



# Language Mentoring: As a Methodology for Teaching L2 to the Rural background Tertiary level Learners

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## Abstract

Language Mentoring has emerged as new trend in the world of education. It has become the watchword of this generation. Recently new groups of volunteers from all over have started rendering language mentoring help for the most deserving Govt. students. Many students have been trained and have been given enough language skills in the pandemic period. It's a happening miracle in the filed of education through the means of Language Mentoring along with its techniques. It broke away with all sorts of obstacles that came on the way. It picked up eventually as a methodology in the educational institutions. It is a reality today. Mostly, it paves way for multiple methods of learning at this current age which is exposed to plenty of online platforms of language learning especially for the slow learners of L2. It is indeed creative in its approach and effective for the dullest type of learners of L2. It is most reliable and realistic and relishing in the learning process.

**Keyword:** Language, Mentoring, Tertiary, Polyglot, Methodology, Pedagogy, Process, Learners, Interaction, Fun, Methods, Contact, System.

## Introduction

'English is a must' is a slogan of everyone in any of the educational institutions today. But English has always been a piece of cake for the urban and the elite but for many from rural background it is like tasting bitter guard. While multiple methods and methodologies have emerged and attempted in teaching L2, nothing effective has been done concretely toward learning English language in general especially for the Tertiary level learners from rural background in the recent past. It is a daydream in the field of English language teaching. Hope all of us would have realized the failures and jokes of online classes for the Indian students in the pandemic situation! Students try to escape from the formal classes than who were really interested in it!

In fact, they simply do not want serious classes from the Professors or Teachers. Every time when a student does not like to attend the class or he or she is crying out to them for their attention. No doubt, today students are swayed away by all sorts of distractions and deviations. Mostly, students are kept busy with mobile games, movies and other outdoor games. How to bridge this gap? personal touch and contact is missing today in our educational settings. They need personal care and attention. What they need is language mentoring not the regular boring classes. They are in dire need of attractive online platform with the good rapport and personal interaction which would contribute copiously towards their skills and training not lectures or techniques of language learning. Learners of L2 are generally require language mentoring accompaniment more specially for the slow level learners of L2.

Controlling students are the old and outdated methods but now learners need so called '**Mentoring**' in everything. That's where Language Mentors come in. It is the need of the hour. In a world of English language learning, the Tertiary level learners from rural background are at a loss. They do not look at the language as a drop but as an ocean. They could be only spoon-fed. They cannot consume larger portion. It needs a lot of attention and careful mentoring and regular follow up. More than the learners, trainers need enough patience and sacrifice.

Certainly, its extra caliber and passion which should move the language mentors. only then there will be magnetic pull for learning L2 from the rural background learners. It is a herculean task as much as it involves the personality. It is not a simple and single approach but leads to a holistic formation of L2 learners. Keen attention should be given to all aspects and skills in an effective language learning of L2.

Challengingly, for rural background learners, L2 has been always a great challenge. They have a negative attitude and lack interest basically. These learners are very slow and need lot of attention and follow up. So, language mentors have to play a vital role in the process and in making Language mentoring effective and creative for the L2 learners from rural background. In this pandemic situation,

while everyone is aware of the menace of online classes and the repercussions, we are forced to accept the Language Mentoring as best way of coaching students for L2 in this scenario.

## **Language Mentoring**

Today language mentoring is the best pedagogy for slow learners especially teaching and equipping communicative skills to village background learners of L2. It is also called grammatical method which is basic need for the slow learners. It is termed generally as Callan method and is a suitable approach for any beginners. It is liked by many and sought after by universities and higher education institution and also by the school management. This methodology is sufficiently effective as it addresses all the issues pertaining to learning process.

Language Mentoring helps the learners to find their own way of learning which makes them enjoyable. So, the learning is made easy and enjoyable. It is no longer dependent on the teachers but on the learners only. In a way, it reduces trouble to teachers. Moreover, it could be combined with any other methodology and system. It is widely considered as most effective method. It teaches the learners of L2 how to fish rather than giving them fish. Eventually, learners of L2 become self-sufficient and sufficiently fluent like polyglots. The method is individualistic in its approach and modality of operation.

