

## **Simplification in Language Teaching to Enhance LEP Students English Communication Skills**

K. Balamurugan, Assistant Professor, Department of English, Academy of Maritime Education and Training (AMET) Deemed to be University, Kanathur, Chennai-603 112.

Dr C. Vairavan, Assistant Professor, Department of English, Academy of Maritime Education and Training (AMET) Deemed to be University, Kanathur, Chennai-603 112

### **Abstract**

This research paper outlines simplification in language teaching to enhance LEP (Limited English Proficiency) students' English communication skills. The modern students need to understand the importance of English language and its signification. If students can comprehend the language learning importance, they can learn and communicate in language positively. Classifying a few writers' words on teaching communiqué skills and its methods would help them learn and understand it correctly. Accordingly, simplifying English Language teaching is one of the best methods to strengthen the LEP students' English communication skills. More or less a study demonstrates with the help of evaluation charts in which it describes about three different types of students in virtual classroom teaching. With help these student's evaluation result, the study has proven that simplification in language teaching is one of the useful methods to enhance LEP student's communiqué skills. This evaluation directs teachers that some techniques are essential to implement when they teach the English language. Mainly to teach LEP students, they need to concentrate more and more on meeting the fulfilment of learning objective. In aggregate, this research paper determines that if teachers use simplification in language teaching, they can learn and communicate successfully.

**Keywords:** *simplification, enhance, LEP, Communication, teaching, learning, charts, evaluation*

### **Introduction**

The world scientifically pertains through the function of earth and planets. People in the world breathe Oxygen air for survival. Without these universal truths, the world cannot function, and people in the universe could not exist at all. At the same perspective, people can understand one another through verbal and nonverbal communication. Communication is utilised to understand each other, but a person ought to be aware of whatever happens in all the fields.

Wholly the globe People use language for communication. If there is no language, the communication will not take place in society. The persistence of language is to communicate with others. Essentially, the origin of language is a source for understanding all the fields' resources. Accordingly, acquisitions of LEP student's communication skills are determined through teacher's language proficiency. Teaching, learning is too employed by using any one of the languages. Every subject is written with the help of a language. Teaching, learning in higher education is mostly working through the English language. English Language Teacher's expertise helps learners to understand English communication skills.

The modern trend signifies that the English language is an essential language of the people. It helps people to know whatever happens on the earth. It is accepted as a beneficial language for numerous reasons. Some of the countries it is being performed as an official language. To a greater extent than ever, English language usage is the most considerable in several sectors like education, business, media, sports, scientific research, etc. In on one more, the English language uses most often for spoken and written communication.

To accomplish students' communiqué requirements, students have to be educated on their learning techniques and usage through simplified teaching methodologies. The teacher must cast in plain words for students' understanding while teaching English communication skills' theories and concepts. Some of the reasons, those theories and concepts generate hard-hitting to comprehend its contextual meaning. Especially teaching communication skills to LEP students is not an easy job. Practically, a few teachers never make things comfortable and never teach those theories simplified manner to students. Sometimes teacher's standard is exceptionally competent.

Mainly LEP students have to develop their English communication skills. If they desire to acquire communication skills, they must understand every matter linked to communication skills. Therefore, they want to learn communication skills; specialised teachers have to preach them the correct path. In effect, Teachers expect to obtain a positive result from students' learning; they demand to teach according to their strength. The only possible origin is that teachers need to apply simplification in language teaching concept. This concept represents that teachers should act down to teach students' level competence. It also helps students to realise the communication skills without difficulties. This paper illustrates that the attainment of the LEP student's communication skills through the implication of trouble-free language teaching.

## Literature Review

(Saville-Troike, 1985) stated that the educational activity of teachers serving LEP students is an emerging field. No single teaching method has been developed that can guarantee academic success for LEP students. Therefore, he advocates training teachers to understand the research and theory behind the methodology and what to do. (Chamot, 1985) illustrated that teachers have been handed the responsibility of integrating the linguistic, cognitive, and psychosocial factors identified by researchers and theorists into classroom practice sessions to develop limited-English-proficient (LEP) students' English language skills. (K. Manigandan, 2019) discussed that the instructor preparing foundations may be viable to show the English language to the ESL students: The instructor should show the different ideas and creativities in teaching. If it is needed, the nature of instructor training needs to be improved. (Garcia, 2000) reported that the amount of time that LEP students are allowed to pick up voice communication support services or remain in alternative educational programs. Many computer programmes and services have been designed to help LEP students acquire English language skills and educate them to par with their English proficient peers in mainstream all-English classrooms. (K. Manigandan, 2017) The first cause is that it makes the students difficult in speaking English because the situation does not sustenance the students to speak English regularly. The situation here means the people outside the class.

