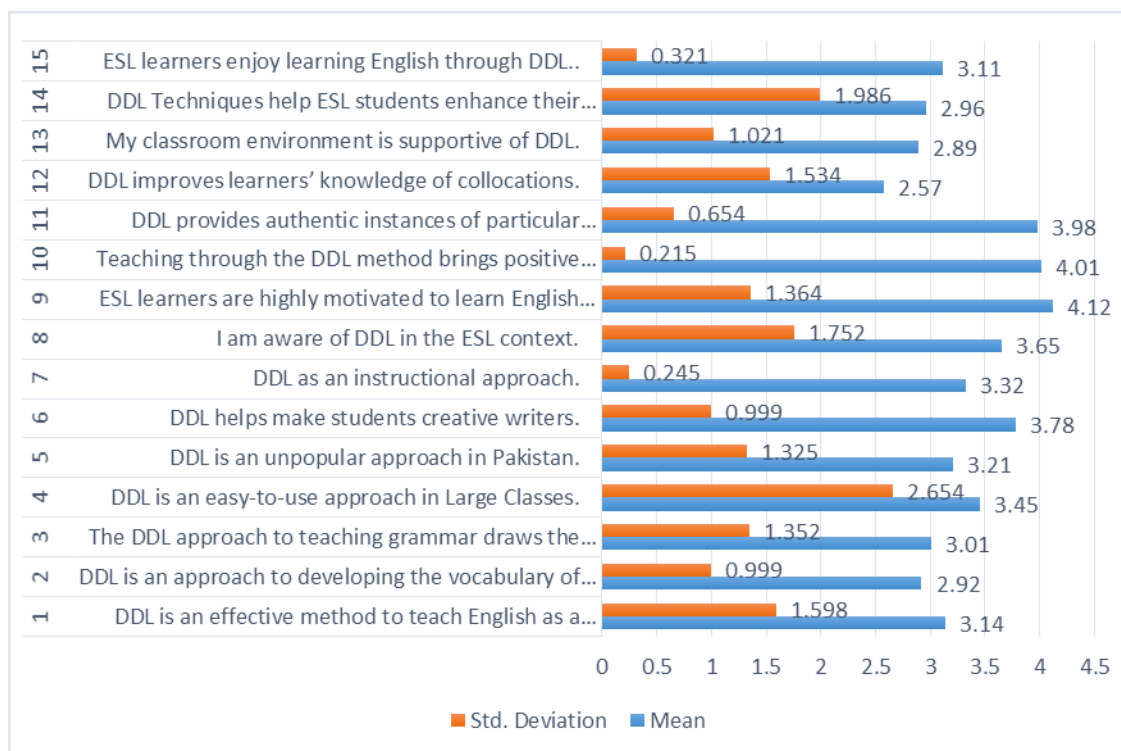
ANALYSIS OF QUESTIONNAIRE

The COVID-19 pandemic has significantly impacted the education sector, leading to an increased reliance on technology for teaching and learning. This shift has presented numerous challenges and opportunities for educators, policymakers, and researchers to analyze and understand the effectiveness of online learning environments. By examining the data collected from questionnaires and surveys, this study aims to provide insights into the perceptions and experiences of respondents regarding the use of technology in education during the pandemic. The analysis focused on the benefits and drawbacks of online teaching and learning systems, as well as the strategies employed by instructors to ensure active participation by ESL learners in online classes.



Table1. The responses of Teachers' perceptions about Data driven learning (DDL) in ESL Classrooms

Sr. No.	Statement	Mean	Std. Deviation
1	DDL is an effective method to teach English as a second language.	3.14	1.598
2	DDL is an approach to developing the vocabulary of ESL learners towards English language learning.	2.92	0.999
3	The DDL approach to teaching grammar draws the learners attention to formal properties of the targetlanguage.	3.01	1.352
4	DDL is an easy-to-use approach in Large Classes.	3.45	2.654
5	DDL is an unpopular approach in Pakistan.	3.21	1.325
6	DDL helps make students creative writers.	3.78	0.999
7	DDL as an instructional approach.	3.32	0.245
8	I am aware of DDL in the ESL context.	3.65	1.752
9	ESL learners are highly motivated to learn English language through DDL.	4.12	1.364
10	Teaching through the DDL method brings positive changes in ESL learners.	4.01	0.215
11	DDL provides authentic instances of particular Linguistic item.	3.98	0.654
12	DDL improves learners' knowledge of collocations.	2.57	1.534
13	My classroom environment is supportive of DDL.	2.89	1.021
14	DDL Techniques help ESL students enhance their thinking.	2.96	1.986
15	ESL learners enjoy learning English through DDL..	3.11	0.321
Average		3.32	1.210



