



Binu Pathippallil Mathew

I am an ESL lecturer at the University of Technology and Applied Sciences –Al Mussanah, Oman. I have taught English language and literature for about 20 years in various higher education institutions in India and Oman. I hold an MA and MPhil in English Language and Literature, a B.Ed. in Education and Teaching Methods, a Cambridge CELTA, and a PhD in ELT.

Upon completing my formal education, I started teaching as a part-time lecturer in English National at College, Kerala, India and later at Mary Matha Arts and Science College, affiliated with Kannur University in India. In 2003, I embarked on an overseas teaching job in Oman with the Ministry of Education, followed by Saud Bahwan Training Centre, Middle East College of Information Technology and finally, I joined the English Language Centre of the University of Technology and Applied Sciences, Al Musannah, in 2011.

Throughout my academic journey, I sought professional development opportunities to remain updated with current trends and advancements in Second Language Acquisition and interact with eminent academicians and scholars in ELT, which helped me make meaningful contributions to teaching and research. I have presented research papers and conducted workshops at national and international ELT conferences in India, Indonesia, Oman, Nepal, UAE, Thailand, and England. My academic interests include classroom research, learning strategies, intercultural communication, computational linguistics, discourse analysis, and artificial intelligence in second language education.

Teaching Philosophy

I strongly believe in creating an inclusive and supportive classroom environment where all students, regardless of their linguistic abilities and background differences, feel encouraged to express themselves freely and confidently. I believe in creating a classroom environment that fosters diversity, respects individual differences, and promotes equal opportunities for all learners. I strive to expose students to a wide range of perspectives, cultures, and texts, encouraging them to develop critical thinking skills, collaboration, and a global mindset. Moreover, I empower

students to take ownership of their learning by providing them with the necessary tools, guidance, and support to become independent, self-directed learners who actively engage in their educational journey.

Publications

Books

P.M. Binu (2021). *Slow Learners in the English Classroom*. Chennai: Notion Press.

Malathi Gabriel, T, S. Horizan Prasanna Kumar & **P.M. Binu** (Eds.) *Voice Interaction and Other Technologies* (2022). Salem: Royal Book Publishing.

Book Chapters

P.M. Binu (2023). The Art of Affective Teaching. In P. Bhaskaran Nair, Panch Ramalingam, and B. Nagalakshmi (Eds.). *Teaching of English: Specifications and Speculations*. Pp. 27-29. Puducherry: Tamil Pudukkottai.

P.M. Binu. (2019). Lifelong Professional Development through Reflective Teaching. In J. Karthikeyan, R. Srinivasan and W. Christopher Rajasekaran (eds) *Novel Trends and Techniques in Literature and Language Research. Vol. 3, Pp. 473-482*. Vellore: Bharathi Books.

P.M. Binu. (2016). Self-regulation: Strategies for Lifelong Independent Learning. In P. Mishra, B. Mishra and K. Patil (Eds.) *Vital Issues in English Language Teaching: Papers in Honour of Professor Z.N. Patil*. Pp. 132-141. Jaipur: YKing Books.

P.M. Binu. (2013). Considering the learners as individuals: Learning strategies in the context of a second language. *Teaching of English: Experiences and Experiments*. Pp. 40-49.

P.M. Binu. (2012). Enriching word power: strategies for learning and retaining vocabulary. *Teaching of English: Insights and Implications*. Pp. 57-64.

Journal Articles

P.M. Binu & Jayaron Jose (2023). ESL Teachers' Perceptions of the Individual Plan Measurement System (IPMS) and its Impact on Professional Development. *International Education Studies*, 16 (6), pp. 101-111 <https://doi.org/10.5539/ies.v16n6p101>

P.M. Binu (2022). The Effect of Online Interaction via Microsoft Teams Private Chat on Enhancing the Communicative Competence of Introverted Students. *Arab World English Journal*, 13 (4), pp.106-114. <https://dx.doi.org/10.24093/awej/vol13no4.8>

Veettil, R. P., & **P.M. Binu** (2022). Self-Nurturing and Learner Autonomy through Critical Thinking. *Journal of Positive Psychology and Wellbeing*, 6(1), pp.2181-2190.

P.M. Binu (2021). Effects of Strategy-Based Instruction on Low Proficiency Omani ESL Learners' Acquisition of Writing Skills. *English Language Teaching*, 14 (6) pp.36-42.
DOI: <https://doi.org/10.5539/elt.v14n6p36>

Veettil, R. P., **P.M. Binu.**, & Karthikeyan, J. (2020). Language Maintenance and Language Shift among Keralites in Oman. *Arab World English Journal*, 11 (4) pp.319-327.
DOI: <https://dx.doi.org/10.24093/awej/vol11no4.21>

J. Michael Raj, S.Horizan Prasanna Kumar, Balamuralitharan, **P.M. Binu** and T. Karunakaran (2020) Data Analysis in Real Life Problems: A Study on the Psychological Approach of Students towards their Subject and Teacher. *Journal of Critical Reviews*, VII (6). pp. 432-436.
<http://dx.doi.org/10.31838/jcr.07.06.01>

A. Iyer, J. Karthikeyan, R.H., Khan and **P.M., Binu** (2020). An Analysis of Artificial Intelligence in Biometrics- The Next Level of Intelligence. *Journal of Critical Reviews*, VII (1). pp. 571-576.
<http://dx.doi.org/10.31838/jcr.07.01.110>

P.M. Binu. (2018). Culture and ELT: Assimilation versus Understanding. *The Journal of ELTIF*, IX (1). pp. 41-44.

P.M. Binu. (2015). Instructional Accommodations for Slow Learners in the Regular Classroom. *The English Classroom*, 16 (1&2), pp. 16-23.

P.M. Binu & Nair, P.B. (2015). Affective Teaching: An effective way to deal with slow learners in the ESL classroom. *IJELLH*. pp 504-511.

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P.M. Binu. (2014). The role of feedback in classroom instruction. *The Journal of ELTIF* 5(4). pp. 7-11.

P.M. Binu. (2011). Corrective feedback on student writing. *The Journal of ELTIF* 2(2). pp. 13-16.