

Understanding the Unending Learning Language Technique

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*Email for correspondence:
fadziso.tak@gmail.com

Takudzwa Fadziso

Institute of Lifelong Learning and Development Studies, Chinhoyi
University of Technology, ZIMBABWE

ABSTRACT

Human beings learn different things from their experiences in life, beginning from when they were born to this planet and they keep improving as the day goes by. Though, machine learning techniques are becoming more useful in all areas of life, just like human beings. As such, humans instead learn many functions cumulatively while they are learning a single one. The goal of this research is to determine what motivates learners to learn.

The data was qualitative. This research involves collecting data from libraries, reading, recording, and processing library collection materials without conducting any field research. This research presents reasons based on a literature review and on the researcher's thoughts about learning a second language. This supports discussions on factors influencing learners' language learning. Research found that there are four factors in the education process that influence language teaching and learning, these factors include curriculum, institution, teacher, and students. It can be deduced from the theory that in teaching and learning language as a category, not only focus on teacher and student factors, but also other factors are relevant and affect each other to reach the learning goal. So understanding the four factors are critical in developing an effective language learning design. Effective learning language process creation is necessary to obtain synergy and maximum preparation of all the significant elements. The process in our educational environment will get us where we want to be.

Key Words: Never-ending learning language, knowledge base, human learning

INTRODUCTION

Machine learning's widespread adoption and application across a wide range of tasks such as spam filtering, face detection, and credit card fraud detection, to name a few (Paruchuri, 2015). When put next to human learning, computer learning is still limited. The never-ending learning language describes another prototype of ML that replicates human competence, diversity, and cumulative nature, while being more narrowly developed.

Teaching and learning is significantly affected by the educator, or teacher. A good design is needed to implement changes in student behavior and experience. In order to be able to learn, a person's behavior must change. Mental activity occurs because people are in a conscious environment (Ganapathy, 2017). It is not spontaneous for a teacher to engage in

delivery and explanation of learning. This must be done with purpose. The teacher must be familiar with learning design, and the interconnected elements of teaching.

The design of learning is the operational definition of the curriculum; however, application will be apparent in learning activities. Learning design is an important projection tool for activities to be done during learning. The main use of learning design is to serve as a control and evaluation tool learning design comprises learning syllabus and learning implementation plan. Learning design can be defined as practice for learning. This assumes that if there is no good learning preparation, the chance for non-directed learning will occur, and may tend to improvise without clear guidance (Vadlamudi, 2017). Basically, the design of teaching and learning determines the desired learning outcome and how the teacher achieves that outcome.

PROBLEM STATEMENT

Our goal in conducting this research is to broaden our understanding of teacher identity and teacher cognition/teaching philosophies. First, I attempt to offer insights into the ways that language teachers cognitive and teaching conceptualizations influence identity formation while on teacher training courses and once teachers enter the field of English language teaching. Examining the patterns of teacher cognition development in language classrooms may help reveal the complex nature of teacher identity. The findings of this study can be used to re-frame the teacher preparation programs by incorporating more course components that help teachers foreground aspects of their identity that are preventing them from becoming better teachers. It will also help in developing a theory of language teacher identity by implementing a reflective conversation model (Vadlamudi, 2016). Second, the research examined how trainee teachers perceive their identity as teachers. More specifically, the research study examined whether CELTA teachers see teacher learning as a one-time event that happens during their formal training or as a recursive and dialectic process that occurs as we perfect our language teacher cognition. This is associated with learning how to teach during the intensive teacher training course. Learning ceases only when a teacher's and a learner's expectations are not met and various teaching and learning outcomes are realized. Third, the findings and conclusions of the current study may lay the groundwork for subsequent research by emphasizing immediate and long-term research trajectories. Fourth, the research study may be a pioneer in action research focused on teacher education practices and mentoring relationships that can contribute to teacher learning.