In respondent's opinions about ESL learners are highly motivated to learn English language through DDL. Teaching through the DDL method brings positive changes in ESL learners. DDL provides authentic instances of particular Linguistic item. the responses of ESL teachers, It is the sufficient source of teaching ESL learners remained with high mean values 4.12, 4.01, 3.98, and 3.78 respectively.

The responses to the statements that his shift has opened new dimensions for the learning of ESL This shift is cost-effective; This shift meets international standards of teaching ESL remained with high mean values 4.01, 3.98 and 3.78 respectively. The responses to the statements that DDL Techniques help ESL students enhance their thinking. My classroom environment is supportive of DDL. DDL improves learners' knowledge of collocations, remained with low mean values 2.96, 2.89 and 2.57 respectively.

FINDINGS, DISCUSSION

According to the responses of the respondents, that DDL is an effective method to teach English as a second language. Teaching through the DDL method brings positive changes in ESL learners. DDL provides authentic DDL tasks provided an "innovative approach" to vocabulary development in the second language and "a rich experience". Data-driven grammar learning is in demand. However, teachers frequently encounter challenges when putting DDL into practice due to several factors, including its time-consuming nature and the absence of both teacher and student training. The present study demonstrates that DDL is an approach to developing the vocabulary of ESL learners for English language learning. Scholars and educators must collaborate to overcome barriers to the classroom implementation of learner corpora because there appear to be countless advantages to employing them in ESL



classes. When the teacher carefully analyses the needs of his or her students, as was the case in this study, the target language characteristics in DDL instruction may be successfully extended beyond lexis, the conventional DDL items, to additional items, such as grammar. In this regard, it's critical to recognize the benefits of corpus-based learning for both students and teachers. Teachers are better able to identify and treat the language issues of their pupils when they build up and analyze a local learner corpus on their own. rapport between the teacher and the students may develop as a result of instruction based on such data as both the course material and the teaching methodology become more individualized. Hopefully, the current findings will provide a strong basis for such future investigations. The teachers were of the view that this approach aims to develop the vocabulary of ESL learners toward English language learning. The DDL approach to teaching grammar draws the learner's attention to the formal properties of the target language. Most of the instructors expressed their opinions that DDL is an easy-to-use approach in large Classes and this approach helps ESL students enhance their thinking. They thought that a teacher must carefully consider potential challenges when considering implementing DDL in a grammar classroom. Some of the teachers search for suitable materials for my students while teaching them with the data-driven method while others go for other resources to get appropriate content for their learners. The teachers agreed with the statement that Teaching through the DDL method brings positive changes to ESL learners. The results revealed that Most of the respondents agreed with the statement that The DDL approach to teaching grammar draws

the learner's attention to the formal properties of the target language. The responses of the respondents revealed that DDL requires teachers to be proficient in the English language and plays a significant role in improving Students' writing skills. The teachers used question-answer strategies to enhance the creativity of the ESL learners and ask their students to read additional materials (stories, novels, magazines, etc. written in English) at home.

CONCLUSION

The present study sets out to investigate the Teachers' Perceptions about Data driven learning in English as second language classrooms. The study's findings demonstrated that although this solution requires far less time and effort from DDL teachers than traditional approaches, it still does. DDL materials take a long time to prepare. Although DDL resources are readily available and sufficiently comprehensive to address the needs of various defined lessons or situations, their requirements will continue to be one of the most significant barriers preventing their adoption as a standard educational practice. The findings showed that the DDL group of students is happy with this new teaching strategy. They identified several advantages, including improved motivation and enthusiasm for studying as well as an increased awareness of grammar.

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