



A STUDY ON ESL AUDIO AND VIDEO RESOURCES FOR UG TRIBAL LEARNERS

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ABSTRACT

Language has been in India for over 200 Years now. It has gone through numerous stages of development, acceptance and non-acceptance. Certain strata of Indian society have accepted it as the first language; some see it as the essential second language whereas others regard it as a link language, both at the notational and the international level. In all the above cases English remains an important language and hence the debates, the discussions, and the deliberations, throughout the country, have always continued to focus on the teaching and learning of English. India is a vast country and inhabits numerous tribes with varying ways of life. Thus, it would be better to perceive the topic in socio-economic, linguistic and geographical perspectives. This paper will deliberately confine the discussion to the teaching of English in the tribal areas.

Keywords: *English Language Training, Tribal Development, Tribal Learners,*

Introduction

The tribes are the essential gifts of our nature. Hence it is our duty to bring them up as developed in the society. They are also ordinary human beings like us, who should participate and socialize in the society. This is possible, only when they have a language at hand, which can bridge them to the larger world. Thus English language teaching is to be focused more in the tribal areas for their betterment and active participation in the society. This is possible only by creating more language teaching methods in the class rooms which makes the learning, a part of experience. Proper awareness is to be given among the communities to make them realize the prospects of English language in store for them. The knowledge on addressing bi-lingual classroom, understanding the tribal situation as a special group can bring the tribal children in to the mainstream keeping their level of achievement intact at par with the other children of other contexts.

Socio-economic Background

India is a country in which the society is well-knit with complex admixture of various castes, creeds, religions and different socio- economic backgrounds. The learning of English language as second language is highly influenced by the social background of an individual. Due to its agrarian background, majority of learners come from rural background. As a result, the students in rural schools have limited exposure towards language learning. The reason behind their low level of competency in English can be linked with two reasons: first, lack of environment that encourages the students to learn the language, secondly, they have the teachers who do not have sufficient exposure to teaching English in a scientific way. As a result they resort to teach English either by teacher-centred method or translation method. Moreover, the students learn all other subjects in their regional language by which, they do not have any need to gain mastery over English language.

TEACHING ENGLISH FOR TRIBAL STUDENTS

1. Grammar Translation Method is one of the earliest and most practiced methods of English Language teaching. Though presently considered outdated in reference of modern methods, it is still useful and constantly applied in schools and colleges in India.
2. The Direct Method which is also known as natural and Psychological Method stresses on developing oral and listening skills of English than bookish grammar.
3. Structural- Situational Method gives importance to language as a system of structurally related elements of phonemes, morphemes, words, structures and sentence types to encode and decode the meaning.
4. Communicative Method does not aim at language as a set of linguistic items, but aims at developing communicative competence in the learners. It focuses on the meaning and functions rather than on the form of the language.
5. The Bilingual Method considers that second language can be learned with the help of learners' mother tongue but it should not be used as word to word translation as in Grammar Translation Method but as a means to achieve the communicative end.

Having considered the above methods, we come to know that English language teaching in tribal region needs a mixed and comprehensive approach. No single method can serve the purpose; a mixed approach according to the mindset of the learners should be employed. Primarily, the Grammar translation Method is useful since the students are used to it from their school days. Also application of other methods can be considered as per need. Because tribal region is a special region in many respect. What is suitable to metros may not suit our students with a set of language difficulties. The teaching and learning of English is difficult in this region due to many reasons. The students in tribal zone should be taught first to learn basic skills of language i.e. four language skills of listening, reading, writing and speaking. It would enable them to have a close communion with the language. Healthy and congenial atmosphere should be created in the class so that the students develop the self-confidence and be inspired to communicate in English. Relevant changes can be made in the syllabi. We should promote our students to use four skills of language effectively. They should be encouraged to listen to language and for this the teacher should read correct English; they should be encouraged to read, write and speak. This is not as easy as it seems to be but the difficult target of achieving language proficiency in English can never be got otherwise. Honest labour on the part of the teacher and the taught is a must; there is no other way. It is a time consuming approach and needs patience and perseverance. But we can reach our goal to a great extent and achieve success. Understanding student psychology and apprehension of their language learning capacity is necessary. It can help the teacher to prepare relevant teaching modules and apply it effectively. The students should be given language assignments containing preparation of CV, writing letters, reports, agendas, etc. to develop their language skills.

AUDIO AND VIDEO RESOURCES OF TEACHING ESL

Advantages of using audio and video for your English learning

Learning English with audio and video has a lot of advantages over a traditional English class especially for tribal students

For example:

1. The student can go at HIS own pace, and do as much or as little as his have time for.
2. You can choose content that matches your needs and interests. You don't have to do boring textbook lessons.
3. You are free to take risks and experiment. There is no need to feel embarrassed in front of a teacher or other students.
4. You can rewind and listen to the same little part over and over again if you need to (and nobody will get impatient with you).
5. You're 100% in control of your own learning. You aren't dependent on a teacher.

