

English Language Teaching Strategies in case of Lambada Students

Bhattu Devi
Ph. D Scholar
Osmania University

Abstract

English is a language of progress because it allows for growth, power, position, and so on. It is a way for parents to teach their students so their students can be like the rest of the world. It has also been taught as a second language in schools, schools, and universities. It is also a language used in business. It has the chance to dazzle and hide the man from himself. There are good things about language, but we can't deny that it has been hard for English teachers to teach English as a second language. For reasons like their different cultures and habits, they haven't been able to be good customers of English. This is the last thing they'll have to deal with in order to get good jobs from high-paying markets. There is a need for people to learn and understand the English language so that all of the information and communication can be reached by everyone. To make the students aware of the rest of the world from a bigger perspective, the English language plays a big role. It is a big problem for people all over the world, but in case of Lambadas, the people who speak English as a second language, it is still a big problem. The job of teaching English language is difficult in case of Lambadas because there are so many different types of students, different types of learning styles, different personalities, and different ways of behaving, as well as different teachers and different ways of teaching.

Keywords: cultures and habits, English language learning and teaching, Lambada students, problems in learning, multiple ways of teaching etc.,

The English language teaching in case of Lambadas is quite different and difficult also. It is very important to make sure that the right syllabi are made before the school year starts. It is important that the lessons in the text connect to the students' real lives (pragmatics). People from a tribal area find it hard to learn about British, American, or European history in lessons from this text. Without context, the student will be unable to appreciate the English teachings. How is a student to learn about William Shakespeare, William Wordsworth, and a plethora of other authors? As a result, it is vital to address such issues.

There is a big problem with teaching English in case of Lambadas because the teachers have to change the minds of the people who are very traditional (those who do not feel the necessity of change). They don't think that education and learning English will make a difference after all. Learning is a change in how you act. So, a lot of things are up to the parents and other relatives to teach their students so that they can also keep up with the rest of the world. The biggest problem with teaching English is that people don't want to learn. As long as the teacher and the students get along, their jobs will be easier. Studies say that teacher motivation is more important to the teaching and learning process than the teacher's skills. So, it is correct to say that 'Teaching-Learning Process is the flower that doesn't grow in every garden.' But we should find a good way to deal with it.

The primary challenge of teaching English in tribal communities is reprogramming conservatives' ideas (those who do not feel the necessity of change). They are unaware that education and learning English will result in change; after all, learning is a process of behaviour modification. Thus, a great deal depends on parents and relatives to educate their children in order for them to be on par with the modern world. Motivation and encouragement continue to be the primary obstacles to teaching English. If the instructor can develop a positive relationship with the students, his or her job will be made easier. According to studies, teacher motivation has a greater impact on the teaching-learning process than teacher competency. As a result, it is accurately stated that 'Teaching-Learning Process is the flower that does not grow in every garden.' However, we should seek an appropriate treatment for it.

While this is not to argue that a student from a tribal background is impervious to modern life, the lessons presented should be more relevant. Students develop an interest in English through a give-and-take process that enriches the language. Additionally, the English teacher faces the issue of the students' mindsets when they come to learn. Students, too, believe they lack knowledge of grammar; they are unable to learn English as a result of previous school experiences. However, it is important to remember that everyone who understands grammar in one language understands it in another in terms of its substance. If he is unable to communicate in another language or comprehend those who do, it is due to the differences in the words and their formations that occur as a result of grammar.

English has long been a priority, particularly as a second language for all overseas students and teachers. It is a third language in some areas and even a fourth in others. To illustrate this, the tribal (Korku tribe in Melghat, a tribal territory in Maharashtra's Amravati district) speak Korku as their mother tongue and first language. Marathi and Hindi (any of which is necessary) serve as their second and third languages, respectively, while English, being a compulsory subject, serves as the fourth. These indigenous students have a terrible time adjusting to English, which would have died out in academics had it not been designated a required language. However, this is not an isolated incident; it is a typical occurrence throughout the rural region, even in some rural districts. The exceptions are only metros, where communication in English is easier. If such is the case, the essential question remains unanswered: why have we, as teachers and learners, failed to adopt this language?

Teaching English as a second language to students from tribal areas has become a significant task. It has been noted that students in these areas receive the lowest grades in theory. They face significant difficulties in communicating successfully in English because to issues such as vocabulary, grammar, and pronunciation. Mother language influence has been a significant risk factor in this situation. Students are capable of comprehending or commanding other subjects taught in their mother tongue, but they trail significantly behind in the realm of competency due to a lack of knowledge about the English language. They receive insufficient guidance from teachers. Teachers are also proven to be fallible in their subject areas of instruction.

