

Strategies in Acquiring of English in Circumventing the Language Learning Disability: A Product and Process of Acquiring Second Language



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Abstract— A substantial increase in the quantity of Students taking up English as the Second Language is so obvious in developing countries like India. The need for effective measures to augment and reinforce the learning of English with respect to such students has become paramount importance.

A small group of such students was selected and their efficiency in the learning process of English in a specified time was carried out on different paraphernalia towards of such an exercise.

Two methods were adopted in the evaluation of the learning process. One group of students was taught both in English and in their respective mother tongue. The other group of students was taught only in English and at no point their mother tongue was involved in the exercise. The First group of students was taught to read in their respective mother tongue and gradually moved to English and the enhancement in the cognitive proficiency was evaluated with reference to the reading exercises. Students who have had both the efficiencies in their mother tongue and English were involved as assisting forces. The Second group of students was taught only in English. The various paraphernalia considered for the study remained the same irrespective of the student group. Standard procedures of Specially Designed Academic Instruction in English (SDAI) were adopted in following the augmentation process of learning and ability in acquiring English. All the basic and essential modalities were included in the study. Students were encouraged to involve themselves so voluntarily and wholeheartedly and their participation was encouraged.

The group of students who used their mother tongue was found to be in an advantageous position and use of mother tongue proved to be a significant factor in assisting them in the learning process. The group of students taught only in English didn't exhibit better understanding or perception of English than their counterparts. The shortcomings experienced in language perception in every aspect of the different paraphernalia taken up in the study, in respect of the group of students taught only in English could not be considered as lack of skill in the acquisition of English and the difficulties to cope with the learning process seems to be temporal and keeping up with efficiency of the other group is only transitional

The findings of both of these approaches for students acquiring English are highlighted in the present paper.

Keywords: Acquiring of English as Second language, Learning disabilities, strategies.

I. INTRODUCTION

Learning of English as second language has been proved to be a difficult task for Indian students. Teaching English as

Second Language in Indian Institutions has still more been a difficult mission. There seems to be no standard set of measures that could be effectively put into practice in different academics in diverse social settings. (Protheroe., 2011; Qiandi Liu and Dan Brown, 2015; Shelley Staples, 2016).

Specially Designed Academic Instructions in English and English Language Development are the two most important modalities developed in recent times and tested widely and accepted as feasible measures in promoting the acquisition of English as a Second language for students in different social milieu. The various strategic measures developed however, over the years proved to be a futile exercise.

Linking or Bridging Process, Interspersing/Schema-Building, Milieu perspective and Contextualization or Novel Presentation and Text Representation are considered as the most crucial aspects in successfully imparting English as the Second language.

Currently it is strongly believed that a combination of both Specially Designed Academic Instructions and English Language Development modalities will greatly enhance the imparting of English language and Acquisition of English as a Second Language in such a diverse social settings in India.

There is yet another strongly believed notion that acquisition of English gets greatly augmented and reinforced in due course among students who use their mother tongue in understanding teaching and learning English process in the right perspective though there have not been much studies carried on that direction.

II. METHODOLOGY

The present study was carried out over a period of six months with two groups of students.

One group of students was taught both in English and in their respective mother tongue.

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The other group of students was taught only in English and at no point their mother tongue was involved in the exercise. The First group of students was taught to read in their respective mother tongue and gradually moved to English and the enhancement in their proficiency and perception was evaluated with reference to certain specified parameters mentioned below.

Students' progress of both the groups in respect of parameters like Listening, speaking, reading, and writing was

assessed over the study period. The same way the students were assessed in respect of their understanding the purpose of communication, the basic skeletal structure of grammar, sentence pattern and structure, ease in speaking and their ability in improving their vocabulary.

The Second group of students was taught only in English. The various paraphernalia considered for the study remained the same irrespective of the student group.

Table 1. Variation in the proficiency level of acquiring English in the Domains of English Language Development over (ELD) over a study period of 6 months

Domains of ELD	ELLs Bilingual*			ELLs Monolingual*		
	Initial (%)	After 6 months (%)	% Progression	Initial (%)	After 6 months (%)	% Progression
Listening	32.47±0.082	51.41±0.681	58.33	31.28±0.063	50.15±0.071	60.33
Speaking	28.62±0.064	47.13±0.816	64.68	29.57±0.091	46.21±0.092	56.27
Reading	35.84±0.081	53.72±0.594	49.89	36.14±0.084	54.87±0.084	51.83
Writing	30.16±0.074	48.93±0.083	62.24	31.47±0.069	51.24±0.059	62.82

specified

*Values are Mean±SE of 30 students of language tasks

Table 2. Variation in the proficiency level of acquiring English by ELLs in the Four Skill Areas of English language Development (ELD) over a study period of 6 months

Skill Areas of ELD	ELLs Bilingual*			ELLs Monolingual*		
	Initial (%)	After 6 months (%)	% Progression	Initial (%)	After 6 months (%)	% Progression
Communication ability	34.54±0.072	52.83±0.068	52.95	35.16±0.082	53.14±0.065	53.14
Basic skeletal structure of Grammar and sentence pattern and Structure	39.72±0.093	51.37±0.071	29.33	40.52±0.747	51.21±0.093	26.38
Ease in speaking	27.81±0.058	44.63±0.084	60.48	28.16±0.068	45.13±0.086	60.26
Vocabulary improvement	31.27±0.061	51.86±0.059	65.85	32.53±0.073	53.42±0.083	64.22

*Values are Mean±SE of 30 students of language tasks specified

III. RESULTS AND DISCUSSION

It is found that ELLs were found to struggle when the Instruction was only in English. The group of students who have the advantage of understanding English with the mother tongue get augmented over the period of study compared to their counterparts taught only in English. Their progression in

all the four domains of ELD is almost equal and even remarkable over the period of study (Table 1).

The gradual progression and transfer of ELLs with mother tongue augmentation, from their initial performance to the performance after the study period was very impressive.

The same holds good in respect of all the four skill of ELD considered (Table 2).

The Group of students who had the advantage of mother tongue as a force to understand the teaching and learning English is very much comparable and even stand better standing over their counterparts over the study period. This lends greater hope that teaching of English as Second Language can be greatly enhanced along with the understanding of students the core areas of English through their mother tongue.

The normally held belief of the manifestation of a *Quiescentorsilent period* during the acquisition of English as the Second Language can be overcome if not nullified totally, Data of various paraphernalia under the domains of ELD and the skill areas presented in both the Tables proved beyond doubt that the teaching of English as Second Language through the understanding with mother tongue could be greatly enhanced

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Prof. G. Chitra MA, M.Phil., B.Ed., PGDCA has been teaching for higher secondary and college students for more than three decades.. She has presented nearly twenty research papers at the National and International level. She has published a couple of papers in International Journals. She has conducted more than ten programmes on developing communication skills for students, senior faculty members and administrative staff. She has been invited to conduct several programmes for the undergrads and post graduate students at several colleges.