PURPOSE OF THE STUDY

This study has several different purposes. This study began by finding and tracing the pre-service teachers' pathway to becoming a language teacher (i.e., language teacher identity development). Lastly, the study tried to discover how teacher identity is shaped due to teacher language learning and conceptualization changes. Currently, a great deal of teacher education programs recognize the ongoing nature of the learning to teach. Ujwala et al. (2012) describes research into the complexity of 'the interplay between teachers' cognition and classroom behavior and practice' as the goal of his study. In addition to these two facets, this study also found a link between teachers' cognition and their classroom practices. Teacher learning was seen as a social activity, and the context for both teaching and learning was looked at (Paruchuri, 2017; Vadlamudi, 2015). Measured teacher identity in the course of the interaction teachers have with students, peers, and teachers educator in teacher learning (CELTA) and teaching (post-CELTA) contexts

(Neogy & Paruchuri, 2014). This research aligns with the relatively new strategy for second language teacher education programs, in particular, the context-dependent strand (Ganapathy, 2016). Lastly, unlike the research on language teacher cognition, learning, and identity that investigates these concepts separately, the current study investigated the relationship between the changes in language teacher cognition and identity and teacher learning. Sixth, the teacher educator's reflexivity, i.e., my reflexivity, added a new layer in the identity-building process of these language teachers. Specifically, by analyzing my own practice, I learned more about contemporary constructivist perspectives on learning. Teacher education programs can benefit greatly from using the same person for both the role of teacher educator and researcher. To clarify, the pre-service teacher educator's lack of fluency in English may have an effect on teacher development and growth.

METHODS

In this investigation, the qualitative approach emphasizes analysis of the process of inferring comparison and the correlation dynamics of the observed phenomena, which is using scientific logic (Ganapathy, 2015). The research method employed in this study is library research with a series of activities focused on collecting library materials (Movva et al., 2012). There are two major reasons that necessitate researchers to utilize library research. First, literature research is needed as one of the preliminary research stages to understand new symptoms that are arising in the field or society. Second, library data remains reliable to answer problems in this research. This study presents scientific reasoning, arguments, and findings from previous research. This research is supported by data derived from sources like research journals, textbooks, papers, scientific discussions, and others. For learning language, these library materials are discussed extensively and deeply.

RESULTS AND DISCUSSION

Language learning is a complex learning and not a simple process. To learn a language, you have to think about many other things, such as the curriculum and the institutional environment.

1. Curriculum Factors

Understanding the curriculum broadly is not only a subject or field of study, but also everything that affects the formation of personal students according to the expected educational goals. For instance, school facilities, a safe environment, and an atmosphere of intimacy in the teaching and learning process. Things that must exist in the design of the curriculum, such as: a) objectives that must be accomplished, b) a strategy to accomplish those objectives, and c) resources that can support. A curriculum document is a teacher's guide that outlines the learning design in carrying out the learning process. To see whether the design is successful, the design must be realized. Applying the curriculum is a learning process. To sum up, the curriculum and learning process cannot be disconnected. The process of learning without a curriculum is meaningless.

2. Institution Factors

There are various elements that play a vital role in increasing the quality of an educational institution. These elements are roughly divided into three categories: management of the organizational structure, institution program design strategy, and teacher and teaching context development.

3. Teacher Factors

The teacher, as a key component of educational implementation, has a significant impact on the teaching and learning process, particularly in language teaching. The continuity of the teaching and learning process in the classroom, as well as its repercussions outside the classroom, is heavily influenced by the teacher's expertise and authority. To get students to the desired outcomes, the teacher must be astute.

4. Teaching Factors

Teaching aspects include the need to involve instructors in the curriculum, teacher support, giving a set of assistance, monitoring teachers, and energizing instructors, all of which are part of an effective teaching design.

5. Student Factors

- Language Learning(s) Students' learning experience influences their level of cognitive understanding as well as how well they learn. The existence of prior knowledge speeds language learning for some students. Taking classes or additional classes, for example. To ensure that students have a thorough understanding of language comprehension.
- Inducement: Students who are strongly motivated must succeed because students have more encouragement to pass the exam, as well as the future. In order to awaken students' interest in learning, some things can be attempted: for example, the selection of teaching materials that are meaningful to students will allow for the creation of learning activities that can lead to discovery.
- Classroom Diversity: Class diversity also greatly influences teaching. Teachers find it difficult to continue if there are too many diverse language skills. So that teaching can be maximized, a placement test and aptitude test are performed to equalize students' abilities.

CONCLUSION

Design teaching and learning language is an operational definition of the curriculum; application is seen in learning activities. Learning design can be used as a guideline or as a control and evaluation tool to demonstrate the results achieved. Learning a language is influenced by various factors, including curriculum, component, institutional, teacher, and student factors. The entire curriculum includes subjects and student learning activities, as well as all the things that affect educational goals. When it comes to quality education, institutions such as schools must provide an adequate educational service for students. Additionally, the teacher, an influential part of the teaching and learning process, determines the continuity of teaching and learning. Teaching and learning of language require that language design be created through the use of several complementary factors. Teaching and learning in our educational environment achieve the expected goals.

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