THE PROBLEMS OF SLOW LEARNERS IN ENGLISH LANGUAGE CLASSROOM - A STUDY

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Abstract

Education is critical to a country's development. Parents are adamant about instilling a love of learning in their children. With his or her teaching efficiency, a teacher can make this a reality. However, they may fail to do so from time to time for a variety of reasons. There are various types of learners, including fast learners, average learners, and slow learners. Slow learners are pupils that have a high level of intellectual functioning, and their education poses a significant challenge to instructors and administrators. They are frequently ignored in classrooms and their learning challenges are not properly acknowledged or argued since they do not clearly fall into the category requiring special education services. There are no preparations for intervention or accommodation for the students who learns slowly.

Keywords: Slow learners, intellectual, instructors, education

Introduction

Slow learners have nearly identical learning issues all throughout the world. They are part of a distinct group of students for whom just a few specific instructional strategies work in the ordinary classroom. They may not gain much from the traditional instructional methods used in the classroom. Lessons designed for the majority of students frequently fail to suit the special learning demands of the slow of students.[3] As a result, kids lose interest in school. As a result, individuals lose academic motivation and find it difficult to advance in their studies. Students that are slow learners have lower-than-average cognitive ability. They are not impaired, but they find it difficult to meet the usual academic demands of a traditional classroom. They take longer than their peers to grasp new concepts and require extra assistance to complete their schoolwork.

Challenges in identifying Slow learners:

How can you tell whether a student is slow? Identifying slow learners is a difficult challenge for teachers. The handicaps of the visually, auditorily, or otherwise physically handicapped are readily apparent, while the handicaps of the slow learners are not often so obvious.[2] The demand for tutoring would be considerably reduced if all pupils with learning challenges were properly identified and early treatments were implemented. In our country, there is no national program to address the learning issues of this huge minority population. It is the responsibility of teachers to identify slow learners in their classrooms and to do all possible to satisfy the

requirements of these kids. As a result, every school should have a comprehensive plan in place to raise teacher and student awareness of the importance of this program.[1]

Strategies to support slow learners in the English classroom

In our country, there is no national program to address the learning issues of this huge minority population. It is the responsibility of teachers to identify slow learners in their classrooms and to do all possible to satisfy the requirements of these kids. As a result, every school should have a comprehensive plan in place to raise teacher and student awareness of the importance of this program.[4] When the lesson's content becomes more concrete, visual, familiar, and personally significant, they become more interested in it. Every opportunity to encourage them and reinforce the concept that they are improving should be taken. It is also critical to check for understanding at each stage of learning and to provide ample opportunities for practice and review of the target language. Motivation Cognition and motivation are the two most important factors that contribute to learning success. Effective learning occurs only when motivational and cognitive factors interact and influence each other.[6] To succeed in school, students must have both cognitive ability and a strong motivational drive (Pintrich & Schunk, 2002). Motivation is the more important factor in student success. Academic motivation is a real issue for slow learners and a significant challenge for teachers. Slow learners require both extrinsic and intrinsic motivation, as well as proper guidance, to develop self-confidence. When a task is too difficult for them, they frequently become frustrated and abandon it. Teachers can build confidence by breaking down the task into smaller units.[7]

Various teaching strategies It is difficult for teachers to incorporate student variability into their instructional strategies. Teachers must use a variety of instructional approaches and methods in their classes because students' interests, knowledge, skills, and learning styles vary [9]. A single teaching method cannot accommodate all students with different learning styles. As a result, it is critical to ensure variety in instructional strategies in order to engage students with different intelligences and achieve instructional goals. Every teacher should have a variety of methods at their disposal in order to meet all of their instructional objectives[16]. To deal with slow learners, teachers should devise a variety of instructional strategies that are tailored to their specific learning requirements.[8]

Comfortable Instruction and measures

Slow learners benefit from instructional accommodations and adaptations to help them overcome their learning difficulties. They are not only for students who are struggling. When appropriate accommodations are made, all students benefit equally[1. Accommodations, according to Hallahan et al. (2012), are "changes in instruction that do not significantly change the content or conceptual difficulty level of the curriculum." Accommodations or adaptations do not dilute the essence of the lesson and do not alter the core curriculum. They do not fundamentally alter or lower instructional level or content standards.[10] However, some changes are made to the lesson delivery method in order to provide better opportunities for all students with varying learning styles.

Focusing on Learners interests

A successful educator is one who can transform the common experiences of the learners into meaningful learning situations. Lessons designed for slow learners should be engaging and promote 21st-century learning skills such as communication, collaboration, critical thinking, and creativity. The teachers should strive to create lessons that incorporate their students' interests, needs, and experiences[12]. This will give the students the impression that the lessons are tailored to their specific interests and experiences. They perform better in classes where the lesson content is presented in a concrete and experiential manner.

Bringing Communication Technologies Together

The rapid evolution of educational technology provides numerous opportunities for students to engage in personalized learning. Students can now access rich multimedia content, a vast library of online resources, social networking tools, digital games, and other resources to make their learning more interesting and independent.[15] The evolution of Computer Assisted Language Learning (CALL) has had an impact on every field of education. It is very important in second language acquisition. Students can be easily motivated and involved in many learning activities that are relevant to their daily lives by using the Internet and other communication technologies. The Internet provides unrestricted access to vast amounts of authentic materials on any topic, as well as numerous opportunities to interact with people all over the world.[13] Students can now find information and clear their doubts without relying heavily on their teachers.

Importance of collecting feedback

Feedback is an excellent motivator for learning and achievement. It has a significant impact on students' academic success. Positive feedback has the ability to elicit additional action and improves both teaching and learning. It assists students in better understanding the subject and provides clear guidance on how to proceed with their learning[5].

Only when the learner reflects on the lesson and works on the action points does it contribute to learning. The goal of providing feedback is not simply to focus on students' grammatical errors. Instead, it should be aimed at motivating them and clearly demonstrating how they can improve.[13] The emphasis should be on advancement rather than deficiency.

A student is given numerous opportunities for self-reflection when given appropriate feedback. It also increases their self-esteem and raises their aspirations for future success. Suggestions for improvement on how students can close the gap between their current level and the level they are attempting to achieve should be highlighted[14]. Teachers should strive to foster a culture of success in the classroom, where students can achieve success by improving their current performance rather than comparing themselves to their peers.

Conclusion

Students who are slow learners are not doomed to fail. Teachers can solve the majority of their language acquisition problems with proper identification and effective support services. It is critical that teachers learn more about the specific learning and personal issues that can cause a child to become a slow learner and develop the necessary accommodations to address their indifference. Many slow learners are observed in every classroom. These children with borderline or mild disabilities who attend regular classes are likely to drop out if their needs are not met. As a result, it is critical that these children be identified early and assisted in their learning. A competent teacher should be aware of the general characteristics of the associated classroom behavior related to a child's learning difficulties. For example, a slow learner requires more assistance and time to master a skill than his average peer. Slow learners will rely on concrete rather than abstract learning.

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