



HOW TO SHIFT FROM OVERLY DEPENDENT LEARNEER TO INDEPENDENT ONE.

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<https://doi.org/10.5281/zenodo.10938154>

ARTICLE INFO

Received: 3rd April 2024

Accepted: 4th April 2024

Published: 6th April 2024

KEYWORDS

encouragement, ESL, guidelines, textbooks, instructions, learner, autonomy, focus, dependence, feedback, interest, attendance, extra-hours, self-study;

ABSTRACT

Students getting overly dependent usually look to the teacher for correct answers instead of finding out what they need by themselves which negatively affects the pace of learning a foreign language. This problem is common and witnessed by nearly all ESL instructors. The focal objective of this article is to show what can make students overly dependent and what measures should be taken by the teacher to address the issue.

Teaching English as a second language by using different methods in the era of technological advancements can be enjoyable for both teachers and students. In other words, even a small tweak in teaching methods can assist to get the environment more productive and casual for both educators and learners. A good ESL teacher should be capable of identifying common problems in their classes and work to find solutions to them. One of the most common classroom problems faced when teaching English as a foreign language is that students sometimes simply satisfy with what their teacher instructs them, instead of committing extra hours to sharpen their language skills on their own.

Students spend a plenty of hours in classroom instruction, and a large portion of what they learn is quickly forgotten. Furthermore, there is scant indication that they are able to use efficient study techniques until they get to college.

In other words, a lot of pupils don't know how to retain and use knowledge. Thankfully, recent research has provided exciting new information regarding the brain's ability to learn at greater levels when efficient learning techniques are applied.

The ability to adapt quickly and use new abilities is crucial in the swiftly changing workplace and at a time when graduates are vying for jobs and careers with people all over the world. Bottom line: Teaching pupils how to start learning more independently is never too early since learning how to learn is a game changer in the global information economy.

Encouraging students' motivation for learning on their own can be a good solution to the problem for instance, success in school, finding a job after graduation in a global market, and surviving in a world of continual technological change all depend on a student's desire to study.

Showing a love for studying by utilizing the influence of teacher's relationship with the students can also enhance self-studying. The students are more likely to feel a strong, favorable emotional connection to studying when you exhibit a passion for learning. This emotional connection will motivate them to learn more.

Encouraging pupils to visualize their feelings when they learn something new. Volunteers should be given the chance to express how they felt after learning anything. Teachers should ask children to imagine how a project will look when it is acceptable.

Encouraging pupils to seek their friends' support by sharing their learning objectives with them. Students will be better able to internalize their aim if they can express it verbally. Due to their innate social nature, students of all ages can benefit greatly from peer assistance.

Encouraging kids to create learning plans and goals: Coaching pupils to create their own challenging yet realistic learning objectives. Goals that let us play to our strengths are frequently the most inspiring ones. Though it can be frustrating, goals are frequently set for children based on a one-size-fits-all curriculum or on their specific learning weaknesses (think individualized education program).

Consider assisting students who are currently unmotivated to learn in creating learning objectives based on their unique learning abilities. For instance, certain students may have a particular objective to plan the class's mobility breaks. Another youngster might decide to include pictures or drawings in their notebook of praise or thankfulness. Another student may find inspiration on Pinterest to pique their interest in new subjects to learn about. Teachers can help students identify their strengths and learn how to develop personal objectives.

Teach pupils the best ways to organize their personal study time. Our brains did not develop to work nonstop for several hours on physics. Every 20 minutes of solo study should be followed by a planned change in emphasis, we advise our pupils. They should get up and move around at least once every hour or so. They ought to use several settings when learning new information. As an illustration, some of the places we work include an outside patio table, a particularly cozy chair, an interior office desk, and various neighborhood cafes. Using many venues to learn improves memory because of how well locations are remembered.

Encouraging students to develop their own learning strategies can also be a good solution for being overly dependent. Encouraging them to make a promise to themselves to begin working toward their objectives. Helping them make a commitment to staying organized, maintaining their focus throughout time, and avoiding time-wasting distractions can improve self-study. Encourage your students to define themselves as people who work hard to accomplish their goals. It will probably be required to repeatedly remind them that successful people forgive themselves when they make errors and move forward afterward along the learning pathway.