## **One-on-One Interaction**

As well elucidated above regarding the nature of Language mentoring, the method specifically addresses an individual person and removes the digital divide that exists in between. Digital divide has a great barrier in education field very much. Learners feel at ease with entertainment programs than regular online classes. But One-on-One interaction allows teachers to explore and learners are in a way given importance. Every skill that learner has is verified by the teachers and would help them to guide and understand the real standard of each learner holistically. At this level, concentration is given priority and individual learner is evaluated well based on the interaction. The process of learning takes place. Spontaneity and casual way of relating is encouraged and freedom of the learner is respected. Learner learns as and how he she or feels suitable based on the comprehension of content. The learner is exposed in this method to multiple ways of learning not only one way of learning L2.

## **Four Stages of Successful Language Mentoring**

As has been already discussed enough, Language Mentoring has four effective principles. They are: Fun, Methods, Contact and System

## **Fun**

Language Mentoring is an invitation for all fresh and slow learners of L2 to have an enjoyable learning. It is not fixed way of learning but takes a learner to numerous levels of learning methods. Fun way of learning involves the learners with various activities, games and makes learning lively and active. Every learner finds this sort of learning more satisfying and interesting. Learning the content and communication skills are very effective and influential. Thus, learner of L2 picks up each skill which is required at each level. It is in fact individualistic and independent as both teacher and learner are concerned.

## **Methods**

Method is a must for any learning. At this level, any learner should realize that he or she needs a method of learning a language which suits for the best way of picking up the lessons and the basics. Although, it is exposed to multiple methods, eventually a learner comes to realize that there is a particular method which is apt for fast learning and is suitable for individuals. Polyglots are the best of example how they learn a language fearlessly and in a fast span of time. However, an active learner of a language spends much time and there is lot of contact with the language. There is a continuous process of being in touch with the vocabulary, grammar, reading and being so, the learner is very fast to pick up a lesson as quickly as possible.

## **Contact**

Communication is not done in isolation but with other human persons. Therefore, learning a language in this process of Language Mentoring involves a community of learners with whom a learner could spend time, ask for doubts, keep listening to native speakers, or could watch over. By being in the community of learners, he or she learns and that itself becomes contextual content for better learning. Learning is active here and concretely contextual which involves teachers as well the learners.

## **System**

Every active learning involves a systematic system. Consequently, Learner needs a system to fit in and acquire many skills in language learning. Learners have recently picked up many online platforms and have acquired many skills and moreover slow learners have scored good marks in various quiz because it is effective and attractive too. Many of the learners of L2 have many systems to get into and practice their proficiency and LSRW skills in L2. Learners of L2 have multiple channels through which they tend to inculcate learning skills. Therefore, an active learning for slow learners is a must

and would require a medium through which they learn by themselves. It is more personal and more evaluative for an individual.

## Conclusion

The paper in its entirety has addressed and summarized the urgent need of Language Mentoring which is the current trend of every educational institution as an academic requirement in the pandemic period. It is viewed as best which suits in teaching the slow level learners at large. Language Mentoring has the watchword of the era whether it is for guiding the students for academic purpose, or for their personal accompaniment, or for the placement or for the general follow up of each student or for the admission of an institution or for teaching L2 for the slow level learners especially for the village background learners.

It has largely covered the nature of Language mentoring and its nuances. Amicable arguments and analysis of the same is being discussed and verified with the perception and performance of language polyglots in comparison with the language mentoring. It has opened eyes for the new way of teaching and helped also to form innovative methodology in training L2 especially for the slow level learners of tertiary stage who are coming from village background.

The purpose of the paper is achieved as much as it has highlighted four stages of active learning process in acquiring L2 through Language Mentoring. They are considered as formula of Language Mentoring: Fun, Methods, Contact and System.

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