

Implication Of Promoting Slow Learners In English Language Teaching: A Review

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Abstract

The word "Slow Learners" is typically used to describe students whose intelligence quotient (IQ) scores fall far below average. When compared to other kids of their age, slow learners' academic results and mental abilities have shown themselves to be slower. In order to keep up with their peers, these group of youngsters must overcome numerous obstacles. The demands of parents and teachers are not met by them. The teaching-learning process is endangered by the prevalence of many slow learners in contemporary educational institutions. First, it is important to be aware of the reasons why children learn slowly in order to effectively address their issues. The various causes of sluggish learning are covered in the current paper. The present research discusses a variety of causes for low intellectual ability, including sub-normal intelligence, personal variables, environmental factors, emotional aspects, etc. The results of the current study can be used by young researchers, parents, guardians, teachers, and professionals to combat the issues slow learners face in all types of educational institutions.

Keywords: English Language Teaching(ELT),Second Language Acquisition(SL),Intelligence Quotient (IQ), Individualised Education Program(IEP).

Introduction

Education discipline that focuses on teaching and learning strategies in formal educational settings as opposed to

numerous informal and informal socialization techniques. Education can be seen as the dissemination of a society's values and collective wisdom. It is comparable to what social scientists refer to as socialization or enculturation in this regard.

Johann Friedrich Herbart, a German philosopher, advocated the integration of psychology and the teaching craft in his appeal for the scientific method to be used in the study of education. However, significant attempts to separate psychology from philosophy were not made until the final years of the 19th century, when the German psychologist Wilhelm Max Wundt founded the first psychological laboratory at the University of Leipzig in 1879. Education in the 20th century was significantly impacted by Wundt's epic *Principles of Physiological Psychology* (1874). Psychology has made contributions to education through studies of cognition, information processing, the technology of instruction, and learning styles, in addition to its specialized applications in measurement, counseling, and clinical psychology.

A nation's development is significantly influenced by its level of education. Parents are adamant that children should be encouraged to learn in a cheerful environment. With his or her effective classroom management, a teacher can bring this about. But occasionally they could fail to do so for various

reasons. There are many various learning styles, including quick, average, and slow learning. Poor memory, ignorance of the value of education, a lack of essential knowledge, and psychological variables can all contribute to this learning challenge. Slow learners would learn more happily if the teacher can bring out their inherent skills via the utilization of various conditions.

Slow Learners

Slow learners require particular teaching methods, but they are not special kids. A slow learner might be encouraged positively and motivated to think about their studies for better progress if the teacher can identify their inner qualities and skills; otherwise, they risk losing their

confidence, dropping out, and ultimately being classified as illiterates. Slow learners typically try to sit only on the back benches. Due to these last bench students, there may occasionally be a significant loss to the country. According to Dr. A. P. J. Abdul Kalam, the brightest minds in the country can be located on the last rows of the classroom. If educators work to improve the education of slow learners by giving them educational chances, both their success as students and the rate of literacy growth will increase. So that the education and improvement of the slow learners will increase the literacy rate and make them more likely to become future nation builders. They are crucial to the development of the nation as a result.

At some point during their academic careers, many students struggle with reading, writing, or other learning-related skills. They do not necessarily have learning impairments as a result. Numerous linked symptoms are frequently present in children with learning disabilities, and they do not go away or improve with time. Individuals with learning difficulties exhibit different symptoms.

Objectives of the research

- i. To understand the difficulties faced by the slow learners in English Language Learning.
- ii. To identify the slow learners through various pre-test activities in English Language Teaching.
- iii. To make the slow learners competent enough through contextualization in English learning.
- iv. To promote unconscious learning in English Language among slow learners.
- v. To find out remedial measures among slow learners in the process of English Language Learning and Teaching.

Hypothesis

1. Slow Learners in English Language Learning can be equipped with enhanced learning through contextualization.

2.Contextualisation in English Language Learning can promote unconscious acquisition of the language.

The following are typical warning indicators of learning disabilities

- Reading and/or writing issues
- Difficulties with math
- Bad memory
- Difficulty paying attention, difficulty following instructions
- Clumsiness
- Timekeeping issues Organizational issues

Definition of slow learners

Typically, a student who receives a full-scale IQ score between 70 and 85 (or 89) is regarded as a slow learner. Thus, this IQ range is regarded as having a low average IQ or having a borderline intellectual disability (cognitive impairment). They do not fall into the category of mild cognitive impairment (previous term: mild mental retardation) because their IQ scores are not low enough (less than 70). Additionally, there is typically not a large enough gap between their academic prowess and intelligence to classify them as learning handicapped. Surprisingly, this group of kids may make up over 23% of the total student body, compared to a rate of 5% to 10% for population-wide remediable learning difficulties. However, it's possible that you didn't notice a significant number of slow learners in your general pediatric private practice.

