

ELT AS COMMUNICATION

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***Abstract:** In this paper, I have taken up a problem in the teaching of English as communication. One of the important reasons why I took up this issue is that it has gained prominence over the past few years. I have suggested solutions to the issue.*

Introduction

It is a fact that students, especially from the rural area remain deficient in the ability to actually use the language. It happens even after their going through the formal English teaching. Moreover, their inability to understand its use communication, whether in the spoken or the written mode is glaring. The problem has come into existence in the globalization in recent years. Globalization denotes 'a holistic view of human experience in education'. It is felt that globalization is concerned with business and economy, its impact has been felt on all walks of life.

In effect, globalization has changed the life style both for good and worse. Joseph Stieglitz considers that Globalization fundamentally, is the closer integration of the countries and peoples of the world which has been brought about by the enormous reduction of costs transaction and communication, and breaking down the artificial barriers to the flows of goods, services, capital, knowledge and people across borders.

Globalization of English

It is true that there is the impact of globalization on the teaching of English as communication. Teaching of English as communication is the need of hour. In globalization everyone wants to learn English in a fast way. The opportunities are available in the form of multinational recruitment in the form of various fields such as call centers, marketing staff, medical transcription centers, engineering information and telecommunication field, all such and others need the trainers to equip their employees with the skill of spoken English, communication, and efficient translation. Even the unpredictable issues of the world government like economical, political, social, hygienic can be solved amicably.

So there is a need to train the political leaders, and social workers with proper communication in English through which they can resolve the issues leaving no room for any miscommunication. Due to the expansion of information and technology like mobile phones, internet, satellites and

e-communication people started migrating in search of opportunities to lead their lives. In all these cases English communication plays a very crucial role in making the people to be at ease.

Taking into account the impact of globalization and the opportunities available in various fields across the globe, the task of a teacher to teach English as a communication has become more difficult. In the fast growing scenario of education, the students are constantly facing the pressure of knowledge exposure, the competition, the expectations of parents etc. particularly the students from the local areas face these problems, and to add to the problems they develop double consciousness and has to cope with stress as well. Here the duty of a teacher is to teach or present himself as a counselor, mentor, and facilitator or as a friend.

In the 21st century the teacher has to adjust himself in the global and local scenario. It is expected that the teacher should become a digital native and must be willing to adopt the changes which are taking place across the globe. In such condition the teacher should globalize himself and should bridge the gap between global and local. It is the age of internet and information technology. We get information from the internet sources. So the teacher needs to be able to filter news and information. Before teaching to the students how to filter information and data, the teacher must know how to filter it efficiently. The ubiquitous search engine is the tool for discovery. Unless the teacher understands how to write a good search string and how to filter search engine results, he will be unable to teach the students how to do the same.

Globalization has impacted various walks of life and particularly language e.g. worldwide production markets and border access to a range of foreign products for consumers and companies particularly movement of material and goods within national boundaries were allowed, there was a rapid movement of human resources among these countries. For them, the main medium of communication happens to be English language. So there emerged the trend of world English's which means the emergence of localized and globalized English and varieties of English. World English consists of varieties of English used in diverse socio-linguistic contexts globally.

In the socio-cultural context of Indian urbanization, privatization and globalization, the multi-lingual aspect is very important. In the cultural context English is the vehicle of the urbanities that the rural students, who are educated in their mother tongue, try to imitate English language. Due to the emergence of worldwide financial markets and better access to external financing for borrowers, many multinational companies started establishing their enterprises across the globe. So the job opportunities are available for the youngsters who have better knowledge of English.

Therefore the need for learning English becomes more urgent. Right from the beginning of English language teaching in India, the method of teaching English language was confined to develop language skills. But only listening, reading and writing skills were given much importance neglecting the communication skills. The reasons for neglecting communication

skills are hidden in the annual scheme of teaching and testing the skill of writing. All the universities are interested in testing the writing skills by conducting three hour examination at the end of academic year. Taking into consideration of globalization and the need of hour, teaching communication skills got prominence due to the advent of multinational companies which provide jobs to the graduates based on their communication ability.

The communicative method makes heavy demands on the learners as well as on the teachers. It has impact on the system and needs awareness and assessment of what existing situation is and what activates would be needed to improve or change it in order to make it useful to the learners in a given community. Therefore, the syllabus and the curriculum should be learner centered and based on the methodology and principles of teaching/ learning process “which are clearly designated to bring about a classroom where enquiry, activity, discussion, reflection and open-ended personal interpretations features rather than predetermined objectives, content and mastery level.”

There are different challenges in front of the teacher in choosing a methodology for the students from urban and rural area. The urban and rural divide the students those who have done their schooling in English medium of instruction vs. those who have come from regional medium of instruction, students who have had a good exposure to the language vs. those whose contact with the language was confined only to the classroom; students who are capable of speaking fluently those who suffer from stage fear and inhibition; students who do not have good grammatical knowledge and hence are tongue tied and passive, there are some of the disparate factors that separate the students into groups in class. In such case the role of a teacher becomes more crucial. The teacher is expected to bridge the gap between urban and rural, global and local interacting between the global and local that is by glocalizing teaching of English as communication. Oral communication is interactive and is dependent on the following factors:

- a) Collection and organization of ideas following the discourse principles of cohesion and coherence like selecting and evaluating, and systemization of ideas.
- b) Mastery of grammatical rules and sentence structures for gaining proficiency in language use.
- c) Good articulation to make the presentation audible and clear to the audience.
- d) A grasp of the context or situation in which the speech occurs.
- e) Faith and confidence in oneself to face the audience.

Fluency vs Accuracy

Learners learn a language at their own pace. The level of language proficiency differs from one student to the other. So it is necessary that the teacher designs and presents the lessons in a way that matches their learning style. This will help to accomplish learning at a faster rate and the intention to internalize such items actual use for communicative purposes will also be high. Insistence on grammatical correctness offer stands as an impediment between the language and the learner. Persuading a student to learn grammar first and then to translate his ideas for language use with ease often becomes an uphill ask. So to start with, in oral communication, fluency rather than accuracy should be encouraged. The students' errors should be tolerated without making him/her realize that s/he has committed errors. Importance must be given to the overall message conveyed and not to the accuracy of it.

Some Strategies

The art of public speaking must be learnt only by practice. There are a host of oral tasks like Face to Face Conversation, Telephone conversation, Role- play, Debate, Presentation, Conducting and participating in meetings, Group Discussions and Mock Interviews. The teacher must first create a congenial atmosphere in class in order to eliminate the inhibitions of slow learners. It is important that the ambience in a language class is learner friendly. So initially ensuring participation of every student in speaking will contribute to confidence building of slow learners.

Increasing the learners' self confidence and liking for the language is very crucial at this stage. The confidence that learners get may encourage him /her to speak in English whenever an opportunity comes. The teacher must devise activities suitable to the learners' level of competence so that the learner is willing to come out of his shell to speak and participate in the oral activity. These activities have a lot of merits.

- 1) Teachers know the students' potential and pay individual attention to every one
- 2) This creates a good rapport between the teacher and students
- 3) Students feel confident to overcome their fear and inhibitions
- 4) Their self esteem increases
- 5) The hesitation disappears and they start to participate with joy and comfort
- 6) The fluency level of students increases
- 7) The students' proficiency increases

Conclusion

English Language Teaching helps students develop their communicative skills. In fact they express their willingness to have more ELT classes as it provides opportunities for participation and development of the spoken English and confidence to face placement interviews.

Works Cited

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