CONTENT BASED LANGUAGE TEACHING

(A continuous process of content and language integration)

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Abstract: Content based instruction has been endowed a far cry from English as a second language teaching methods even for 40 to 50 years since past. To put one's finger on the imperious skills desired to be productive, teachers of content-based attainments, the teachers of teaching English as a second language pushed to the wall to materialize content based teaching language expertise. Academic skills, didactic acquaintance and skills and the compassionate how learners commit to memory distinctively language efficiency. The urge to enlighten is automatic (Stegmaier, 2011) and from this unpremeditated need, language broaden (Pinker, 1996). It matters much elaborated in CBLT for pedagogue the faculty to promote language, content strategy intentions as a bit of analytical brainstorming for instruction, taking into account learning outcomes and standards. To acquire knowledge, content-based instruction is a student-centered approach. It provides a platform for the language teachers to assist the learners in developing language and understanding the content. Language empowers that CBLT offers implications for assessment so that the teachers can ensure that their students are learning English as a second language as well as a targeted language. This study has considered the syllabus of JNTUK (R16) I B.Tech, I Semester English-I subject by considering the marks obtained by the random selected students of Summative-I and Summative-II results. The researcher proved that the English language faculty has to adapt the materials already proscribed using different language.

Keywords: *Proficiency, academic, pedagogical, knowledge, CBLT*.

1.   INTRODUCTION

According to Richards and Rodgers 2001& Brown 2007 Communicative Language Teaching (CLT) affirms that language teaching desires to flourish "Communicative Adequacy" in learners and does one's biding to LSRW skills. Brown (2007, p.24) declared that "CLT is the finest axiomation as an accession, not a design" and many other new techniques have been derivated from it. Content Based Language Teaching is one of the chief procedures of CLT as per Richards & Rodgers (2001, p.223). According to Ellis, (2000), CBLT is a subsidiary of CLT which hubs on amalgating the cultivation of language and subject matter synchronously. For the past 20 years the practice of content based language teaching has been enlarging attention. As per Richards & Rodgers (2001), the abounding research shines reading skills in English language is fulfilling rising concern. Capacity, in perception, is the custom of subject matter for English as a second language teaching purposes.(Brinton, Snow & Wesche, 1989 and 2003). CBLT access is diagnosed and passed down as a base for education program and objective reinforcement. (Johns & Price, 2014).Davison & Williams(2001, p.57) have ascertained CBLT as fact-finding label for a contrary group of schedule access which claim a charge for the progress of language learning widely specified, through discrete but systematic linking of subject matter and language in the context of learning activities. CBLT has become familiar under the content and language integrated learning (CLIL) with the aim of providing learners to turn into multilingual (Coyle, Hood & Marsh, 2010; Dalton- Puffer, 2011). CBLT is an umbrella indication for a multifaceted way to English as a Second Language. The synthesis of language teaching targets with content edification. CBLT is "two for one' approach where through learning content students by default learns language as a coincidental result consequence (Lightbown & Spada, 2006). Literacy improvement in universal primary school settings and also provide guarantee for magnifying our considering of SLA in the matter of CBLT (Lantolf & Thome, 2006). Vgotsky's notions of the zone of immediate advancement and inner speech can be excellently achieved in content based second language settings where students have favorable circumstances to discuss not just language but also text in flourishing heterogeneous ways.

2.   WAYS TO CBLT:

CBLT is enabled where English is put into use as a second language classroom.

To categorize if CBLT visuals obliges language majority students or language minority students. (Lightbown, 2014).

How CBLT program as is the custom been carried out favorably for various levels with grown up or adults. (Brinton, Snow & Wescge, 1989, 2003; M.A.Snow, 2013).

3.   PURPOSE OF STUDY:

This study aims at demonstrating actuality of two pedagogues in the English Department at an engineering college in performing content-based language teaching in their tagnemics planned classrooms. It explores the validness of content based language teaching model in reconstructing their English language and content in multiplying complicated method.

4.   RESEARCH QUESTIONS:

This study aims to examine the efficacy of content-based language teaching method in language classroom. In taking everything in mind this aim, the following questions have been acknowledged.

- Will implementation of CBLT in teaching subject English-I develop the learner's performances and achievements.
- Does teaching subject through content based language teaching has a meaningful effect on the engineering college learners of JNTUK (R16) I B,Tech I Semester students.

5.   PROCEDURE:

In order to activate the effect of CBLT on the subject English-I of I B.Tech learners, students took their subject content for their study. The purpose of which was to reach the goal of its concernment. The pre-test enclosed the questions from the mid-I syllabus and it contained 15 items. 5 items were from the first 3 units. Later the   post test comprised the questions from mid-II syllabus and which also comprehended 15 items. 5 items were from the next 3 units.

I mid portion was taught by the concerned faculty in a formal way i.e., the researcher motivated the learners to the text and to their lessons.

II mid portion was taught by the same concerned faculty in a CBLT method. Here, the participants read actual materials and all the exercised and class room activities were framed around the recommended text book. This process was carried on for the 3 units by making students go through the content.

6.   METHODOLOGY:

The participants of the current study for this survey were preferred by any means from an engineering college affiliated to JNTUK of I B.Tech (R16). First 40 students at this college were selected on the basis of haphazard sampling to accomplish delighted.

These preferred participants are related to two antithetic branches. The participants were taught by different faculties. These have 2 mid's in the first semester with 3units each in subject English-I. The participants belonged to different backgrounds.

7.   INSTRUMENTATION:

To collect data, mid tests in language rules were given due consideration for mid-I and mid-II. The test content was provided with the literature of LSRW skills consummated in the classroom.

8.   PROCEDURE

By using these different techniques.
Interactive methods.
Dictation.
Textual reading.
Student realization.
Conversation put to practice.
Encouragement of paragraph writing.