Being a slow learner ,onehas some worrying consequences, including the likelihood that he will not be eligible for special services, special education, or even an Individualised Education Program(IEP).The majority of professors in the usual classroom design their academic course material with the average student in mind, who has an IQ between 90 and 110. These kids, who are slow learners, will suffer in this environment.

It is up to the child's pediatrician to explain to the family what these lower IQ values signify for the child's expected academic success. It should be noted that research has

proven IQ levels to be predictably stable over time. However, the youngsters may have significant dispersion and spikes in several academic areas. In other words, he might score significantly better or significantly worse in verbal than in math or performance-type skills, for example. Dinuta notes that “didactic strategies offer solutions for teaching and learning by combining different methods, processes, didactic means and forms of specific organization” (Dinuta .299). According to Afflerbach, Pearson and Paris strategy is “a systematic plan, consciously adapted and monitored, to improve one’s performance in learning” (Afflerbach 365). It means that a didactic strategy is a set of well-planned, regular actions to be carried out in any teaching-learning situation, which are improved and checked by the facilitator, and which will promote the development of the learners.

According to Madrid et al didactic strategy is a "action plan that comprises methods, techniques, and organization of instructions to achieve an intentional, reflexive, conscious, and self-directed learning in any given teaching-learning environment" (Madrid,et al, 325). Vadillo and Klingler (2005), on the other hand, assert that didactic techniques point to the group of created activities, taking into account not only students' knowledge of ideas but also a mutual relationship between specific information and a particular activity, as the general norm of input. The two definitions should not be mutually exclusive because one has advantages over the other. The two definitions complete the concept of didactic strategy and round it out.

Lowenstein says that “Slow learners are students with below average cognitive abilities who are not disabled, but who struggle to cope with the traditional academic demands of the regular classroom” (Lowenstein 1) It is clear that slow learners are the ones that can master material that is typically harder for them, and this process takes longer with regular pupils.

Slow Learners' Characteristics

In comparison to regular pupils, slow learners typically require more time and assistance to obtain the same skill

set. This group of students primarily favors concrete learning over abstract learning, which presents more comprehension challenges. Ramirez (2017) found some similarities throughout the works of many authors when identifying the traits of slow learners. Some of these traits include a limited vocabulary, poor motor coordination and self-esteem, shyness, or academic dissatisfaction. Borah notes "First, slow learners are recurrently immature in their relations with others and do poorly in school. Secondly, they cannot do multifaceted or complex problems and work very slowly." (Borah 140).

Slow Learning Difficulties' and Causes

In a document that was published in 2019, Gautam lists a few of the unfavorable circumstances that have hampered the growth of slow learners. Some of such circumstances are related to an environment that inhibits rather than promotes the intellectual growth of the learner. A bad home situation can also be a barrier to incidental learning.

If a student is found to be a slow learner, an appropriate evaluation should be conducted to determine the child's deficit and appropriate solutions must be put into place to address the problem. Not all kids can benefit from the standard instructional strategy. The teacher wants to employ various models in various lessons. Offering training in various ways may pique and maintain the interest of all students.

Analysis of Psychology and Problem Solving

In order to establish a strong rapport with the student and learn about any challenges they may be facing, the instructor should ask open-ended questions regarding the student's friends, family, and personal relationships. In this method, the teacher can psychologically assess the student's issue and assist the student in resolving it, enabling the student to go on to learn more effectively in the future.

Identify learning disabilities

Dyslexia, sensory impairment, or even an intellectual handicap may be the cause of slow learning. Before

approaching the parents if it is understood to be a learning disability present, one must speak with the supervisor. To find out if the pupil has been diagnosed, one has to call a meeting with the parents. Depending on their response, it can be decided what to do next. All of these steps require extreme caution. Yet it can never be ruled out the possibility.

There are a significant percentage of slow learners in every school. If their needs are not satisfied, these youngsters, who are borderline or mildly disabled and attend the usual class, are likely to leave. Therefore, it is critical that these kids get discovered early and supported in their academic development. A capable teacher should be aware of the typical traits of the connected classroom behavior relating to a child's learning challenges. For instance, compared to his average peer, the slow learner needs more assistance and time to master the skill. For the slow learner, concrete learning will be more important than abstract learning.

