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Teaching ESL Students with Unexpected Methods and Innovative Ways

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Abstract: this article deals with expressing innovative ways of teaching English as a second language, especially in high educational establishments. Experienced and professional people have worked on this field and basic feature has been taken into consideration while researching. Basically, new methods have been recommended to use in classes.

Keywords: unexpected ways, methods, ESL teaching, educator, resources, technique.

Introduction

Despite Steve Jobs, innovation isn't necessarily associated with technology.

While today's digitally native kids thrive on rapid satisfaction and rewards—behaviors reinforced by video games and the immediacy of social media—a competitive spirit may also be fostered in the classroom through time-honored teaching methods such as role-playing. Educators have discovered that role-playing and other forms of gamification result in a more engaged class.

Tony Crider, an astronomy professor at Elon University in Elon, North Carolina, has embraced a long-used humanities approach called Reacting to the Past, in which students are assigned roles of historical personalities as a way of engaging in their own learning. His simulations span the fields of astronomy and computer science; one recent one was based on the “Pluto Debates,” in which top astronomers debated whether Pluto should be declared a planet. Crider's educational buddy was requested to serve as moderator, portraying famed astronomer Neil deGrasse Tyson [3].

Methods and Results

Every student gets a character sheet that includes his or her secret winning conditions, such as “You'll win if the vote goes this way or that way.” It increases the entertainment factor and can help kids become truly interested and involved in studying about history or science.

The trick, according to Crider, was getting his pupils involved in how astronomers make sense of things, classify them, and make choices collectively.

Students are drawn in by the simulation component of this technique to the point that they will frequently prepare more for Crider's class than for others. They want to win the discussion and perform well.

Other sorts of gamification that are less involved—those that may be done through an app or on a computer screen—are also gaining popularity. Matthew Kaplan, director of the Center for Learning and Teaching at the University of Michigan, is currently running learning communities at his school to see how they can use GradeCraft—a learning management system that supports “gameful” courses, with students earning points based on how they navigate through assignments.

Here, you're really exploiting the question, 'What do I truly want kids to know? says Kaplan. "And what are the paths they can take to acquire that content, so that they can make decisions and feel in charge of the learning—so that they can gain points and perform well if they master it?"

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Key: Fun and competition may be used to motivate pupils to study since everyone wants to win.

Allow students to create knowledge and collaborate on resources.

Innovative educators realize that students do not always need to be consumers of information—that their learning may be increased when they become creators of knowledge rather than passive users.

Too frequently, instructors create a course based on the assumption that students are incapable of investigating and accumulating their own knowledge, and instead lecture from a podium and link every step for the class [2]. This causes pupils to become distracted and passive, making them more prone to drop out of class. As a result, they are more prone to fail.

The solution is to use an active learning approach to teaching and include students in the process of knowledge construction.

Consider the following:

the work of Elizabeth Meadows gives a marriage course in Women's and Gender Studies Vanderbilt University's program Nashville, Tennessee She discovered Tiki-Toki, a tool, a few years ago. which enables collaboration made interactive multimedia timelines. Meadows possessed her. Students discover and document a variety of historical resources concerning marriage and culture and keep it all on a shared timeline that is interactive Each and every student I was able to change the timeline, and include references, photos, and links to obtain further information. Not the use of technology, but how the timeline became a critical resource for the class—one that they all had to use to complete their final paper (in which they took a court case about marriage that was in the news and had to find parallels with historical references they had discovered) was truly innovative [5].

Key: When students work jointly to create a key learning resource, they become more involved in the content it contains. What's the reason? They assisted in its construction.

Encourage students to take their learning outside of the classroom.

Much has been written about how to utilize social media to raise the profile of yourself and your work, but when used in the classroom—as it increasingly is today—it may do more than just make learning more familiar to students. Social media allows students to have their ideas critiqued and/or affirmed by the outside world, providing them a firsthand look at how their work is regarded outside of the classroom. A rising number of instructors are noting how such a tangible return on learning may raise the value of education in the minds of students. Margaret Rubega is undoubtedly the lecturer who makes the best use of one social media.

