

A Shift of ‘Compulsion’? Transitioning from Conventional to Innovative Pedagogic Strategies in the E-Learning Platform

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Abstract - Although a trifling improvement has been identified, many ESL practitioners in Sri Lanka have not achieved a satisfactory shift from traditional to innovative pedagogic practices. Although the application of avant-garde teaching methods to the local ESL classroom has been a desideratum, the practicality of the shift from the traditional practices has always been a quasi- implausible reality. Hence, the paucity of the utilization of efficient and innovative teaching methods and the ubiquitous practice of following outdated methods, rather in a digital platform, have hitherto been widely perceptible. The reason that is brought forth to explain the inability lies in the notions of the experienced majority who claim that every teacher and learner cannot cope with such an abrupt transition. Yet, the situation is such that the learning-teaching process continues to cling on to conventional pedagogic methods. This research intended to investigate whether there was an improvement in the transition towards the utilization of innovative strategies at least on the online platform. The study was analysed in relation to the theoretical framework by Rod Ellis and Nunan. A sample of twenty random ESL practitioners of tertiary and secondary levels and twenty undergraduates and students were interviewed for this purpose. The findings revealed that the e-learning platform has positively impacted the ESL practitioners to shift to innovative strategies than in the physical classroom in order to deliver their lessons effectively and encourage the attendance of students. Moreover, this progress could be improved further by utilizing creative, authentic and interactive teaching strategies that would aid in maintaining learner interest, and motivation.

Keywords: Conventional teaching, Innovative Strategies, Online teaching