

Learning Centered Community College and English as a Second Language Programme

KRISHNA BISTA

ABSTRACT

This paper reviews the major features of learning centered community colleges that offer educational programmes for second language learners based on individual needs. By citing

principles. Alexander and Murphy (2000) summarized these fourteen principles into the following five domains:

a) The knowledge base. Learners in this model participate in several learning activities. Each decision and activity would ask what students learn and how they learn. Learning is the mantra.

their needs and choices, the learning would be more fruitful and students would be responsible for their own learning.

LEARNING-CENTERED ESL PROGRAMS

ESL programmes in the institutions of higher education are narrowly viewed in terms of pedagogies, programmes, and resources and monitoring. A large number of students who are immigrants, refugees, undocumented, and international enroll in ESL programmes but the college or the university system does not have extensive support for these students. Rather, the colleges do not reframe the curriculum, programmes and the

and exchange cultural norms. The main goal of such learning communities is to offer student active engagement and reflection. The learning communities at Kingsborough Community College in New York began in 1995 with the intensive ESL programme. This programme "serves 10 cohorts of up to 25 first-semester ESL students who take five linked courses: ESL, Speech, two student development courses, and a general education course" (Learner communities at Kingsborough, n.d.). Students in all learning communities receive an extensive support that builds a smooth transition into college life.

REWARDING GOALS AND MOTIVATION FOR ESL LEARNERS

Tagg (2003) mentioned that intrinsic motivation helps students learn better. ESL programmes should make the connection between the classroom materials and the outside classroom activities, which may support intrinsic motivation. Second language learning activities should provide learners ownership which helps them learn better. At Olivet College, for example, every incoming student affirms a commitment as "I will do my best to learn English and to be a good student."

It is important to understand the goals of the students who join the ESL programme. Programme goals should support student goals and not just be a cash cow project for universities. What are ESL learners' goals? Is that to pass ESL course and get admission

WHERE DOES THE LEARNING-CENTRED ENVIRONMENT NOTWORK?

Is the learning-centred experience appropriate for ESL students, unmotivated and immature students? According to Binberg (2010), the learning-centred approach is highly applicable in all situations. It was just a myth that the learning-centred approach cannot be used with ESL or unmotivated and immature students.

Transformation of learning based ESL programmes in college is not easy. The college system considers ESL as a limited discipline. Instructors are not familiar with the learning paradigm in the ESL department. There is not enough collaboration; teachers do not share what each other could be better. Limited resources, unmotivated teachers and a large number of students are the barriers in ESL departments and elsewhere. Faculty development, student support services and curricular coherence are the areas to improve ESL programs in the colleges and universities. At the Capital Community College, the mission is to both support and prepare students for their careers after college. The College has designed "a computer-aided language learning facility [that] offers a range of software, audio, video and online learning tools to students enrolled in the ESL Program & K H Q . 3 D U D

CONCLUSION

The learning-centred community colleges have significantly shaped the notion of learning in higher education. Instructors are constantly modifying their methods of instruction from teacher-centred to learner-centred methods. As part of a learning college, ESL programmes in the institutions of higher learning should expand their pedagogies, programmes and resources. Bearing in mind that ESL programmes are extremely diverse and can cater to immigrants, refugees and international students, it is especially important that activities focus on what is best for the learner. The learner-centred college should offer enough learning resources and skills to students and conduct training and workshops on pedagogies and technologies to instructors to modify the culture of learning. By doing so these colleges can implement learning-centred activities to support learners in ESL and other academic programmes.

ACKNOWLEDGEMENTS

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