Rubega is an ornithologist and University of Connecticut professor. Rubega opted to use Twitter for her first-year ornithology class, which had roughly 100 students and no lab component, to tremendous effect: yes, tweeting about birds [1].

The problem for Rubega with the lecture style was finding a method to engage students and incorporate some active learning.

She developed a class hashtag, birdclass, and invited pupils to start exploring the world of birds around them using their mobile devices. Each tweet had to do three things: (1) identify where they were; (2) describe/show the bird-related phenomenon they noticed; and (3) tie it to the course material. Students received three points if they possessed all three components. Rubega also retweeted the finest class tweets to ornithology enthusiasts, which helped extend the conversation outside the classroom.

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Discussion

Another common method of connecting with the larger world is through "service learning," which is coursework in which students actively learn by volunteering or performing various types of community service. Environmental Sciences professor John Ayers educates students at Vanderbilt University on how to communicate science, having them not only collect ground samples, perform studies, and write reports, but also discuss those results with people living in affected Nashville houses.

Ayers wanted his pupils to be able to take the knowledge they'd discovered and explain it to someone who didn't have that background, allowing them to make educated judgments about water quality or whether to repair their pipes.

The fact that the work had a "real audience"—in fact, numerous audiences—made Ayers' classroom subject genuinely resonate with pupils. It wasn't just a textbook problem that his students had to answer.

They needed to collect some actual data, and they had the potential to aid individuals in a meaningful way throughout the duration of the course.

Key: Students receive a real-world perspective on their learning and a greater grasp of how it might be applied by bringing their study outside of the classroom.

Rethink Your Most Basic Pedagogical Decisions

Building relationships with students is critical to classroom success—and, by extension, to being recognized by colleagues and the larger teaching community. Breaking down the notion of the professor as a sage-on-stage has become critical for educators interested in openness and trust in the classroom, two things that students increasingly anticipate as part of their higher education experience.

While there are several methods to create relationships—class-run blogs, Facebook pages, even taking small groups of students out to lunch—arguably the most significant difference a professor can make is in how he or she chooses to convey pedagogical decisions. According to Catherine Ross, director of the Teaching Vand Learning, this begins with something as simple as the design of the course syllabus [4].

At Wake Forest, Ross does a lot of work on inclusive teaching, including discussions with faculty about how they approach topics like grading. "Have you actually considered how your grading of pupils may be affecting various students, favorably or negatively?" Ross approaches academics. Faculty think to themselves, "This is how everyone grades—this is how the person before me graded, and I adopted their syllabus and this is how I'm grading. But do you value kids who raise their hands and are the first to speak? Or are you appreciating the kid who may not talk as much but makes a significant contribution when they do?"

Ross contends that a rigorous reevaluation of fundamental pedagogical decisions may make a classroom more inclusive, to the advantage of both students and instructors.

"For too long, higher education in North America has prioritized competitiveness above collaboration."

"When we do not help our students focus more on collaborative ways of learning—with multiple ways of assessing learning—it leads to isolation, anxiety, and cheating."

Key: Communicating the reasoning behind even the most fundamental pedagogical decisions makes the classroom more inclusive for all students.

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Conclusion

Teaching is a constantly changing profession. And students are a constantly changing species. Connecting with kids in the digital world necessitates innovative thinking from instructors who are ready to think beyond the box. When Elizabeth Meadows challenged her pupils to make an interactive timeline, they jumped right in and created a valuable resource for the class. Tony Crider's historical role-playing skills were more than just theater; they inspired his pupils to study; similarly, Matthew Kaplan's point-based assignments tapped into students' fondness for gaming, making them more involved in course topics. Margaret Rubega and John Ayers pushed their classmates to apply what they had learned in the classroom to the real world, where they learned significant lessons from the perspectives of outsiders, whereas Catherine Ross just revised her evaluation technique. Every one of these trailblazing teachers stands out among their contemporaries, and they all followed a basic formula to success: they prioritized inventiveness and invention over tradition in order to create new breakthroughs with students.

According to Steve Jobs' notion of innovation, this can only imply one thing: these people are leaders. They will be followed by the future of education.

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