Educators must ask pupils to compose a letter to a student who will be in the class the next year to help them learn how to evaluate themselves. The teachers should ask students to sum up what they have learned and explain to the following student how they overcame any learning obstacles after finishing a project, unit, or chapter. With the help of this technique, students can reflect on almost any subject.

Teachers can pair up the pupils in order to have them alternately share what they have learned. The "brain buddies" activity allows pupils to benefit from one another's knowledge. Each partner might recall a distinct portion of a lesson, for instance. They might also have various points of view, so through sharing, each partner can have a greater understanding of a range of viewpoints.

The phrase "Life is a journey, not a destination," although he didn't use those exact words, is frequently attributed to Ralph Waldo Emerson. Teachers who use this in the classroom are aware that the learning that occurs during the process is more important than having students come up with the correct answer.

Even if a student chose the incorrect response, they will feel accomplished if they succeed on their second or third attempt. Furthermore, they can apply whatever tool or scaffolding method I provided—a new way to search the textbook for information, a fresh perspective on the issue—the following time. We are aware that genuine learning occurs when pupils encounter difficulty or make a mistake. When they attempt to process, teachers should give them the tool or framework, and they come to the conclusion on their own, that is when real learning occurs.

One of the fundamental needs for high school and university graduates is the development of pupils' independent work skills. The review of psychological and pedagogical literature reveals that practically all classical pedagogical and psychological studies have addressed the issue of how to promote students' independence in the workplace at all levels of the educational system.

The development of pupils' own interests and thirst for knowledge is a crucial motivational component in autonomous learning. When instruction is practical and meaningful, when knowledge is valuable and offers a method of accomplishing a desired objective, students will be driven to learn. These educational exercises stimulate introspective thought and ongoing intellectual growth. Learning activities, on the other hand, in which a student has little interest, cause them to become more and more dependent on extrinsic motivation and incentives. Instead of encouraging pupils to engage in learning for its own sake, such a method of instruction tends to undermine their initiative.

Individuals are required to examine problems, reflect on their work, make judgments, and take intentional actions as a result of independent learning.

Richard L. Elder and W. Paul, American psychologists, examined the critical thinking as self-directed, disciplined thinking that demonstrates improved mental processes and is specific to a mode or domain of the mind. Additionally, he claimed that when engaging in critical reflection, we use our mastery of the elements of thought to modify our thinking to suit the logical prerequisites of the kind or mode of thought. We develop specific ways of thinking, such as intellectual humility, intellectual boldness, intellectual persistence, intellectual honesty, and trust in reason, if we have been accustomed to thinking critically in a strong sense, i.e. in the interests of other people or groups (Elder & Paul, 2008). According to J.A. Braus and D. Wood (1993), critical thinking is intelligent reflective thinking that focuses on solving specific problems.

One of the major issues with today's educational system is independent learners. It is believed that fostering students' capacity for critical thought "Command or team approach" is used to provide the framework for their individual work.

The command is a small group of people with interchangeable talents who work together to carry out a similar goal and share accountability with one another for its success. In order to accomplish shared goals and objectives, a team must engage in command work (Levin, 2002; Reynolds, 1994).

Additionally, group projects foster a sense of competition among the participants. While the competition doesn't lead to hostile or critical environments, it does encourage an intensity of the creative process as one competitor strives to outperform the other in the support of novel concepts.

Therefore, command work is one of the most efficient ways to develop independent and critical thinking. It enables the growth of traits like independence, curiosity, and the capacity for independent estimation.

According to project technology, students should specify the purpose of the study and the methods by which it will be accomplished based on their interests, unique characteristics, needs, and talents. Therefore, the project technology's foundation of content-based learning, self-focused training, presupposes a shift from the old model of teacher-pupil, subject-object interaction to the model of an equal subject-subject collaboration between a teacher and a student.

Due to the fact that they are the subjects of the offered activity and are able to see their own potential, the project technology helps students to stimulate their own cognitive activity. It gives character development opportunities, boosts academic process effectiveness, and fosters learners' creative thinking.

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