## Trouble-Free Language Teaching in English

'What is trouble-free?' is a valid question that has been discussed in this research report. It identifies that without difficulties or not causing any problems for any intellect or any object. This simple concept has been utilised for the intent of oral communication instruction. Mostly English language teachers use, trouble-free language in the schoolroom. If English teachers use trouble-free language while teaching communication skills, They will not find difficulties understanding it. This concept in teaching would get a positive mindset for studying any subjects without difficulties. Notably, this trouble-free language teaching is beneficial to LEP students. If LEP students can understand whatever English language instructors teach, they will acquire their communication skills without difficulties.

## A Study on LEP Student's Communication Skills

In the beginning, analyses pinpoint that language teachers have trouble teaching communication skills to LEP students. Still, the teacher is good in English communication, and they teach efficient manner, LEP students cannot comprehend on the whole. A Logical reason is that LEP students are from mother-tongue speakers. They do not own sufficient knowledge about how to communicate with others in English. Probably they have not learned before how to enhance English communication skills. Whatever they previously studied in English, which is counted as a subject in their instruction. Mostly they studied English for writing the examination. If LEP students require to enhance their English communication skills, they need to find teachers' support. Teachers' communication should be enacted to students' concern using simple vocabularies, simple sentence structure, simple grammar, and straightforward practice.

LEP students encounter with the problem of speaking in English. Learning any new language is not an easy according to their background concern. In search of good results, LEP students need a trouble-free language teacher to teach communication skills effectively. Teachers' guidance and teacher's support would help the learners to read any language successfully. If learners frame their circumstance well manner to speak always in English, they will communicate well in the future (where everybody reads and communicates chosen language as a regular practice without giving a time out). Regular practice would lead the learners to communicate successfully as early as possible. Some of the reasons LEP students are not encountering a chance to draw up their learning atmosphere systematically and profitably. Many practical problems encounter that LEP students never get the chance to better their communication skills collectively. Some LEP students keep on putting effort to gain communication skills consecutively, but, due to many reasons, they are unable to enrich their skills successfully. Consequently, some of the components are analysed in the following sentences:

- In the beginning, LEP students are in problem to understand whatever teachers communicate in English. The ground is behind that teacher's standard is wholly different from learner's standard. If teachers understood the learner's standard and communicated up to their standard level, they would understand the teacher's communication style in English.

- Second, teaching communication skills' vocabularies and sentence structures are challenging to explicate from the LEP students' level. Teachers would translate subject matters to students' mother tongue medium at some stage because of their understanding. Explanation in mother tongue medium may lead negative perspective, from the perspective of critics. Even, the mother tongue explanation is for the use of creating interest towards learning the subject. It is also implemented by teacher's an account of understanding period. They will not go on to teach in mother tongue medium longer period. If Students understand communication skills' basic knowledge, they will demonstrate an interest in learning these skills confidently.
- In third, teacher's duty determines to teach communication skills to students' necessity. In result, aiming always to explain its theories and concepts is not advisable for students' learning. Aside from teaching those theories and concepts, teachers demand to explain where they can apply in the context of virtual communication. And too, they should explain to students that the importance of communication skills in the modern life. If pupils are aware of its essentiality, students will put hard work to learn communication skills seriously.
- In the end, teachers are facilitators. If students learn communication skills with help teacher's guidance, they can be learned it without issues. Mostly, teachers' teaching approach should not be enacted only to complete syllabus, but students should also be benefited for enriching their future career and lifetime.

