

APPLICATION OF TEACHING METHODOLOGY AND MATERIALS IN EFL CLASSES: CONFLICTING APPLICATIONS

Nittaya Sanguanngam
Chiang Mai Rajabhat University
Western Language, Faculty of Humanities and Social Sciences
Thailand

Abstract

Since the 21st century is a time of the impressive technological revolution and students need to be equipped with new survivor skills. Nonetheless, teachers' belief, traditions, and pedagogy significantly impact educational practices, and it takes time to put research results into practice. The main purpose of the present study was to investigate the perceptions of 50 prospective English as a Foreign Language (EFL) teachers concerning the use of teaching methodology and materials. The study also examined their actual practices in teaching trials and practicums after having been instructed about lesson plans with effective teaching methodologies, and materials that provide learners' skills needed in the 21st century. The study was conducted at a local university in Thailand, and data were collected from lesson plans, observation of teaching, and participants' logs. The study found that the participants had positive perceptions of the use of traditional teaching methodology and materials. In addition, they applied mainly traditional teaching methodology and materials in their teaching trials and practicums. The influences of participants' belief and traditions, on their teaching practices have been found. The paper discusses these results to highlight the importance of the gap between current and expected practices of using teaching methodologies and materials, as well as practical applications.

Keywords: teaching methodology, teaching materials, conflicting application, perception