

INTEGRATING PRAGMATICS AND CONTENT-BASED INSTRUCTION FOR EFFECTIVE ENGLISH SPEAKERS

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Abstract

Integrating Content-Based Teaching and pragmatics develops teaching and learning the English language. This research study propounds how pragmatics mingled with pronunciation instruction should be introduced and encouraged in teacher training programmes. It ensures an in-depth study, which demonstrates how oratory skill proactively promotes interaction in the classroom. This aids in making the speakers capable of formatting learners' range of speaking skills for valuable and be-fitting use in the actual social scenario. By blending the characteristic features of Content-Based Teaching and Pragmatics motivates the use of the English as second language learners. This article delves upon how pragmatics is considered to be an unscathed area by most of the ESL teachers. It also reveals how the connotative meaning of words and phrases and its appropriateness have been downplayed. In fact, pragmatics displays numerous possibilities that would lead the way to comprehend meaning in a more successful manner. It is recommendable to propound that the ESL setting provides a number of opportunities to put pragmatics in its usage. A more frequent combination of an explicit focus on pragmatics in content-based language classes helps to incorporate these highly prolific areas of language teaching to a higher degree. Hence, Content-based Instruction meets the core features of Pragmatics teaching which makes it a perfect combination in the development of language learning.

Keywords: Content-Based Instruction, Pragmatics, Language Acquisition, Communication, Learning, Content, Second Language Instruction, Language Learner, Second Language Learning, Context

Introduction

Communication is the end-result of language acquisition. English Language Learners have to develop a good pronunciation that has pragmatically appropriate to speaking skill. This research paper highlights on the significance of prosody when it comes to speaking skill development. It throws light on the ingredients that are vital to speaking enhancement and the art of language training preparation for teachers for teaching speaking skill. The paper brings out the current scenario where training of the speaking skills holds low visibility. Skilful language instructors, assessment and teacher training programmes are mostly neglected when it comes to improve speaking skill.

Content-Based Instruction

The present classroom scenario delves in integrating different approaches, methods and techniques to develop the art of learning the English language, how it should be taught and learned. Content-Based Instruction (CBI) emerged as a revolutionary teaching approach. It considered language as inside meaningful contexts, real contexts, using authentic materials such as books, videos, recordings and so on. This would help the learners seek the English language as a tool or an instrument for language learning.

Aims and objectives of Content-Based Instruction

Content-Based Instruction is firmly based on the two major pillars of objectives. It is noteworthy that the selection of befitting content catering to the need and the necessity of the English language learner. Another objective is thorough preparation and systematic presentation of the topic dealt in detail. The structured subject material takes up into a productive portion of content when a profound detailing is done. Generated techniques and activities contribute to the learning demand made on the part of the language learner. One of the main reasons why such a technique is taken into consideration is to gain the attention of the language learners, attain their involvement, and increase language learners' active participation in English language acquisition. Framing of the content is another important aspect which Content-Based Instructor need to take into consideration. Content-Based Instruction carry out certain classroom techniques such as pair and group work, information gap, graphic organizers, debate, role-plays, discussion, and the like. The main aim of the Content-Based Instruction is to empower the language learner in order to develop the language learner, independent language users. One of the important features of Content-Based Instruction is that language learners continue their spirit of learning. It develops a can-do approach amidst the language learners. Once the language learner gets motivated the attainment of the goals of the target language becomes easier for the tutor. Commitment to learning, willingness to learn something new, and empowerment to acquire novel ideologies of the English language is easily achieved. In a Content-Based Instruction classroom, the English language learner shows interest in learning something new, which naturally interests them.

Pragmatics

Pragmatics can be literally termed as skill-set required for purposive usage of language. It literally means a language in use. To be very specific, it is the use of actual meaning in the usage of language. Pragmatism is used basically to understand how a language or discourse is used in a particular context. The art of Pragmatics lies in the ability of the speaker when, how and why to utilize language. It defines the skill of communication to teach the students how to use the language appropriately which would help them to provide a detailed description of their present

life. Using Pragmatics depends upon the context used in a given circumstance. Another major use of pragmatics in English is that it makes appropriate use of the English language depending upon the situation. It is important to focus on the fact that all learners do not need the language for the same purpose. They imbibe knowledge in different ways and at a different rates even when they are placed in a similar classroom condition. A Content-Based Instructor is expected to possess pragmatic characteristics while engaging an English language learning session.

Establishing A Pragmatic Content-Based Instruction classroom

Language tutors are the captains of the ship in a language classroom. Teachers have to rudder the movement, learning, and language development of the learners according to their learning ability, speed of intact and the mood of the hour.

Certain tips mentioned below will help a content-based instructor to build a student-based classroom.

- *Big ideas or concepts are taught to students*
- *The students are allowed to learn from these big ideas or concepts*
- *Language instructors should give students the freedom or the chance to evaluate their own achievements related to their work*
- *Students' reflections can help the teachers to assess their level of teaching*
- *Performance and Authentic Assessments are basic components of teaching. These help the students to see the immediate results in the real workplace environment*
- *Teachers constantly moving around the classroom will help the students to be vigilant and aware of their role rather than being stagnant in their learning or getting diverted from learning*
- *Teachers can question students without grading them*

Exploring Pragmatics in Content Based Learning

There is a demonstrated need for a novel and an innovative language learning method which calls for advocating teaching pragmatics in the ESL classrooms. Native English speech proficiency is altered, changed or sometimes flawed by second language learners. Such differences are found in several areas of language usage as in speech acts, functional usage as in greetings or in salutations, conversational management like back channeling or while delivering short responses. Differences in pragmatics are definitely shown while the second language learners use the English language. Pragmatic development in second language learners does not always depend on the level of grammatical proficiency in them. At the same time, it has always been noted that second language learners with advanced levels of grammatical aptitude show a wide range of pragmatic competence. Likewise, even highly developed non-native speakers leave an engulfing gap when it comes to their proficiency level.