### **Evaluation on Teaching English Communication Skills**

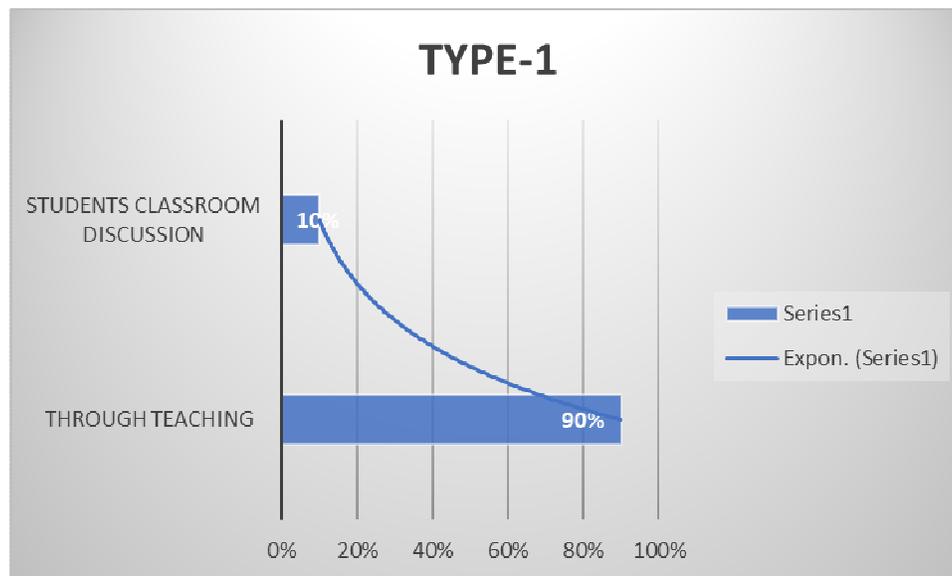
Teaching English communication skills is an easy job to teachers who completed graduation as a subject. More or less of the teachers have found it challenging to teach students communication skills due to many causes. In the first, this problem is originated by a teacher's background. Teachers' circumstance should be evaluated where they have found out and practised the language for communication. Some students can empathise, and some scholars are unable to understand while teaching. If students are coming from good backgrounds with full knowledge about communication skills, teaching, learning will facilitate without any problems.

In case, pupils are to come from low backgrounds with poor knowledge about communication; there is a problem in the acquisition of language learning in the form of time.

On the other hand, students come from average backgrounds with medium knowledge about communication; teachers must positively instruct and improve students' communication skills. Consequently, the evaluation is to be done and analysed through charts where evolution has done with the help of 40 students. These 40 students are evaluated based on their communication skills in the virtual classroom. For instance, the evaluation of Teaching English communication skills is detailed based on the three different students' three characters. Those cases are listed under:

- ❖ Type 1 is coming from the excellent communication skills background.
- ❖ Type 2 is taken from average communication skills background.
- ❖ Type 3 is coming from the poor communication skills background.

Type-1



Figure(1)

The figure (1) shows clearly about the teaching evaluation to Type-1 students for learning communication skills. In virtual classroom teaching, teachers teach language to Type-1 students, where the teacher finds it easy to teach. This group of students has easily acquired language

skills from the teacher very soon. Whatever teacher teaches according to communication skills, they earn 90% of learning through teaching. If scholars want to gain full 100% scholarship, they will win by some possibilities. Possibility is that 10 % of learning is occurring from the classroom discussion. Type-1 students result pinpoints that 95% of learning is fulfilled through teaching. Reaming 5% of scholarship is not carried out due to the student's lack of involvement.

