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RESEARCH ARTICLE



TEACHING MODES FOR ENGLISH AS A SECOND LANGUAGE LEARNERS

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ABSTRACT

This article considers the challenges faced by language minority children at school as they experience what is referred to as “language shock, ” a struggle to learn the English language and be accepted in a society that is not accepting and not always willing to embrace diversity. These students are in a strange land trying to maintain a sense of identity. What a heavy burden for a young person!

English is a difficult language to learn and as such it can be a difficult language to teach. The learners who have their mother tongue as English do not find it difficult. But many ESI learners find it difficult and it is the challenging job for most of the teachers. Accurately assessing students’ developmental state can direct the teachers planning and impel her/his teaching. For instance recognizing 16 year’s concern about his appearance and his standing among his peers may promote your rapport with him and eliminate learning barriers. It should be kept in mind that the chronologic age and developmental stage are not always related. Throughout life, people move sequentially through developmental stages, but most people also fluctuate somewhat among stages, often in response to outside stressors. These stressors can cause a person to regress temporarily to an earlier stage. Sometimes a person may not achieve the task expected of his chronologic age. So you will need to address your students at their current developmental stage, not at the stage at which you would expect them to be because of their chronological ages. In some situations, hopefully most, you will have time to sit down and develop a formal teaching plan. In others, you will be confronted with a “teachable moment” when the student is ready to learn and is asking pointed questions. Invariably, these moments seem to come at the most inopportune times. At times like these, you face the

dilemma to teach or not to teach. At this moment you should take advantage of these basic principles. Here are some principles proven to enhance teaching and learning.

1. **Foster Community:** Fostering community will help the students to gain confidence and their willingness to learn. So start the few classes with name games or other games. The teacher should also share his/her thoughts with them.
2. **Seize the moment:** Teaching is most effective when it occurs in quick response to a need which the learner feels. So even though you are elbow deep in something else, you should make efforts to teach the student when he or she asks. The student is ready to learn. Satisfy him/her and augment your teaching with more information later.
3. **Involve the Student in planning:** Just presenting information to the student does not ensure learning. For learning to occur, you will need to get the student involved in identifying his needs and outcomes. Help him to develop attainable objectives. As the teaching process continues, you can further engage him or her by selecting teaching strategies and materials that require the students direct involvement, such as role playing and return demonstration. Regardless of the teaching strategies you choose, give the student the change to test his or her ideas to take risks and to be creative which will promote learning.
4. **Begin with Known to Unknown:** Learning moves faster when it builds on what the students already knows. Teaching that begins by comparing the old, known information to unknown makes the student to grasp new information more quickly. So opportunity should be given to master simple concepts first and then apply these concepts to more complex ones. Remember, however, that what one student finds simple, another may find it complex. A careful assessment takes these differences into account and helps you to plan teaching successfully.
5. **Relate situations to life experience:** The teacher should relate new concepts by relating to the life experience of ESL students. It gives indelible effect on the minds of students
6. **Picture Reading:** Show pictures to students and ask them to make stories on them. Ask them to identify someone in the picture and write a diary entry about the person. Make two groups and each group is going to ask questions to the other group. This type of group discussion, picture reading and story making will be connected with the real topic. So this will be a source of inspiration for the students and teachers
7. **Accommodate Students preferred learning style:** How quickly and well a student learns not only on his or intelligence and prior education, but also on the students learning style preference. Visual learners gain knowledge best by seeing or reading what you are trying to teach, auditory learners by listening and psychomotor learners by doing. You can improve your chances for teaching success if you assess your patient's preferred learning style, then plan teaching activities and use teaching tools appropriate to that style. To assess a student's learning style, observe the student, administer a learning style inventory, or simply ask the student how he or she learns best. One can experiment with different tools, such as printed material, illustrations, videotapes and actual equipment, to assess learning style.
8. **Sort goal by learning domain:** Knowledge of the students preferred learning style with your knowledge of learning domains. Categorizing what the students need to learn into proper do main helps identity and

evaluates the behavior you expect to show. The affective domain involves expression of feeling about attitudes, interests and values

9. Involve student in planning: Just presenting information to the student does not ensure learning. For learning to occur, you will need to get the student involved in identifying his learning needs and outcomes. Help him to develop attainable objectives. As the teaching process continues, you can further engage him or her by selecting teaching strategies and materials that require the students direct involvement, such as role playing and return demonstration. Regardless of the teaching strategy you choose, giving the students the chance to test his or her ideas, to take risks, and too be

10. Make material meaningful: Another way to facilitate learning is to relate material to the students lifestyle and to recognize incompatibilities. The more meaningful material is to a student the quicker and easier it will be learned.

11. Plan for periodic rest: While you may desire the students to push ahead until they have learned everything on the teaching plan, remember that periodic plateaus occur normally in learning. When your instructions are complex or lengthy, your students may feel overwhelmed and appear unreceptive to outreach. Be sure to recognize these signs of mental fatigue and let the students relax.

12. Tell students how they are progressing: Learning is made easier when the students are aware of their progress. Positive feedback can motivate them to greater effort because it makes their goal seem attainable. Also, ask your students how they feel they are doing. They probably want to take part in assessing their own progress towards learning goals, and their input can guide their feedback.

13. Reward desired learning with praise: Praising desired learning outcomes or behavior improves the chance that the students will retain the material or repeat the behavior. Praising student's successes associates the desired learning goal with a sense of growing and accepted competence.

CONCLUSION

Students are more important than the teachers. So keeping in view the students interest their needs and their developmental stage the teachers have to plan their strategies to motivate the students. Give them the chance to apply their knowledge and tell them their progress at learning. Thus the standard of ESL students can be developed if they use English to communicate in social settings, to achieve academically in all content areas and in appropriate ways. The actual thing which is needed in education of ESL children is the development of English and maintenance of their native language.

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