



IMPLEMENTING THE 3R STRATEGY IN ELT: A CASE STUDY WITH ARAB LEARNERS OF ENGLISH LANGUAGE

Dr. MUSTAFA MASIHUDDIN SIDDIQUI¹, Dr. TALAIA NAZ²

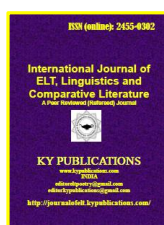
¹Assistant Professor, Department of English, Shaqra University, Dawadmi, KSA

Email: mustafamasihuddin@gmail.com

²Assistant Professor, Department of English, Shaqra University, Dawadmi, KSA

Email: talaia.dr16@gmail.com

<https://doi.org/10.33329/elt.76.10>



Article Received: 10-12-2019
Reviewed & Revised: 27-12-2019
Accepted: 29-12-2019
Article published online: 31-12-2019

ABSTRACT

The practice of English language teaching has undergone significant revolutions over the years. ELT experts have offered some remarkable pedagogical techniques in recent past. This paper proposes a language teaching pedagogy (3R Strategy) which is simple for teachers to implement and is highly efficient for language learners. The paper suggests teachers to encourage repeat, read aloud, and rephrase among learners. The proposal is supported by the results that the researchers observed while teaching Arab learners belonging to various academic courses, colleges, and proficiency levels. The study discusses in detail the benefits of implementing the 3R Strategy, and includes limitations and suggestions regarding it. Through this study, the researchers hope to help English language teachers in tackling some major issues which they face while teaching second or foreign language learners.

Keywords: 3R Strategy, Repeat, Read Aloud, Rephrase

1. Introduction

From the early structuralism era to the contemporary post-method era, ELT experts have formulated different pedagogical strategies to ensure the best learning results from the learners. Many of these techniques have proven to be successful; while, many have failed to obtain the desired outcome. The present paper propounds a teaching strategy which has produced noteworthy upshots and corroborates it by highlighting the results of a case study in the following sections.

2. 3R Strategy

The *3R Strategy* is a term which the researchers propose for a language teaching pedagogy which includes the exercise of repeat, read aloud, and rephrase in the classrooms. The strategy aims in developing various proficiency skills among language learners while they attend their language classes.

Repeat denotes the action of repetition of sounds as heard by the learners. It correlates with the ELT concept of drilling which “means listening to a model, provided by the teacher, or a tape or another student, and repeating what is heard” (Tice). Being behaviourist in nature, it helps the learners vitally in developing accuracy in their pronunciation and boosting automaticity of common sound patterns of English. It is a technique which requires teachers’ immediate feedback in the event of erroneous repetition. It is most effective with the learners belonging to the beginner or elementary level as it does not require the knowledge of English alphabet, sound, or grammar in advance.

International Journal of ELT, Linguistics and Comparative Literature*(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.7.Issue.6. 2019(Nov-Dec)****ISSN:2455-0302**

Read aloud is a technique which encourages the learners to read the given text out loud in the classroom while the teacher and students listen to it. It contrasts with reading for information or pleasure which “is a silent process in real life” (Gabrielatos 2). Read aloud concentrates on the articulation of sounds from the learners in accordance with the text given. This could be a text in the textbook, projection on the screen, students’ own writing or any other source. Although some language experts have overtly disregarded this technique in ELT, it is “suggested that that the benefits of RA [read aloud] could outweigh the disadvantages, and that the latter could be mitigated by careful and appropriate use of the activity” (Gibson 29). The read aloud method produces the best outcomes with the pre-intermediate learners as it requires them to know the English alphabet and the pronunciation of common words beforehand.

Rephrase represents the action of using a different linguistic structure for the denoting of the same meaning. It is synonymous to the ELT concept of paraphrasing which “is a cognitive skill that requires higher order thinking and high proficiency” (Chi and Nguyen 9). It is a remarkable classroom technique which augments the language knowledge of learners by activating the existing knowledge and instilling new. According to Alden, it is “an empowering skill that enables learners to keep learning new words or phrases similar to the ones they already know.” In the language classrooms, the learners with intermediate or advanced proficiency can be subjected to this technique by asking them to paraphrase the textbook text, other students’ responses, or other available linguistic structures.

3. Methodology**3.1 Setting**

The results and the discussion delineated in the following sections are based on the case study which was conducted during a period of three years i.e. 2016-2019. The teaching strategy was implemented in several colleges across Saudi Arabia such as Imam Abdulrehman Bin Faisal University and College of Technology in Dammam, College of Technology in Tanomah, and University of Shaqra colleges in Dawadmi. In India, students from a language training institute in Aligarh were subjected to the present research. The 3R pedagogy was applied in formal context while the students attended their course periods in the classrooms.