### Type-2

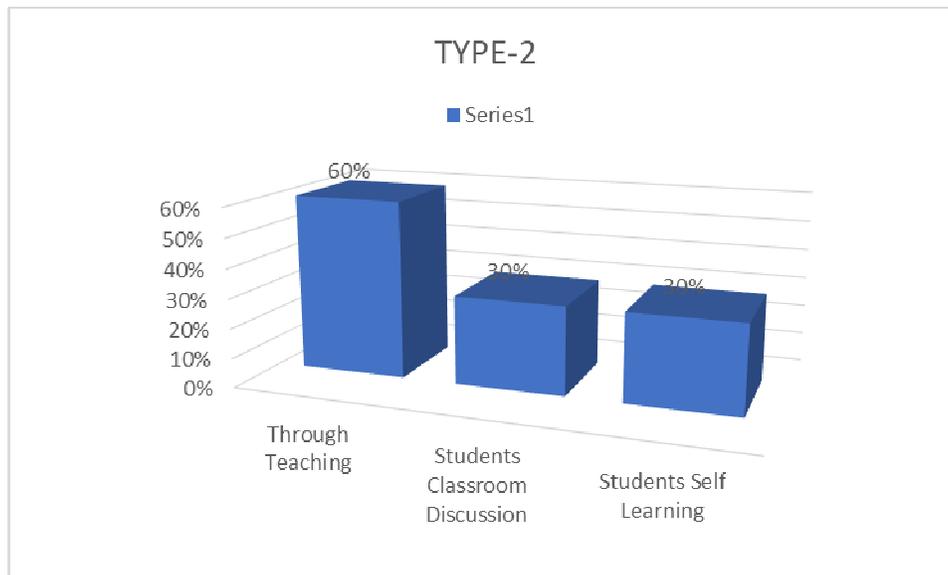


Figure (2)

Figure (2) describes about Type-2 student's virtual classroom teaching. The teacher teaches communication skills to Type-2 students where the teacher finds the difficulties to teach communication skills. This group of students may not acquire communication skills from the teacher very soon. Whatever teacher teaches according to communication skills, they gain 60% of learning through teaching. If scholars want to gain complete 100%, they will win by some possibilities. Possibilities are that 20 % of learning occurs by students' classroom discussion, and 20 % of learning is found from a student's self-study. The Type-2 students result is that 60% of learning is fulfilled through teacher's teaching skills. Reaming 40 % of learning is not carried out due to the student's lack of interest, average knowledge about targeted language learning, and no better environment for practising communication skills.

### Type-3

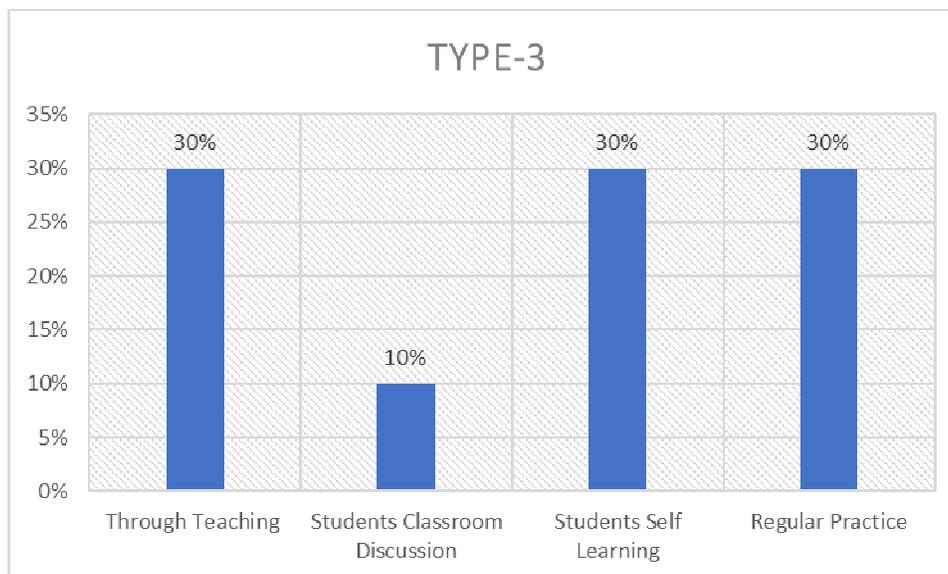


Figure (3)

Figure (3) illustrates that in the virtual classroom teaching. The teacher teaches communication skills to Type-3 students, where teachers get so challenging to teach communication skills productivity. This group of students is tough to promote language skills from the teacher very soon. Whatever teacher teaches according to communication skills, they earn 30% of learning through teaching. If students want to gain complete 100% knowledge, they will win by some possibilities. Possibilities are that 10 % of learning occurs by the student's classroom discussion, 30% of learning is from self-learning, and 30% of learning is from regular practice. Type-3 students result pinpoints that 30% of learning is fulfilled through teaching skills. Reaming 70% of learning is not carried out due to the student's lack of interest in learning, there is no proper ground knowledge in targeted language learning, and there is no good in environmental learning and lack of regular practice.