Traditionally, theoretical instruction is used in the classroom to help students pass the examination. It has been demonstrated successfully that by practising the four fundamental language skills of hearing, speaking, reading, and writing, we may increase the English competence of students from tribal communities. However, the efforts of both students and teachers are critical. There are numerous difficulties associated with teaching English in tribal regions. English has also been relegated to a minor role in the curriculum during the last many generations. We are still in a state of confusion over issues such as when to begin studying English, when to quit it, and if English should be a mandatory subject at all academic levels. This demonstrates that English is receiving less attention in the curriculum. Due to a lack of new

teaching approaches, students from tribal communities have not developed into true learners. The teachers continue to educate using the archaic and ineffective Translation Cum Grammarian approach. New methods of teaching English have been set aside to minimise instructor effort. This has resulted in a monotonous teaching-learning process. Unskilled educators are the architects of future generations. They are charged with the responsibility of shaping the country. It is rather remarkable that the teaching of English is in the hands of teachers who do not speak proper English and are unfamiliar with cutting-edge educational technology. The majority of our teachers are unskilled and under-informed as a result of a lack of sufficient training, a lack of initiative and inventiveness on the teacher's part in terms of making attempts, and a lack of passion for teaching, among other factors.

To accomplish the true goal of English education, it is necessary to implement a new assessment system that incorporates oral examinations, theory examinations, practical examinations, seminars, presentations, and group discussions, among others. The majority of our examination systems are based on traditional ways for writing lengthy examination papers. As a result, our students have become dictators rather than actual learners. The issue of teacher selection in indigenous territories is a significant one. The majority of teachers are appointed through bribery, regardless of their quality. This eventually has an effect on the students. Absence of a library and reading room In tribal places, education has not reached the grass roots. It is difficult to obtain standard book materials due to the absence of libraries in these places. Students are even unable to obtain a reading room in which to sit and study properly. This can be remedied by teachers by providing students with some good books. Additionally, he can motivate them to read English newspapers. Schools and colleges in tribal communities are largely unassisted, with education quality deteriorating due to a lack of infrastructure, part-time teachers, and low teacher wages, among other factors. Aided school administrations attempt to extract a bribe for employment from staff members in a direct or indirect manner. This results in an aversion to education. We can change this picture by providing assistance to all tribal schools and universities in the form of rules and regulations.

Inadequate knowledge on the usage of audio-visual aids and the traditional method of teaching, i.e. lecturing and dictating, will no longer be effective in the twenty-first century. Our

teachers must be creative and technically proficient. Teachers must begin utilizing audio-visual tools to facilitate efficient instruction and to pique students' attention. It is fine if costly aids cannot be obtained owing to a lack of cash, but less expensive aids such as pictures, charts, models, and flannel-boards can be utilized during instruction. However, ignorance of these assistance is prevalent in the majority of tribal areas. A scarcity of motivated educators Teaching should be a calling, not a job. Motivated teachers can pique learners' attention and therefore affect the nation's future. However, the majority of teachers have been coerced into accepting the position, and it has been noted that they are educating their students indifferently, which may have a harmful effect. Students and Parents Have an Interest Parents' illiteracy, the family's financial and social circumstances all contribute to students' and parents' indifference in education. Fear of English, which is also a second language, contributes to students' and parents' indifference in tribal areas. Teachers have the ability to foster that courageous environment for English, but they frequently fail to do so. Our indigenous territories receive little support from the rest of society. Even parents are perceived as uninterested in enrolling their children in school. Politics has a significant impact on schooling. This has had a detrimental effect on tribal education. We can change this circumstance with a positive attitude and strategic decisions.

We recognize the critical nature of English in the twenty-first century. English is widely used throughout the world. It is mandatory to teach students in rural areas both communicative and practical English. We may promote English teaching by creating teacher training programmes and conducting participatory classrooms in which students are no longer passive recipients and where each individual has a role to play.

Lambadas have a very low rate of involvement and achievement in schools and universities when it comes to learning English. We can help these students succeed by recognizing their universal values such as honesty, bravery, family bonds, health and cleanliness, and friendship. Additionally, students must be treated as human beings, with a 'holier-than-thou' and patronizing attitude avoided. Unless there is rapport, students will resist learning. Such efforts will aid in developing and promoting a sense of competence, self-efficacy, and self-respect, particularly among tribal youngsters. Thus, humanistic aspects must be explored not just in literature but also in language instruction.

Additionally, the instructor must be willing to learn some of the local customs, etiquette, and language in order to better teach the students, as language and culture are inextricably linked. English language instruction and learning are necessary so that the best of knowledge and communication can be provided to all. English language is critical in terms of acclimating students to the outside world in a broader sense.

References

1. Dr. Sahu N. S. *Aspects of Linguistics*. Prakash Book Depot, Bareilly, 1982
2. Jack C. Richards and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. UK C.U.P. 2001.
3. Krishnaswamy N., Verma S.K., Nagarajan M. *Modern Applied Linguistics*. Macmillan Indian Limited, Chennai, 1992.
4. Mohammad Aslam. *Teaching of English: A Practical Course for B.Ed. Students*. New Delhi: Foundation Books Pvt. Ltd. 2003.