The aftermath of pragmatic differences always points out at the social or personal level. A pragmatics instructor might identify a pragmatic mistake committed by a language learner as something serious because it may hinder the standard communication between the language learners. Moreover, carrying up a conversation highlights the knowledge factor, shows understanding, emotional response and the like. So without proper knowledge of speaking skills, any conversation would end in an abrupt manner. Again what might appear like polite behaviour in one language might prove to be a rude one in another. Potential pragmatic hazards like interlocutors or unconscious or unintentional insults can prove detrimental to language communication.

The usage of pragmatics remains to be an unexplored area due to lack of specific input or can be the lack of interpretation of language. An ESL classroom will be a well-suited backdrop for providing both input and interpretation. One of the important factors why language remains foreign is that language learners are not exposed to it. This can be solved by setting an arena of the English language that is suitable for learning English.

Providing an opportunity for the student language learners to observe the English language to be directly involved in the conversation is one of the main criteria for first-hand language learning. Certain speech events such as advising sessions and apologizing that take place between two individuals, extending invitations, refusals of ideas can be learned by the method of observation. Such a learning ambiance should be provided to the language learners. Language learners should be directly involved in the conversation, which can happen only when the students are exposed to observe how the native speakers are able to converse and express based on some conditional contextual situations. At the same time, certain expressions like a convention for conversing to a tailor in a second language, which may prove a failure in its attempt as it is equally hard to observe.

Speaking skill promoted by Content-Based Instruction

Content-Based Instruction promote speaking skills thus making the English language learners successful English speakers. Interaction-oriented Content-Based Instruction makes it possible for the language learners to indulge in an active talking period of allotted for enhancing speaking skills. Since equal chance is given to all class participants, even the muted learners are encouraged to interact and therefore, the students get a maximum contribution in return. Language pupils are eager to articulate as they are engrossed in the topic. A high level of motivation helps to boost the level of participation and eagerness in students. Relevant utterances made by the students are easily comprehensible when they converse with each other since they deliver an acceptable level of language accuracy.

Teacher - A perfect role model

Being an educator plays a crucial part in the process of communication and dialogue. Educators have the ability to obstruct a dialogue and also comprehend the class situation to carry on the communication process while delivering language education. The development of a student's language and capabilities proceed through bringing together their existing abilities and experiences. Students should be able to sense their growing critical awareness of language. Language learning will quicken when students realize their growing capacity to engage in purposeful discourse. Content-Based instructors assign adequate time for students to obtain the necessary language skills. Skilful teachers construct relaxed classroom conversations to build up skills that can be used to explore language and content. Teachers respectfully obtain participation from all students and exert to maintain a balance among students so that everyone's contributions are valued

Student - A Responsible Learner

Student-centred learning demands the need for a thorough investigation of the unexplored perspective of language learning. It breaks open to a new era by integrating Content-Based Pragmatic Instruction with students as the crux of knowledge deliverance. Bringing a healthy communicative rapport between the teacher and the students and among the students will be the end-result that is most expected in such a learning condition. Content-Based instruction is bent on engaging an English speaking classroom and improving the language learners' interactive

skill to a qualitative level. In a student-centred pedagogic learning classroom, students take up the responsibility in engaging themselves into learning. It is forming themselves into a group for a group study or as individual learning, student-centred pedagogic learning is quite ideal for self-learning experience. Whilst the teacher motivates, guides, encourages and monitors the learning classroom, learning will efficiently take place in students when they themselves are inclined in learning. Teachers facilitate the content and promote the students to learn the subject matter. Even deciding the right kind of activity is motivated by the teacher. This would motivate students to achieve pragmatic awareness. In such a condition, students will undertake the right kind of communicative discourse in order to achieve communicative goals.

Potential Benefits Achieved by Pedagogy and Content-Based Instruction

The level of self-confidence and motivation that the students develop in Pedagogical Content-Based Instruction courses depend on:

- ✓ Choosing a Content-Based Instruction model that matches the goals for a given student population. This enhances the learning spirit of learners.
- ✓ Selecting a Content-Based Instruction model that is feasible within the school context. Every institution has its own culture and when the curriculum is set, it should cater to the nature of the institution. This will enable the students to learn the language without much difficulty.
- ✓ Matching Content-Based Instruction model, course content, and activities with student needs and interests, which helps the students to gain more involvement in language learning.
- ✓ Adjustments and accommodations made by the language facilitator aid to compensate students' language limitations.
- ✓ Peer group learning not only inculcates cooperative learning but also help the students to imbibe oral fluency that is much-needed skill proficiency expected to attain.

Conclusion

Around the world, people communicate by sending and receiving information of a specific context. Most students in English as Second Language (ESL) classrooms interact without delivering the intended meaning. This is due to their ethical, social and cultural background and knowledge. A proper blend of Content-Based Instruction (CBI) and Pragmatics help students in the development of language proficiency in an ESL classroom. It also includes how the CBI has grown through the years by its adaptability welcoming new trends in imparting language teaching. The scenario of the increasing demand for an English educator is not only to be well-versed in the language but also to be able to cope up with the demands, challenges and the daily obstacles that they may come across when imparting the second language (L2).

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