



Models of teaching English for foreign learners

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Abstract: Teaching a foreign language is not easy unless it combined with effective instructions or models. There are several models that teachers can apply in order to facilitate the learning process. Information processing model is one of the most effective way in teaching a foreign language. Also, group investigation model is an encouraging model for students to learn a new language. Lastly, stimulation/role playing model is one of the inductive models that motive and encourage students to learn.

INTRODUCTION

Although many teachers do fantastic job in presenting their lessons to their students, yet they do not follow effective strategies to help their students realize what they learned. The actual teaching is the one that helps learners to accomplish the learning goals. This paper will shed the light on some important models that teachers can use for educating students and help them to last remembering what they study such as information processing model. Also, group investigation model and stimulation model are very encouraging model for motivating.

DEFINITION

Models of teaching are the methods or the strategies that teachers can use in classrooms to explain the lesson appropriately. These models are the plan or the guideline that teachers draw for their selves in how to send the data to students and use the appropriate instructions. Also, these methods help teachers to reach large numbers of students effectively and motivate them to think, practice and engage more in the classroom. Using such models of teaching is very important because it helps students to succeed. Also, the effect of using various kinds of teaching methods on the way of how students can learn and achieve their goals is very noticeable.

TYPE OF MODELS

Information processing Models

Learning process needs an extraordinary effort to assist students remember the provided information. Information processing model concentrates on how the human brain processes information and how educators can help students to improve their information-processing skills and understand the learning process of their brains (Luckner 1990). The human brain processes data through four main important stages: sensory memory, working memory, rehearsal, long-term memory (Luckner 1990). When we received new information that means a simulation activates the brain's sensory register receptors, which transferred all the received data to the sensory memory. The capacity of the sensory memory in handling data is about 1-3 seconds. Thus, it works as a filter of the data and excludes unimportant information. Then, the most important information will transfer to the working memory which works as a temporary storage that can hold information for about 5-15 seconds without rehearsal. Because of this, students need to rehearsal information that is stored in the working memory in order to encode and store data in the long-term memory. Long term memory has an unlimited capacity and permanent storage. According to Berliner (1985), information processing assists students to process, store and retrieve data from long term memory when needed. The effective teaching enables students to develop information processing skills and apply them to comprehend the curriculum.

Implications for structuring learning

There are several implications that teachers can follow in order to help in developing the memory and information-processing abilities of their students. They can combine different techniques in order to develop learners' understanding, encoding and retrieval (Biggs 1988). At the beginning of each class, teachers must get the students' attention to the lesson by writing an outline or questions that highlight the main ideas or the learning objectives of the lesson. For instance, at the beginning of every class, teacher can write on the board the most important points that students have to be aware of. These points could be in statements or could be in questions and must be answered by students at the end of the class. In this manner, learners will have an idea of what it is he/she is expected to learn when the learning is complete. Also, student will know what is important and what needs to be saved in the long memory.

Additionally, teachers should teach students small amount of information and not overwhelmed them with lots of data (Luckner 1990). Teachers must not present data in theoretical form, they should make sure to give students an opportunity to use and practice new data. Teachers can start with the most important information first and give them an adequate time to actively practice what they have studied in order to process this material in short-term memory and know how to apply the new data. For instance, in reading class, teacher can give students a specific number of vocabulary of five to six words. Then, ask them to search for the form of the word, the definition and a picture if possible. After that, she asks them to use the new words in sentences. This will help them to remember the words and know how to use them in everyday life.

Furthermore, teachers can help students to learn how to form "cues" and encoding to facilitate retrieving information later (Luckner 1990). Cues can be a word, phrase, or sentence that can illustrate a specific aspect of a concept or skill. Teachers can provide the learners with information that already coded in the form of mnemonics, graphs, tables, propositions and so on. Also, they can encourage the students to construct and come up with his/her own code. This way has been proved by many researchers in enhancing learning by improving student attention, comprehension, and retention. It helps the learner in storing information in his/her long-term memory in an easily remembered form.

Group investigation model

Group investigation model is a kind of cooperative learning that allows students to have the chance to engage in the classroom. It gives them the opportunity to discuss an issue, think critically and take the responsibility of their own learning. It enables students to work in groups and collaborate with group's members to reach and approach their goal. Students will have an active role in the learning process while the teachers will work as a guide or facilitator in the learning process.

Group investigation model is an appropriate method with all subject areas and suitable to all ages. Students can learn much better in groups and can learn to cooperate with their peers. It can be used in different English classes. Teachers can use it in writing class when teach students how to write an essay for example. After the teacher explained the format of the essay, she will choose the topic that wants them to write about. Then she/he will divide the class into small groups and ask each group to define the problem and find out the reasons or the solutions. Teacher's role is to monitor the groups and answer their questions if they have. Members inside groups will divide the work between them, and one person will present the data for the whole class. After group discussion, the teacher will ask students to write their essay individually, and they will be assessed as a group and as individual.

Group investigation model can be also very useful in fiction class. After the teacher choose the genre that wants to focus on. For example, if the teacher teaches them about the 19th century story, she/he will ask each group

to choose one popular writer of stories in that century. Students will divide the works between them and search for everything related to the writer; his life, education, environment and so on. Students will be asked to present their findings to the whole class and discuss that with the whole class and accept any criticism.

Simulation/role playing model

The role of stimulation is very noticeable in encouraging foreign language learners. Simulation helps students to communicate in the second language freely because it decreases the level of anxiety among them. Students prefer to speak in small groups with their peers rather than speaking to the teacher or the whole class. So, teacher must monitor students just and gives them the chance to play a more active role.

This kind of models provides students with an opportunity to express their thoughts and ideas confidently. Learning in groups helps students to study with each other, discover various viewpoints about a particular problem. It gives students a chance to respond to each other, correct their mistakes and evaluate their writing. Furthermore, it encourages students to deeply thinking and practice speaking the second language freely. Also, students will expose to new words which will enrich their vocabulary. Also, weak and shy students can engage in the cooperative environment and become more active than learning alone.

CONCLUSION

This essay addressed the importance of understanding the process of information in human brains. Also, it enhanced my knowledge with some strategies that are useful in teaching. Thus, as educators, we can get benefit from it in improving our teaching instructions and style. Moreover, we can encourage our students to develop the needed skills for information processing.

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