

GEARING HIGH SCHOOL LEARNERS WITH ENGLISH AS A SECOND LANGUAGE

By:

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Science, digital tools, diplomacy, and tourism all use English as their primary language. Knowing English improves your chances of landing a decent job in a multinational company in your native country or in another one. It is also the worldwide language, as well as the language of the media and the internet. Henceforth, while English is not the most widely spoken language on the planet, it is the official language of many countries and is spoken by millions of people worldwide. Being able to converse in English is more than just having the capability to communicate with native English speakers; it is the world's most widely spoken second language.

English Language Learners are a diverse population. Their approaches to learning a new language and adjusting to their new surroundings are diverse and tailored to their individual language learning needs and experiences. Learners of English have a vast range of life encounters and understandings, as well as a diversity of educational backgrounds. Teachers have a unique chance to tap into the vast wealth of information and understanding that ELLs bring to school and are expected to be enriched with the desired learning within a safe and accepting classroom environment. The role of the school and the teacher is crucial in supporting ELLs' identities and growth as bilingual learners, as well as in assisting them in forming a future vision.

Students who see their teachers and parents recognize their previously developed language skills are more likely to feel confident and accept the risks necessary in learning a new language. They can see English as a supplement to their own tongue rather than a replacement for it. Continuing to foster the use and growth of ELLs' first languages has a

number of good benefits. Respect for and use of the first language contribute to the development of a confident learner as well as the efficient learning of additional languages and educational success, including mental ability, problem-solving skills, communication with families, a sense of cultural stability and security, recognizing cultural and family value systems, establishing awareness of global concerns, and advancing career opportunities. Students who are literate in multiple languages and can communicate in them are better prepared to engage in a global society.

Fostering a welcoming and inclusive learning environment for English-language learners is a whole-school effort that necessitates the participation of administrators, teachers, and other school leaders. This dedicated effort has resulted in a dynamic and vibrant educational climate that values linguistic and cultural differences as an advantage and strengthens all students' learning experiences.

Teachers provide knowledge, encouragement, and a variety of teaching and evaluation methods to the classroom, meeting individual student needs and ensuring that all students have access to quality and challenging learning opportunities. Students have a lot of obligations when it comes to their education, and these obligations grow as they learn more about the language.

When students show a true commitment to learning and the development of cooperative skills in the classroom, they gain significantly. They have interesting experiences when they seek out numerous chances to expand their learning outside of the classroom. Learners who seek out leisure reading materials and electronic works in English may be able to broaden their understanding of the world. It is also critical that students share what they are reading, writing, and learning with their parents, colleagues, and teachers. Learners can now undertake greater responsibility for their own growth and learning as their skills improve.

It is the school's obligation to create chances for parents from a variety of ethnocultural backgrounds to become involved, acknowledge parents as partners, and respect that their involvement can take many forms in the improvement of the language skills of learners. Schools must keep in mind that parents may have various beliefs about how, where, and when they should be engaged in their children's education while serving culturally diverse communities. Parents have a critical role in assisting students in their academic pursuits. When parents are involved in their children's education, they perform better in school. They do not need to be fluent in English in order to assist and support their children in school. They may face obstacles to full participation in the school partnership model, such as limited time or limited proficiency in English, but with proper support, they can make significant changes.

To the extent that no other language can be comparable, English is the worldwide language used for wider communication. In many situations, English is used to communicate with people from various countries, as well as inside the same country. From this perspective, English can be considered an international language in both a global and a local sense.

References:

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