

Developing Potentials for LEP Learners in Emerging World

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Abstract:

In the modern scenario, a technical student has to find an identity in today's cut-throat competition. The findings are significant that a teacher has to play the role of a mentor, a guide, a philosopher and a friend to shape the student's future. The methods for English language involve deliberate manipulation of language to improve learning. English language learners improve ability from collaboration in a variety of activities, including writing tasks, projects and inductive approaches. Intensive listening activities can help raise awareness. When students are able to activate their prior knowledge and build on that, integrating new information with the old, learning is effective and long-lasting. The results suggest it is necessary for a language teacher to focus on the new areas and methods of teaching and imparting the learning potentials requisite for a technical student to gain access to the top position. A balanced approach is important for Limited English Proficient (LEP) learners.

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INTRODUCTION

English language teaching is an art and used as a tool for "stimulating assimilation" (MacDonald) among different cultured students. Individuals learning second language need sufficient inputs from the required language. Limited English Proficient (LEP) students face number of challenges while receiving education. Changing perception, behaviour and knowledge of the learners create opportunities to interact with people under various environments that builds experienced learning. Such practices leads to add value and respect of LEPs. The education depends on the learners ability to transfer first language knowledge to second language learning.

Integrating new information with the prior knowledge

Learning is effective and long-lasting when students are able to activate their prior knowledge and build on that, integrating new information with

the old. The learner activates, modifies and sustains cognitive perception more effectively. This perspective integrates behavioural, motivational and "developmental domains" (Zimmerman & Labuhn). Academic and social education of learners requires educators as influential and significant role models to create learning environment that promote self-regulation and autonomy. This enhances an individual's intrinsic environment and desire for learning. Learners systematically activate self-learning and sustain processes towards attainment of goals by identifying the fundamentals of a potentiating learning milieu. Teachers need to build capacity to create environment that expand student capacity to learn thus, creating opportunity for learners to self-regulate and internalise their learning towards self-determination.

METHODS:

In order to optimise learning, the instructors need to create appealing and challenging environments to facilitate the learner with the extension of capabilities, thus heightening efficacy and potentiating learning (Claxton). The controlled study with limited language proficient students compares comic books with “basal readers” (Krashen) for language development. Integrating the learners past experiences with second language learning shapes the learning more meaningful and allows learners become more “engaged and interested”(Walsh) to get more access to new culture and education, the instructors need to provide meaningful opportunities and engage students academically. A balanced approach is observed in choosing the essential age-appropriate learning materials. For this, the language program should consist of qualified teaching staff, number of learners and the available resources.

Effective and long lasting learning

English language learning programs must be effective in practice and educationally sound in practice. They should be designed to enable learners to attain proficiency and parity of participation within a reasonable length of time in the standard instructional program. Professional development and collaborative planning for teaching with long term teaching strategies impart long last learning.

Most experienced and the most prepared teachers to the classrooms must be assigned with the highest need. Incorporating accountability for Low English Proficient(LEP) students organisationally into the broader instructional operation leads to academic attainment of these learners. Learning program should be designed to impart English language skills so that LEPs can succeed in English. Such programs maintain and develop skills in the primary language while introducing and developing language skills.

Two necessary factors, input and output, are considered to be important practices for second language learning. Input refers to “absorbing” (Ortega) the second language. Learners are exposed

to “comprehensible target-language input” (Richards&Reynandya) as they are able to learn and comprehend the content. Internal emotional factors influence the learning process. The required amount of input for the individuals can be a challenging task. Too much of advanced input discourages the learners. In addition to input learners need to produce output. Language output refers to “active use” (Richards &Reynandya) of language in various contexts which leads to meaningful experience. The better they understand the English language the better they have English speaking culture and be motivated to learn all other subjects.

Quality of education matters most in educating LEP learners. Effective programs should contain structural elements like:

- Adopt only English as a medium of instruction
- Place English learners in general education classrooms with native English speakers
- Create environment for internalised understanding
- More exposure and practice
- Design a rich and varied curriculum
- Accommodate the needs of LEP students
- Promote higher order thinking skills
- Meaningful and alternative ways of self-expression
- Set short terms goals in learning
- Help learners recognise key words and phrases in listening, speaking, reading and writing

The instructors should receive professional development that prepares them to plan and meet the needs of cultural and linguistic diverse students.