3.2 Participants

The learners of English language whose first language is Arabic are the subjects of this study. Most of them are Saudi nationals, and others belong to Yemen, Iraq, and Jordan. The observations made are gender-neutral, for the subjects are both—males and females. All of them were students during the time of the observation and belonged to a variety of programs like PhD, Masters, Bachelors, and Diploma. For this reason, the members are from a varied age group; however, the majority of them are aged between fifteen and twenty-eight years.

3.3 Method

The present case study was carried out using a naturalistic observation method in which the individuals were subjected to the targeted pedagogy, and their performances were observed and assessed across a period of time. In order to ensure natural responses from the learners, the 3R strategy was integrated into the course lessons, so the focus of the learners remained on the lesson while the researchers encouraged them to read aloud, repeat, and rephrase. To find the effectiveness of the pedagogy, the entrance behaviour (EB) of the learners at the start of the semester was compared with their terminus behaviour (TB) at the end of it. The progress was assessed by comparing their grades and communicative competence.



4. Results and Discussion

The implementation of 3R strategy in the language classes drew some successful findings as each of the included techniques presented its own benefits. The 3Rs recurrently corresponded to positive results in both—isolation and integration. Moreover, the results indicated that each of the 3Rs can relate also with a distinctive proficiency level (illustrated in Figure 1).

4.1 Repeat

The Arab learners progressed noticeably due to the use of repetition in their English classes. Repetition worked as a facilitation exercise and helped in extricating sounds from the insecure learners. The individuals with beginner or elementary proficiency benefitted significantly by this method as it provided a model to them which they heard and repeated. Furthermore, the thorough drilling reinforced the learning of the pronunciation and accustomed the learners' articulatory organs with the sound patterns of English. Also, the immediate feedback given by the teachers on the learners' articulation enabled them to recognise their inaccuracies and correct them.

The repetition method proved to be constructive for the English classes as a whole. For instance, the choral repetition technique involved everyone in the class, thereby helping the teachers reasonably in managing the classroom. The individual repetition method, on the other hand, contributed in detecting the learners' needs and progress. Additionally, it reduced the teacher talk time (TTT) when the model was provided by a competent student rather than the teacher.

4.2 Read Aloud

The enforcement of read aloud method brought about several favourable changes in the learners' behaviour. Firstly, it helped immensely in diminishing their hesitation towards language learning, thereby developing confidence in them. Most of the Arab learners belonging to the pre-intermediate proficiency level possessed enough knowledge of the letters of English, but they had inadequate self-reliance to utter words and sentences. Urging these learners to read aloud helped in assuaging their fear. With time, these learners felt more motivated and confident which could be deduced from their desire to volunteer for reading aloud.

As there is a considerable difference between the Arabic and the English phonemes, the learners initially struggled to utter them when in connected speech. The read aloud method accelerated the reading pace of the learners owing to the training of the mouth muscles because of regular reading. It also facilitated in imprinting the grammatical patterns of the language in the learners' brain, which developed automaticity in their speech after a few classes.

The incongruity between the letters and sounds in Arabic is comparatively insignificant; therefore, the learners were mostly unacquainted about the conflicting relationship between letters and sounds in English. The read aloud approach enlightened the learners about this difference and helped in improving their pronunciation. Furthermore, through the teachers' assistance, it helped them in identifying the syllables, stress, and intonation in the text while reading aloud.

The use of read aloud method aided also the teachers in a number of ways. Firstly, it reduced the TTT and increased the student talk time (STT) considerably, which is a key feature of modern approaches in ELT. Besides, it fostered classroom management as all the learners took turns to read aloud and no one remained unattended.



4.3 Rephrase

Like repetition and read aloud, the rephrase approach derived effective consequences. The Arab learners belonging to intermediate or advanced proficiency level made headway by this method. It developed their semantic competence and assisted in the consolidation of their passive vocabulary. In general, the learners learnt ways of expressing same meaning through different language structures. Also, it encouraged peer teaching in ELT, which enhanced the overall learning in the class.

The rephrase method helped the teachers in elevating the STT and conserving the TTT. During this method, the teachers played the role of a facilitator which assisted them in keeping the class learner-centred.

