

# Evaluate a research source

[Linguistics](#), [English](#)



Evaluating a Source Current studies have substantiated the assumption that building meaningful teacher-student relationship will facilitate English instruction and learning. Robert Jimenez and Brian Rose are one of those researchers who support such assumption. In their 2010 article *Knowing How to Know: Building Meaningful Relationships through Instruction That Meets the Needs of Students Learning English* they emphasized the importance of building strong and productive teacher-student relationship while simultaneously trying to find out how to offer valuable, helpful, and more successful instruction and curriculum. The authors are remarkable in terms of credibility. Robert Jimenez is a university lecturer who is engaged in the development of English instruction and Brian Rose is a doctoral aspirant who focuses on the effective teaching strategies for English learners (Jimenez & Rose 407).

Their article claims that it is vital to include relationship building directly on the program of teacher education. Teaching is very important, and one may argue that it is exactly those teachers who are effective instructors who create the most meaningful and productive relationships with their pupils. Nevertheless, the authors claim that building meaningful relationships is a part of teaching that is largely ignored in almost all agendas of teacher education. Without a doubt, there seems to be a great deal of benefit in endowing pre-service educators with the instruments and know-how they require to form a relationship with their students at a more profound and useful ways. As mentioned in the article, “manifestations of care are probably more important in children’s lives than any particular curriculum or pattern of pedagogy” (Jimenez & Rose 405). However, the authors stress

that teaching and programming can and must be imbued with sympathy, compassion, or concern in mind. The connection between consideration or sympathy and instruction becomes more pronounced in English teaching and learning.

The authors claim that with mainstream learners, the capacity to create meaningful, healthy, and productive relations is usually ignored because communication difficulties are not that many or serious, behaviors are not misconstrued as frequently, and instructions can draw upon their personal experiences to build deeper relationships with their pupils. Basically, meaningful relationships cannot be ignored or seen as marginal or secondary when catering to English learners. The authors provide appropriate and relevant evidence to substantiate their claims. They asked teachers about their perception of English instruction, especially with regard to content. One teacher answered (Jimenez & Rose 405):

The language objectives were always a bit more difficult just because, you know, with reading, listening, and writing, speaking, you know, you really have to think that out in the activities. So that was one thing I would say that was a bit more difficult.

This teacher experiences such difficulties because she does not have a meaningful relationship with her students.

Overall, the article is objective, comprehensive, convincing, and recent. It is objective because the authors did not use any value-laden or biased concepts or ideas; comprehensive because the study looked at both English teaching and learning within the point of view of both the teachers and the students; convincing because the authors provided first-hand accounts as

well as secondary source analyses; and recent because the study was conducted only three years ago.

Work Cited

Jimenez, Robert & Brian Rose. "Knowing How to Know: Building Meaningful Relationships through Instruction That Meets the Needs of Students Learning English." *Journal of Teacher Education* 61. 5 (2010): 403+ Print.