### **Impart Trouble-Free Language Teaching to Teachers**

In the world, teachers teach subjects to help of any one of the languages. According to the rules and regulation in grammar, the teachers have taken well to employ a speech. Some teachers are highly comprehensible to use a language without error. Some teachers know in constructing sentences structures with the help of maximum vocabularies. Therefore, these varieties of teachers act upon in this teaching profession. If we gather data, we would see these cases of

qualified teachers across the globe. But, practically none of the teaching profession teachers do not instruct a subject all student expectation levels. Why is this problem going ahead in the charge? Because teachers have never received one type of classroom, they encounter many students in the schoolroom. It is seen that they cannot instruct a single student in a virtual classroom instruction. For these reasons, trouble-free language teaching concept would help to preach students successfully. From this concept in educational activity, teaching and learning are fulfilled around 90% out of 100%.

In consequence, many students could show positive responses towards learning any subjects. So, trouble-free language teaching concept is very fruitful. It holds up, especially while teaching English communication skills.

### **Trouble-Free Language Teaching to LEP Students**

Trouble-free Language teaching is one of the best concepts to enhance LEP students' communication skills. LEP students' standard is equivalent to a Type-3 students' standard, which is understood by title Evaluation of Teaching English communication skills. Particularly, Type-3 (chart-3) students report detailed the students' standard of English communication skills. Type-3 students are deficient in English communication skills. Even LEP students are too low in English communication skills. In general, one person wants to take his messages to another soul; he bears to explain clearly first. Second, he demands to explain according to the receiver's language standard. Third, he makes up to monitor whether he is listening to your speech seriously or not. In case, the recipient is not listening seriously; he has to change the means of discoursing. It is safe to change the conversing style. Later he has to simplify his language style and start conversing according to receiver's concern. At the same perspective, teaching knowledge should be reached to students' concern. Mainly, LEP students should be taught with more concern in the language classroom. Exactly, Trouble-Free Language teaching concept also remains the same as the teacher's teaching language should be uncomplicated. All students are capable of understanding it without problems. If LEP students enhance English communication skills successfully, they will enrich their future career and life positively.

## Conclusion

In the universe, everyone needs the capacity to go on with the assistance of anyone language. One of the best ways to analyse communication success is that listeners can read it with whatever communicator communicates to listeners. As a result, listeners cannot understand the communicator's messages; communication is not the best communication. In the context of communication, success is evaluated by communicators' capability of communicating with others. If communicators communicate depends on the listener's level, listeners will be capable of grasping it. Understanding listener's standard is single of the best roots to get success in communication. Practically, communicators use simple words with simple sentence structures; they would find it easy to understand. Along the whole, trouble-free language teaching also denotes how to enhance LEP students' English communication skills with simple oral communicative teaching. This report concludes that trouble-free language instruction is the best teaching method to enhance LEP students' communication skills.

## Reference

1. Chamot, A. U. (1985). English language development through a content-based approach. *Issues in English language development*, 49-55.
2. Cheng, L. R. L. (1996). Enhancing communication: Toward an optimal language learning for limited English proficient students. *Language, Speech, and Hearing Services in Schools*, 27 (4), 347-354.
3. Draper Rodriguez, C., & Higgins, K. (2005). Preschool children with developmental delays and limited English proficiency. *Intervention in school and clinic*, 40 (4), 236-242.
4. Fern, V. (1995). Active Learning and the Limited English Proficient Student. *Directions in Language and Education*, 1(2), n2.
5. Garcia, G. N. (2000). Lessons from Research: What Is the Length of Time It Takes Limited English Proficient Students To Acquire English and Succeed in an All-English Classroom? *Issue Brief No. 5*.
6. Jacob, E., & Mattson, B. (1987). Cooperative Learning with Limited-English-Proficient Students.

7. Lee, O., & Buxton, C. A. (2013). Integrating science and English proficiency for English language learners. *Theory Into Practice*, 52 (1), 36-42.
8. Manigandan, K, & Kumar, S. N, (2017), The Importance of English-Speaking Skill and Communication Ability of the Students, *International Journal of Applied and Advanced Scientific Research*, Vol.2, p- 138.
9. Manigandan, K, & Vairavan, C (2019), Developing Reading Ability Through VAKT Technology, *International Journal of Scientific & Technology Research*, Vol.8, Issue 11, p-3494.
10. Saville-Troike, M. (1985). Training teachers to develop the academic competence of LEP students (p. 115). *Natl Clearinghouse for*.