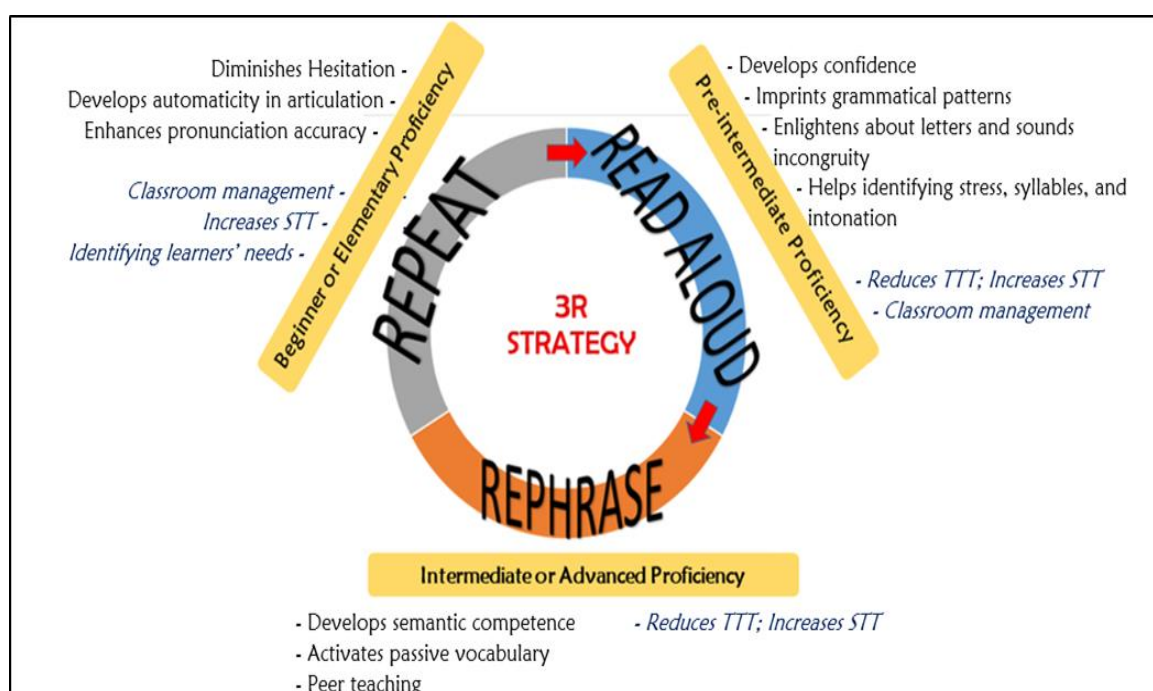


Figure 1: 3R Strategy Model

5. Limitations and Suggestions

During the course of the study, some limitations were noted by the researchers which are put forward henceforth along with some vital suggestions. To start with, the efficiency of the 3R strategy in ELT depends highly on the presence of an informed monitor who not only facilitates the activity but also corrects the learners wherever required. The absence of a monitor or the presence of an inattentive or incompetent monitor would certainly hamper the learners' progress.

In addition, each of the aforementioned results cultivate gradually over a period of time, or in other words, the 3R strategy demands time for complete effectiveness. It might not be effective for the learners who enrol for short-term courses and expect immediate results. Also, this teaching method is time-consuming and might have restricted productivity in larger classes or in classes with extensive syllabi. To tackle this issue, the teachers can select any one of the 3Rs in one class, or they can actively engage only a few of the learners in one period.

Furthermore, the 3R strategy might appear childish and monotonous to some learners, especially the ones with advanced proficiency. Therefore, it is vital to implement it carefully and finitely. It is recommended

International Journal of ELT, Linguistics and Comparative Literature*(Old Title-Journal of ELT & Poetry)*<http://journalofelt.kypublications.com>**Vol.7.Issue.6. 2019(Nov-Dec)****ISSN:2455-0302**

to use it as a tool to supplement the primary lesson and not as a primary lesson. This would keep the learners' focus on the target topic while they engage in repetition, reading aloud, and rephrasing.

6. Conclusion

The aim of the present study has been to set forth a teaching approach which helps in enhancing the English language proficiency of the language learners. Through the case study set forth above, it is clear that the 3R strategy has been effective in producing favourable outcomes with Arab learners. The researchers believe that the same approach could prove to be effective for English language learners from other linguistic background as well provided that the implementation of it is done keeping in mind the limitations and suggestions highlighted in the previous section.

References

- Alden, Judy. "Advancing Learning: Empowering students with Paraphrasing Strategies." n.d. *One Stop English*. Web. 27 12 2019.
- Chi, Do Na and Xuan Nhat Chi Mai Nguyen. "Paraphrasing in Academic Writing: A Case Study of Vietnamese Learners of English." *Language Education in Asia* (2017): 9-24. Web.
- Gabrielatos, Costas. "Reading Loud and Clear: Reading Aloud in ELT." *ERIC* (2002): 1-10.
- Gibson, Sally. "Reading Aloud: A Useful Learning Tool?" *ELT Journal* (2008): 29-36. Web.
- Tice, Julie. "Drilling 1." n.d. *Teaching English*. Web. 27 12 2019.
<<https://www.teachingenglish.org.uk/article/drilling-1>>.