

Methods to Substantiate the Concept of Applied ELT

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The objective of this research is to illuminate the concept of life syllabus, presenting it as a new research agenda for second language studies. Pishaghadam and Mirzaee (2008) proposed Applied ELT where we should transcend discussions over language and linguistics, entering into life issues regarding life qualities. The most important aspect of applied ELT is that it goes beyond the typical linguistic syllabus. It is a kind of syllabus which considers life issues as its first priority. In this new syllabus, language learning is more purposeful and educational, revolving around more important issues of life. A language learning class must be a class in which life issues are noted and taken into consideration. The native speaker could not be seen as representative of an acceptable yardstick to follow anymore. The violation of British and American pronunciation and structures were allowed. The significance of this study is that it explores how to design a life syllabus in the ELT field. Two types of studies can be targeted: Firstly, ELT researchers are expected to reflect on how ELT findings can be utilized in other fields of studies. Secondly, the researchers are supposed to figure out how to design a life syllabus for English language learning classes. It means that language must be at the service of enhancing life qualities. In conclusion, language must be at the service of enhancing life qualities. ELT teachers should move beyond issues related to content and form of languages, exploring the dynamics of this new challenge. In order to achieve this objective, a quantitative and qualitative methodology is undertaken. Questionnaire, pre and post evaluation tests, classroom observations and interviews were carried out. This research was carried out in the Faculty of Agriculture, University of Jaffna. Implementing the idea of applied ELT, paves the way for better teaching and learning strategies. The current study will have significant implications for language teachers, supervisors, L2 learners, lesson planners, material developers, syllabus designers, design makers, and the language scholars. However, the challenges were also identified. It is difficult to set impartial learning objectives where there is a heterogeneous population of students. Overcrowded classrooms, lack of resources and insufficient time can negatively affect the implementation of Applied ELT.

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