

Research Proposal

On

Investigating Lingualism Theory and Humanistic Principles in Online English Language Education

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Submitted by

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Title: Leveraging Lingualism Theory and Humanistic Pedagogies in Online English Language Instruction for Enhancing Inclusivity and Learner Empowerment

Abstract: This study aims to explore how humanistic ideas and lingualism theory work in teaching English online. Linguistic hegemony, or the dominance of certain languages in digital learning, can be understood through linguistic theory, which looks at the social and political effects of language use and the power some languages have over others (Phillipson, 1992; Skutnabb-Kangas, 2000). This project plans to develop a virtual classroom that respects and encourages linguistic diversity by incorporating humanistic values like inclusivity, empathy, and empowerment. The study will evaluate the effectiveness of using lingualism theory and humanistic teaching methods to promote linguistic fairness, self-expression, and cross-cultural communication in online language learning. This will be done through a mix of qualitative and quantitative analysis of lesson plans, course outlines, virtual classroom observations, and student feedback.

Introduction: The idea of linguism in teaching English highlights how some ways of speaking are seen as better than others, which affects how we teach. This often means that students who speak more than one language are not given the same attention as those who speak only one (Phillipson, 1992). To fix this, this study suggests a teaching method that mixes humanistic ideas with the concept of linguism. By creating a classroom where all languages are respected, we can focus on kindness, personal expression, and accepting differences, which fits well with the ideas of linguism (Rogers, 1969; Maslow, 1971). Since online learning often has challenges related to language and culture, this approach has been shown to help students feel good about themselves, stay positive, and understand different cultures (Freire, 2000; Dornyei, 2001).

Research Questions:

1. What effects does the integration of humanistic concepts and lingualism theory have on students' identity development and engagement in online English courses?
2. How does this approach affect students' perceptions of their cultural awareness and language identity?
3. In what ways do these instructional strategies counteract linguistic domination and advance linguistic equity?

Literature Review Lingualism Theory: The lingualism theory examines the social, economic, and political factors that contribute to the dominance of some languages, particularly English, on a global scale (Phillipson, 1992; Skutnabb-Kangas, 2000). This frequently results in a system that gives preference to native speakers in schools, which can harm multilingual students' self-esteem and sense of self (Garcia, 2009; May, 2014). By encouraging pupils to use all of their languages and eschewing the use of single-language instruction, Lingualism theory in language instruction seeks to establish a more equitable learning environment.

Humanistic Educational Principles: Humanistic education respects each student's individuality and experiences while emphasizing their overall development. Teachers like Maslow (1971) and Rogers (1969) felt that in order to assist pupils develop personally, an environment that is empathetic and helpful should be established. This approach to language learning promotes true self-expression and self-assurance in language proficiency. By acknowledging the significance of each learners' language and culture, these concepts challenge the supremacy of one language over others (Dornyei, 2001; Freire, 2000).

Methodology: This study uses a mixed-methods methodology, combining statistical information from student surveys with qualitative data from interviews, syllabi analysis, and classroom observations.

Qualitative Phase:

- 1. Content Analysis:** Materials emphasizing inclusion and cultural sensitivity will be the subject of an analysis of curricula and lesson plans to determine how lingualism theories and humanistic ideals are integrated.
- 2. Semi-structured Interviews:** To learn more about the instructors' and students' opinions and experiences with this teaching methodology, interviews will be done with both parties (Kallio et al., 2016).
- 3. Classroom Observations:** To examine how linguistic justice and self-expression are fostered in real time, recorded online classes will be examined. The effect on student interaction and engagement will be evaluated (Patton, 2015).

Quantitative Phase: With an emphasis on crucial elements like assurance, involvement, and cultural awareness, we will use a survey with Likert scale questions to get the opinions of the students. To identify relationships between our teaching strategies and the students' performance, we shall employ statistical techniques.

Data Analysis: To validate the findings and provide a comprehensive view of the effectiveness of this teaching strategy in promoting language diversity and inclusivity, data will be integrated from course outlines, recorded conversations, classroom observations, and survey responses through a process known as triangulation (Denzin & Lincoln, 2011). This approach allows for cross-verification of data sources, ensuring a well-rounded assessment of the teaching strategy's impact on learner engagement, inclusivity, and identity formation. By triangulating these multiple sources of data, the study strengthens the reliability and depth of its conclusions, offering a robust understanding of how the strategy influences students' language learning experiences.

Project Practicalities: Data gathering will take between thirteen weeks or four months, followed by a detailed analysis period. The study will strictly follow ethical guidelines to protect participant privacy and ensure secure data management.

Expected Outcomes and Significance: It is anticipated that this study would highlight the advantages of integrating humanistic ideas with Lingualism theory in online English instruction. The findings might serve as a helpful example for language instructors and TESOL specialists, demonstrating how online learning can boost students' self-esteem and cultural awareness. This would make a substantial contribution to the global conversation about equitable language instruction.

Potential Limitations: There are certain limitations to this study that may limit the generalizability of its findings. Although the study makes use of comprehensive data from hearings, instructional resources, and classroom observations, the participants' individual opinions may have an impact on the data. Only thirteen educators' online classes were examined in the study, which restricts knowledge about alternative teaching strategies and student experiences. Additionally, despite the fact that the questionnaires are anonymous, students may have a propensity to provide favorable feedback. The study was conducted online; thus its findings might not be entirely applicable in conventional classroom settings. Lastly, because of its brief duration, the study is unable to demonstrate long-term impacts on students' language proficiency and cultural awareness. These problems could be addressed in future research by employing a bigger sample size, tracking students over time, and comparing results from different teaching environments.

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