The researcher used models, pictures and technological aids as much as possible to confirm the learning of the subject matter. The treatment was given for 16 sessions i.e., 2 sessions a week. This layout was discharged for the whole 2 months. Texts used during the study were from the main prescribed text book, published by Orient Blacksmith. After this period, a post test was conducted for both branches to compare the overall development i.e., development in language skills as well as content from the text.

9.   DATA ANALYSIS

The summative tests took place for both the mid's in the I Semester. For the I Test, the participants took part in the month of September and October in 2017.

There were 2 branches in the current study and the students were randornly selected and taught with the same faculty. Also this study used a test for two tests with different kind of teaching methods. This CBLT is one of the best language teaching methods for the post secondary students,

Data Analysis

Table-1: The distribution of participants.

Branch	Method	Number of participants
1.	CBLT	20
2.	CBLT	20

10.   RESULTS:

After each summative test was evaluated, marks were noted and recorded using excels spreadsheet.

Table-2: Sample statistics o the summative test.

Branch	Avg.Mid I	Avg.Mid II
1.	9.65	10.85
2.	11.8	13.9

The two branches were considered language rules for both summative test. The syllabus for the second summative test was taught through CBLT method to JNTUK (R16) I B.Tech I Semester students. The descriptive statistics for the performances on the pre-test and post-tests have been given in the following table.

Table-3: Sample statistics on the pre-test.

Branch	Methodology	Std.Deviation	Mean	No.of students
1	General	4.43	9.65	20
2	General	4.17	10.85	20

Table-4: Sample statistics on the post-test.

| Branch	Methodology	Std.Deviation	Mean	No.of students
1	CBLT	6.34	10.85	20
2	CBLT	7.42	13.9	20

11.   RESULT

In the summative test, the performances of Branch-I is 9.65 & Branch-II is 10.85.

When the same students were taught with CBLT method for the summative test-II their performances were 11.8 and 13.9. The fact proved that when the students were taught with CBLT method adopting different techniques their ability of logic thinking increased and there was an improvement in the learner's performances and achievements.

Table-5: Sample statistics on the improvement.

Branch	Summative-I	Summative -II	Improvement	SD	No. of students
1.	9.65	10.85	1.2	1.91	20
2.	11.8	13.9	2.1	3.25	20
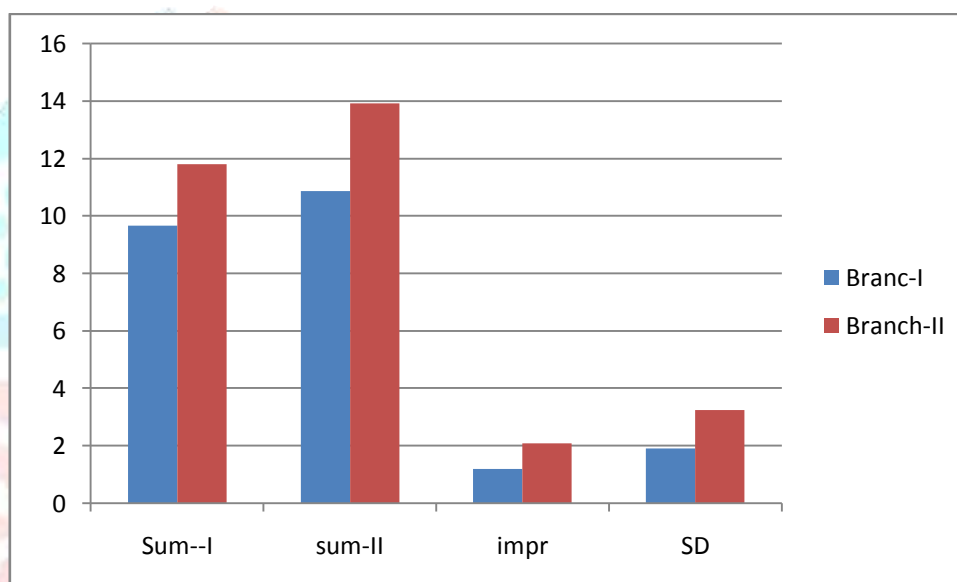
The descriptive statistics for the performances of Branch-I using CBLT method is 11.8 and Branch-II using CBLT method is 13.8, while the mean score for the post test is 1.2 and 2.1 and coming to standard deviation it is 1.91 and 3.25 respectively. Taking the difference in the summative-I and summative-II marks, the researcher has observed that by teaching the syllabus in CBLT, it has a significant effect on the engineering college learners of JNTUK(R16) I B.Tech I Semester during the academic year 2017-`18.

Accordingly, it can be achieved that CBLT is one of the best used method of teaching.

12.   LIMITATIONS:

The participants are the researchers own learners and were selected for their convenience.

The case study is small, only 20 students who may not qualify the judgment for sweeping statement.

To generalize the fruits, the sample should be random, laminated or cluster and contriving chosen. (Radha Krishna, 2008).

The survey took place between September, 2017 to November 2017 (2 months) which is relatively short.

13.   CONCLUSION AND RECOMMENDATION:

As Wesche's (2010) positive outlook, this survey revealed that CBLT which is a means of instruction to flourish, particularly in the contexts where learners main opportunity for developing engineering college students JNTUK (R16) I B. Tech I Semister to enrich in academics, language competency and its accomplishment. For fleshing out content based instruction the content teacher in CBLT leads to become refined for the content with effective pedagogy. It gives rise to the instructional strategies and techniques. Considering the learning blow offs and standards of the learners the teachers of CBLT perform most excellently to foster the language content and artifice intentions. The CBLT learners are privileged with swarming of input, output and interaction. CBLT can be adopted a method of teaching English literature and language classes. It can be extended to 1 year for better results.

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