Learning potentials to gain access to the top position

Innovative configuration identifies the major components of practice for English language learners. The practices include academic instruction, monitoring, progress and parent-learner relationships. They are recommended to apply in

conjunction for an effective learning. This provides students learning potentials gain access to the top positions. The instructional techniques should support clear language objectives, teaching learning strategies, building background knowledge and providing information in a comprehensible way. Language learners need to develop speaking skill that is “overlooked” (August & Shanahan) in the instructional programme.

To perform better and participate effectively peer group support is encourageable. A noticeable positive output is observed in such practice. Peer assisted learning includes modelling, repetition, practice and explicit teaching. Learners get frequent opportunities to observe, respond and implement. Language instructor should emphasise learners to have access to the content while improving language proficiency. Techniques like making questions, connections, inferring meaning and summarising play a vital role in improving language proficiency. “Collaborative strategic” (Klingner) learning helps low English proficient students. To improve their skills and is one of the best methods of effective teaching comprehension strategies.

Teaching vocabulary across the content areas by the instructors provide

- Opportunities for understanding the meanings of various words through listening, speaking, reading and writing.
- Facility to implement word-learning strategy
- Teaching high usage of academic words
- Phonological awareness
- Monitoring students regular progress
- Implement appropriate and purposeful assessment
- Provide appropriate support
- Language development
- Acquire sufficient English language skills to handle academic content

Defining the words using examples and sentences with peer learning yields significant differences in understanding vocabulary. English language

vocabulary using of “explicit instructional strategies” (Silverman & Hines) enhances language learning capability of LEP students. Targeted vocabulary instruction is very important to bridge the gap in building the necessary vocabulary. Students need to keep the required pace by academic texts that is “very intensive” (Coyne, McCoach, & Kapp). It is required that teachers augment instruction with more embedded approaches which require words providing definitions and explanations of academic texts. Using “Robust instruction” (S. Baker), teaching five to eight words across several days strengthens the language ability of LEP students. This allows learners to move from unknown to known determining the information in the sentences figuring out the meaning of the text. If the sentences lack information, learners are encouraged to go through the previous and subsequent sentences. In English language development the instructors are advised to administer “grade-level measures” (Linan-Thompson and Ortiz) for students in the language programs. “English-language performance” (Al Otaiba) in long-term English learners often demonstrates sufficient skills in both first and second languages but lack skill in using academic language in English (Klingner). Monitoring measures are considered to be reliable and valid and predictive of later language achievement that can assist teachers to identify learners experiencing difficulty and in “need of additional instruction” (Esparza-Brown & Sanford). Ensuring positive learning outcomes for LEP students requires coordination of practices in the areas of academic purposes.

Balanced approach for LEP learners

The changing demographics and immigration are the major factors in the diversity of a country. The growth of minority languages has a significant effect on society and educational institutions. Limited English Proficiency students have various educational needs. Educators must be familiar with all the students. The educators need to implement

considering below suggestions to improve LEP students:

- Know the details of the learners about culture and linguistic background and build instructions to improve their learning
- Speak simply and clearly with warm gestures
- Consider carefully parents questions and issues
- Encourage and offer parent education workshops
- Involve parents in institutional progress plans and in decision-making
- Offer flexible hours for parent-teacher meetings
- To overcome language barriers provide translating materials
- Adopt curriculum that is inclusive to cultural and diversity issues

Parents need to support their children's learning communicating high expectations about academic achievement. LEP students should be trained by the educators who use variety of student-centered methodologies and integrated approaches to language that enhance the context of learning with a thematic instruction. Semantic mapping by visuals support students acquisition of content knowledge that enhance language learning. A balanced approach is important for LEP students as it is a combination of both teacher-directed and experiential techniques used according to the student's individual learning profile. Instructions with consistent feedback play a vital role in this aspect.

CONCLUSION:

Teachers need to understand the learners thinking in order to adapt their instructional material methods of teaching to meet the needs of the students. Both the teachers and learners should gain experience from their practices. As a result the teaching-learning process could be productive and LEPs develop potentials in emerging world.

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