

THE CLASS ROOM STRATEGIES FOR STRUGGLING LEARNERS

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Abstract

There may be common reason for learning struggles. He may have physical disabilities that the child has not yet been taught a way that works for him. For example, he may need the structure and logic of a phonetic approach to reading, but he is being taught with a whole language approach. Learner support is another important aspect in a healthy teaching and learning environment. It focuses on what the teacher or instructor can or should do to help learners beyond the formal delivery of content or skills development.

In this article, the author deals describes the teachers prop up to support the slow learners, intermittent, reluctant learners and students who needs supplemental instruction. The author also suggest variety of strategies and activities for turning these learners in to inspired learners, and the learners may get a chance to achieve many thing in their academics as new as their career.

Keywords: *Teaching strategies, slow learners, intermittent, and reluctant learners*

Introduction

The four critical pillars of conditions are i.e. safety, support, Student Emotional Learning and challenges for learning. The learners must be safe and feel safe. The learners must feel connected to teachers and the learning setting. The learners need to learn to manage their emotions and relationships. The learning environment should have diverse learning needs and styles and it should be free from prejudice and stereotyping. The learners might face their challenges and prove in the mixed ability group i.e. complement to one another.

The teacher has to learn the learner's characteristics before they teach. We are in the increased diversity. The younger generations are digital native but adults are digital immigrants. The teacher has to understand the diverse needs of their students and need to develop flexible approach to teach and learn that accommodate and support this diversity. One approach and one method will not fit all.

She has to bring suitable changes in the learner's goal before considering their prior knowledge, learning style, gender difference and cultural background. The way person process information just becomes the basis for his/her learning style. Perceptual strength and student preferences both affect a learner's ability to process the information. The teacher has to connect all.

Scaffolding

Scaffolding covers many functions of the teacher who provide or nurture the healthy environment in the classroom to each student. She or he will diagnose learner's difficulties. He will make deep understanding about the main concepts in the lesson. He must provide more individualized feedback. He has to do qualitative assessment rather

than quantitative which should not be associated with formal assessment or grading. He may act as a counselor for academic issues and personal issues.

Some students just occasionally struggle. They are always in our radar. Our watch list to get past the struggle. Such struggling learners may be slow learners, intermittent, reluctant and students who need supplemental instruction. The author suggests some strategies for tuning them.

Slow Learners

The learners those who are at the level of below average are called as slow learners. They are having borderline intelligence performed in both academic and non-academic performance. They are misconnected as problem learners.

The Teachers' Strategies to Treat Them

1. Assessing their learning problem with their own learning style.
2. Chunking the curricula into discrete elements. The teacher has to divide in to small convenient short session along with practice.
3. Develop core hobbies: A healthy hobby can enhance the children's well-being and can give more meaning to their lives.
4. Pair the learners with peer monitoring.
5. Make learning fun and comfortable.
6. Prepare mini-dictionary, handouts, visual graphic work sheets, pamphlets and audio books.
7. Review time to time.
8. Remedial programs offer more individualized instruction than full class instruction. It should close gap between what a student knows and what he is expected to know.
9. Corrective instruction – Linear programming.
10. Use alternative test option like shortened test like coloring the picture, match words and figures.

Intermittent Strugglers

These strugglers may be related an incident or event in a student's life such as home, personal or social institution that causes the learner to struggle and interferes with the typical progress he or she might make. Sometimes, the struggle may be contextual. This is not real but it is just contextual struggle around a topic, moment of learning and that part of the content may cause the weakness in the student's interest, memory, organizational skill and other skills.

The Teachers' Strategies to Treat Them

1. Teach students personal and social skills.
2. Teach students academic survival skills such as paying attention, following direction, asking for help when they really need it and volunteering to answer.

3. Use technology as a hook to clear their missed doubts.
4. Use proximity to limit negative actions or answer.
5. Try the peer tutor technique.
6. Use exercise breaks throughout the day and we will notice a difference in students' attentiveness and performance.
7. Be a counselor or ask counselor's help to solve student's emotional problem.
8. Use accelerated learning technique which develops to unlock their learning potential i.e. Global vs. linear learning.
9. Step MASTER plan to accelerate learning. M - Relaxed Mind, A - Acquire facts, S - Search out meaning, T - Tigger memory, E - Exhibit what you know, R - Reflect on what you know.

Reluctant Learners

The students those who feel or show doubt about doing something and not willing or eager to do something. They were reluctant to get involved. They might agree but seems reluctant to admit it.

The teacher's Strategies for such kind of learners:

1. Find things what they are interested in.
2. Move them to the heart of the class.
3. Ask them to help you with something.
4. Offer them a second chance to attend.
5. Send a positive note to their parents about their little effort.
6. Challenge them respectfully.
7. Make personal connection with them.
8. Be fair and vigilant in support of the established class rules. Don't grant a privilege to one and refuse it to another.
9. Recognize the power of encouraging words.
10. Providing appropriate support.

Students Who Need Supplemental Instruction

These are the students in our class rooms who do not meet the requisite benchmarks we have put forth for our students including yearly standardized test, local diagnostic and formative assessment and other school based metrics. Students who need such supplemental instruction don't meet the well the above mentioned measures.

Supplemental learning is a series of weekly review sessions for students in selected subjects. SL is provided to students who want to improve their understanding, retention and success within targeted subjects.

The Teacher's Strategies for Such Kind of Learners

1. Video based supplemental instruction that combines course content with experts' video recordings.

2. Guide them through the learning process while emphasizing critical thinking and study skills.
3. Act as a peer supporter and not an evaluator.
4. Focus collaborative group study and interaction.
5. Develop note taking and test taking skills among the students.
6. Give extra time to acquire the concepts and ideas.
7. Train them to ask number of questions related to the topic in the particular subject.
8. Brush their memories related to the tough concepts in routine till they get used to it.
9. Take it one task at a time.
10. Provide a study guide to help study before test.
11. Give open book test.

Conclusion

As a child, they need to learn. The struggling learners can easily fall between the grades of educational system unless we provide them with the assistance they need. As a teacher, it often seems easier to help a struggling student out, rather than use teaching strategies to give them tools to get through it. Once the teacher aware of these strategies and properties to support different kind of difficult learners, they will enjoy learning. This happy feeling will promote higher interest in education.

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