Using Content-Based Language Teaching to Develop Speaking Skills of Banjara Students at +2 Level in Telangana

Mohan Banothu[1]

[1]Ph.D., Research Scholar, University of Hyderabad, Telangana, India.
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Abstract

In order to become professional English speaker, a non-native English speaker must get a chance at workplace/academics/in a particular community to improve his/her English speaking ability. But in the world, countries like India (Third World), implementing foreign education system and developing English language ability in every person is the major issue. Moreover, implementing such education systems in tribes and backward communities (in a country like India) seems to be a sharp sword in the neck of the government. In India, since independence till date, many tribes were carried to the academics but because of poverty and low educational motivation in their own community/society they did not acquire the ability to speak fluent English even though government spending much for such communities. In India, banjaras are one of the backward communities in the state of Telangana, whose children lack ability to speak fluent English. So in order to improve English speaking in academics, this article chose CBLT method. And the study also shows different ways of teaching English to banjara students with the help of CBLT.

Keywords: Fluent English, Academic, Implementing, Ability, Non-native

Introduction

"All languages are used for communication" said P. Gurrey (2004.1) "For expressing anything that we have attended to, for recording information, for thinking and for getting what we want and so on". Language plays a great part in the mental, emotional and social development of a person.

Access to English education is critical to access emerging opportunities that accompany professional growth. Keeping in view this accepted fact, there has been a major thrust on English education since independence; but as far as ensuring quality education in India is concerned, it has always been one of the biggest challenges for the government. The major languages spoken in Telangana are Telugu, Urdu, and Hindi. Apart from these languages, Banjara/Sugali/ Lambadi, Koya, Gondi, Savara, Jatapu, Kolami, Khondi/ Kondh, Gadaba and Donda languages are also spoken in the state by other communities.

Many banjara speakers of English are not exposed to standard English and are not even conscious of their mistakes. Therefore, correction and improvement in their speech seems impossible because they are not aware of their errors. Sometimes students fail to see the necessity for any improvement in their speech. Since English is a global language and a link language, it has become quite essential for us to speak it the right way.

Definition of CBLT

CBLT is a significant approach in language education. CBLT is designed to provide second-language learners instruction in content and language.

What Is Content-Based Learning?

The focus of a CBL lesson is on the topic or subject matter such as global warming, the Civil War, science, math, or

social studies. During the lesson, students are made to focus on learning about something. This could be anything that interests them, from a serious science subject to their favorite pop star, or even a topical news story or film. They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge, so they develop their linguistic ability in the target language. This approach is thought to be more natural way of developing language ability and one that corresponds more to the way we originally learn our first language.

Specific Sub Skill

- Producing segmental features of English at word level. Today, many +2-level students of banjara, even after 10 years of their English learning, are unable to utter a single sentence in English.

There are reasons which contribute towards the problem, such as:

- Weak background of the students in English.
- Lack of motivation from the beginning.
- Many banjara speakers of English are not exposed to the standard variety of speaking and they are not even conscious of mistakes.
- They are not aware of their errors.
- Scoring marks in English are not obligatory in Intermediate.
- Little opportunity for speaking English.
- Untrained teachers taught them.
- Lack of English-speaking environment.

According to the small survey the study conducted, the presentation of the syllabus in the classroom is not good. Students are not given opportunities to speak or listen. Many untrained fresh graduates and postgraduate lecturers of English treat it as a subject, not as a skill. In this situation, many students want training in English which is practical but not teaching English. Almost all colleges in Telangana do not have language labs which are intended for giving training in communication skills. Almost all +2-level students are unable to communicate with others. In this thesis is discussed a solution for banjara Intermediate students of English speakers.

Hypothesis

- A special training is to be provided in English for Intermediate students.
- Training program must be conducted for the lecturers.

Research Questions

- What are the problems of banjara students and learning English at undergraduate level?

- How does CBLT help banjara students to develop speaking English?
- Which subskills of speaking does CBLT help to develop among the banjara students?

Methodology

Communicative Language Teaching and CBLT

Tools

- Survey in colleges.
- Classroom observation and teaching.
- Questionnaires.
- Planning new methods for good communication according to +2-level students' needs.

Aims and Objectives of the Study

The aim of the study is to show up lack of English-speaking ability among banjara community students. And It also discusses how to develop English-speaking ability in that particular community of students. It also shows developing English-speaking ability by using CBLT in a practical way in classroom and in the language laboratory.

Scope of the Study

The scope of the study was limited to available literature/books on CBLT in English, and available articles and books on the problems involved in it.

Procedure for Developing Speaking Skills

- A survey should be conducted to know the banjara +2-level students' problems and their needs, and plan a training program accordingly.
- Every college should train the banjara +2-level students in English by providing adequate opportunities to the banjara +2-level students to speak English.
- Record must be maintained to note the banjara +2-level students' progress in two weeks of intensive English speaking.
- Questionnaire for the +2-level students as well as for teachers.
- Searching for alternatives for the language lab, in case it is not available.

Conclusion

In India since independence till date, many tribes in the country were carried to the academics but because of poverty and low educational motivation in their own community/society, they did not acquire the ability to speak fluent English even though government spending much for such communities. Banjaras are also one of the backward communities in the state of Telangana, whose children lack ability to speak fluent English. So in order to

improve English speaking in academics, this article chose CBLT method. And the study also shows different ways of teaching English to banjara students with the help of CBLT. Banjara speakers of English are not exposed to standard English and are not even conscious of their mistakes. Therefore, correction and improvement in their speech seems impossible because they are not aware of their errors. Even though this article covers many skills and methods, still there is scope to do more work on the CBLT as a future research because sometimes students fail to see the necessity for any improvement in their speech. Since English is a global language and a link language, It has become quite essential for us to speak it the right way.

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