The possibilities for finding great English listening input online are practically limitless & edams; there is more content available online than you could possibly listen to in hundreds of lifetimes. It's much harder to find good material if you're learning a language that isn't as widely spoken as English. So, dear English learner, make the most of your good luck! Here are some great audio and video resources to get you started.

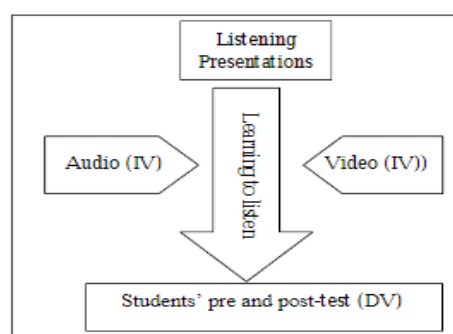
The Audio and Videos offers to tribal U.G Students

1. Real-world applications. Many video resources on the Internet encompass some sort of practical real-life situation. This allows students to get a feel for how English is used natively.

2. Problem-solving and critical thinking. Your ESL students will need to adapt to the speech and conquer the different learning tasks that each video presents. This also allows students to think critically about the material they *hear* and *see*, rather than just focusing on what they read.

- **A welcome break.** Keeping your students engaged in new material using video resources is a great strategy. It will revitalize your class material, as well as your students.
- **Large content base.** You can pretty much find a video for any ESL student or class. The wealth of material online is virtually endless, allowing your students to find a unique way to learn new English skills.
- **Subject-oriented approach.** Your students will not only be learning English via videos. They may also gain valuable knowledge in other academic areas as well. This could provide a cool CLIL (Content and Language Integrate Learning) approach to learning English through meaningful academic material

Using Audio and Video Listening Materials to Improve Listening Comprehension
Among ESL Undergraduates





Profitable through U.G tribal students

Community Participation

ESL classes prepare students to be fully engaged with their communities. English learners benefit by being informed and achieving a level of inclusiveness that enhances their lives. Communities benefit from an increased level of inclusiveness for all community members.

Family Life

Families benefit when parents become proficient in English, enabling them to participate in their children's education and social lives. The family benefits when children are not required to act as interpreters for their parents, thereby preserving the family structure and parental roles.

Health and Safety

English-language learners benefit from being able to read or understand safety instructions, road signs, medication instructions, workplace safety literature, and weather and safety advisories. English learners are able to speak to law enforcement and emergency medical personnel.

Self-sufficiency

Non-English speakers benefit by becoming more self-sufficient and reducing the need for translators to assist with daily or personal business. They are able to use public transportation, read street signs and directions, get a driver's license and communicate with the public to make their needs known

Education and Employment

ESL students benefit by being able to take advantage of educational and training opportunities, which lead to employment, promotions or higher salaries, all of which benefit families by improving their opportunities and access to benefits such as health care.

Technology in Students

Each teacher and student has a different level of technology available. Any of the following can be used depending on accessibility and need:

- School computer lab
- Electronic dictionaries and translators
- Personal smartphones
- Personal computers/tablets
- Classroom computer
- Classroom AV equipment (video projector/screen)

Methods of Teaching English

As the English teacher has to inculcate the basic LSRW skills as a first step to help students acquire competency in English language he has to follow various methods in teaching of English as second language. He has to mix up both traditional and modern methods of teaching and evolve a method that is suitable to the students. The following are some of the methods that can be both innovative and student friendly in teaching English in an interactive way.

Group Work Benefits for Teachers

Group Work Activates Different Learning Styles

One of those learning styles is social, also known as interpersonal. Students who learn this way work well with others and benefit from working things out with groups. When you assign group work and give students goals to accomplish during their time together, these students flourish.

You Know What Your Students are Getting and What You Need to Clarify

When you are teaching grammar in isolation, it's easy for students to follow a pattern and fill in the blanks. When you have your students working together, talking together, using the right grammar isn't as predictable as it is in isolated exercises. When you listen to your students' performance during group work, you can see what concepts they aren't getting and that you may need to explain again. If you are unsure whether they have really understood a particular language strategy, assign a group task that will elicit it and listen closely.

CONCLUSION:

This article analysis teaching and learning of English as second language in the rural backdrop, it is found that the methods that are followed in teaching English should be flexible and the methods should be kept on changing by the teacher to suit the ever changing needs of the students. At the same time the main spirit of the teaching VIZ is to inculcate the ability among the students to express in the language in a lucid way. Thus, it is concluded that if the appropriate method is chosen and implemented effectively, the result will be fantastic.

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