Programs Specifically Designed to Encourage Successful Learners

Personal issues that inhibit academic progress, personal growth, and satisfaction can be helped by individual counseling. Program for New Students to Feel Welcome and Prepared Upon Admission to School Anytime During the Academic Year, Academic counseling can assist students and parents in learning about course options, organizing a study schedule, and interpreting academic chances, career guidance to assist students in gathering knowledge and making plans for the most suitable post-secondary education and training, Personal and social guidance to help students understand themselves and respect the needs and rights of others, Students are taught problem-solving skills, decision-making techniques, and conflict resolution through the Peer Helper and Ambassador Programs.

According to Shaw says that, in Canada, students “who are slow learners frequently see school as a punishment, but classroom strategies enable teachers to tap into these students’ strengths to enable them to succeed.” (Shaw 1) It

contends that the educational system fails slow learners since there is no particular category for them, they do not come under the disabled category, and they are also unable to keep up with ordinary class work because of their impaired capacity to assimilate and apply new information. According to Gomez says that, the qualitative approach “it consists of reconstructing a reality as it is seeing by the actors of a previously defined social system” (Gomez 13).

Specifically Oriented Instruction

Slow learners perform best with a methodical, step-by-step approach, extra time, and assistance. Usually, a lot of repetition is required, and the course material should be modified to suit the needs of the slow learner. The adoption of positive reinforcement techniques should be prioritized. The following suggestions may be beneficial for the teachers who deal with slow learners:

1. When it comes to the problems and materials, the instructor needs to place an emphasis on the concrete and the specific.
2. Instruction should focus on meeting needs that can be recognized and identified more quickly and in the present.
3. Until they achieve the projected average standard, teachers should give slow learners more time, care, and direction.
4. Less traditional printed materials should be used in instruction.
5. Field trips and other extracurricular activities should be utilized more frequently.
6. There is a need to use audio-visual assistance more frequently.
7. Rather than focusing on academic subjects, learning units ought to be organized around real-world issues.
8. Teachers should avoid making any comparisons or competitions between fast learners and talented or average students.

9. Teachers should refrain from describing students as "stupid," "idiot," "slow learners," "dull," or "back benchers" because doing so might damage their self-image and cause them to become more frustrated, anxious, withdraw, and have criminal tendencies.

10. Teachers should identify any unique abilities that slow learners may have. Allow them to show off their abilities to other students, if at all possible.

11. Teachers need to exercise caution when it comes to how many concepts they cover and how abstract the subject is. Anyone can become overwhelmed by sheer numbers, but sluggish learners in particular. The more abstract the topic, the harder it will be for a slow learner to understand.

Teaching Languages

Verbal instructions and clarifications are crucial in the classroom. Many slow learners have delayed speech, including poor articulation, limited vocabulary, choppy sentences, and grammatical mistakes.

Their hesitation to express themselves emotionally is primarily due to this. They require a lot of speech stimulation through play, adult conversation, and listening to adults. Order, sequencing, and selectivity are frequently lacking in expression. Errors in usage, such as he ran, he caught, etc., are fairly common. These kids also have trouble recalling information and listening to stories, instructions, and other spoken words. Therefore, it is important to pay attention to your listening and reproduction abilities.

Inadequate language may result from a number of things, including inadequate family speech and language, a lack of experience, emotional and social variables, and the limited reasoning capacity of the slow learner. By talking about what they have seen or done, by speculating about what they will do and how they will accomplish it, these kids can improve their language skills. These are the most successful because they elicit stronger emotions of fervor and attention, which leads to expressiveness.

The teacher should direct and encourage the student's reflection on his or her experiences, such as what was

observed while at school, climbing a tree, creating and explaining scrapbooks, explaining what was learned on television, acting in a school play, listening to stories, or engaging in peer discussions. The fact that many kids do improve their speech for use in school suggests that development is possible.

Creative Arts Education

It has been noted before that the majority of slow learners come to school needing to succeed and achieve in order to make up for their low self-esteem and sense of inadequacy. Many kids can find success in one or more creative endeavors, or have it manufactured for them. Academic success can be built upon this foundation. Aside from this, handling and touching objects used in moving and doing can provide significant alleviation and relaxation. It is like saying, X is tired and frustrated with his school work, so let him paint. There is much to be stated in favor of the connection between formal employment and creative work being authentic and close. In a free drama, repressed resentment or frustration can be safely released. The fact that these outlets are used in a setting where they are observed and managed by a patient instructor seems to make emotional release even more effective. Art may be healing. Poor concentration is one of the standout traits of slow learners. They lack tenacity and are frequently easily distracted. Within certain parameters, learning to focus comes from engaging in absorbing and fulfilling activities repeatedly. The circumstances for the development of focus and perseverance are provided by a plan and creative effort.

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