

Second Language Learner: Threads of Communication Skills in English Language

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ABSTRACT

Time in which we are living is a changing time. The scenarios of the market, thinking, and adjustments are altering. The influence of change that occurs creates miscommunication. Nothing is left behind, apart from loose threads of understanding, communication and thinking. The process through which communication occurs is not understood by the people in general. The problem is in teaching and language acquisition by the second language learner. The basic instruction to the language learner gives the outcome of the learning acquired by the learner. The learner needs to be conscious in the process of learning. This paper describes the need of learning for the second language learner in the present scenario. Even the limitations of the teacher are exposed in the learning process. The approach to language acquisition tries to discover the possibility and achievability for the effective communication for the second language learner with advent of language introduction in the past.

Key words:

Second Language Learner, Teacher's role, Communication Skills, Efficiency, Language, Grammar.

1. INTRODUCTION

The process of communication appears to be simple for the first language user, as unconsciously they are aware about the language. But for the second language user it is difficult task. English as a second language is used as a formal instruction for those whose native language is not English. Such language learners have to consciously participate in the process of learning as well as practice more and more to bring out the efficiency required for a language user. Here, it doesn't mean that the first user is good at communication; rather they even fail like the second language learner, in conveying their ideas, thoughts, and endeavors in social interactions as well as in professional front. Effective communication includes four skills Listening, Speaking, Reading and Writing. The globalised countries have marked a pressing need for viable English programs in those countries whose native language is not English. This has resulted in the increase in demands of the learners for learning these skills. As a result, there is valuable expansion in the production of Coaching centre's, Special Language classes, English in schools at primary and secondary level, Communication skills as a course in the Engineering classroom, Public speaking classes, IELTS classes, CELTA course, TOFEL classes and many others. Such different learning genres have evoked the people to acquire the language and pay hefty amounts to these centers or so called institutes.

2. STATUS OF THE LANGUAGE

Such is the status of this foreign language that with the passing years the worth of the language automatically marks its flag in the enlargement of a country, a community and particularly of an individual. The language of "Them" became

"Our" language in short span. Now the question here is "The English" still carries the status of "The English"? Surely English is the language of opportunities and success for life in India and other developing countries. As mentioned in the, "...A Critical Evaluation of ELT in India noted by the education commission of India in 1966, when a degree holder from India goes to any of the developed countries he is not treated at par with a degree holder of that country....." This British but still we don't acquire this language as much as we have carried it, in all these passing years. The worth of English which came with the lord Macaulay in 1835, who was the first to accentuate English language teaching in India with his "Minutes of Education". He entrenched the roots of English in India way back in 1835 than later English was highlighted by Sir Charles Wood as in 1854 he stated that the English is a medium for admission to any established university for higher makes us realize that although we have inherited it from the language. With spread of the language the writes and the speakers accepted it. English became "The Status Symbol Tag" for many. What a value a foreign language gained! The status which Hindi, Tamil, French, Chinese and others didn't get in few years, impeccably English got. The extensive practice of English and use of it, for communication of the second language learner was supported by the set up of the structural approaches for teaching English in different parts of the country:

3. MINDSET OF USERS

The analyses about the whole scenario has led me evaluate the status of this language in my country. English is not used or produced as done by The English. For the Indians it is a way for convenient communication. Now if people think that they are good at it, Saddely they are having wrong perspective. Although the rules are much clear to the second language learner but the efficiency in using it needs confidence and flair which comes by the language acquisition in the learning process to the second language learner. While having a debate with some relative over the importance of communication in English particularly, and I heard my relative saying these words, "...he speaks English, he eats in English, he walks in English, he is now English..." Earlier also I came across such lines while reading about the dilemma of English language learners. Again hearing such type of statement from my relative on the one who returned from the foreign land after 2 years of his stay made me realize that, the notions about the language have changed in the Indians but the way they express shows their weak communication skills. That statement she made, needed to be concluded in just a single line".....He is good at English..." but such a bold expression of English with Hindi along with emotional touch, showcased the real self of the Indian user's efficiency in this language, in my country. This is one example there are many more to be seen in our surrounding. Here the importance of communication for an individual mechanically arises for effective growth of personality. Thus right path for the second language learner would be in acknowledging the

communication as the self-motivated interactive process that involves the effective diffusion of facts, ideas, thoughts,



Figure:1

feelings and values for appropriate drawing of colloquial and metaphoric phrases under the umbrella of communication. As Halliday (1978, p. 169 explains, communication is more than merely an exchange of words between parties; it is a "...sociological encounter" (Halliday, p. 139) and through exchange of meanings in the communication process, social reality is "created, maintained and modified" (Halliday, p. 169). Such is the importance of English in Communication.

4. LEARNING TO COMMUNICATE

When dealing with the process of learning the role of the learner as well as the teacher is integral in learning a language. The role of the teacher in the process of learning is quite important. Communication is an interactive process. The learner as well as the teacher has to focus and understand the importance of the two communication agents involved in the communication process, sender (S) and receiver (R). Both the communication agents exert a reciprocal influence on each other through inter-stimulation and response.

For this the teacher has to know the individual needs of the students. And this can only be known in a better way when the learners perform a task in the class. And they accomplish the task to become linguistically diverse students. Task-based approach seems to be suitable for teaching and learning the four skills-

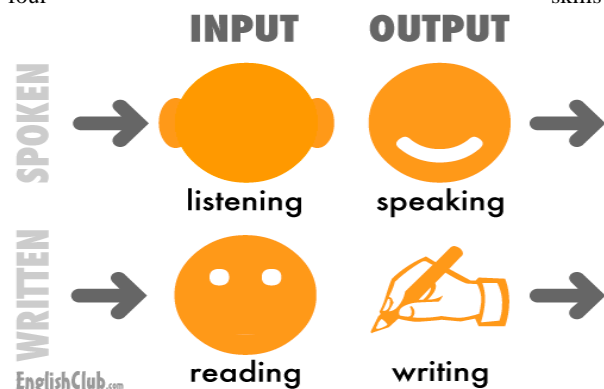


Figure: 2

Here the knowledge of four skills in the language acquisition works to bring the language in the coherent, cohesive manner.

This brings the overall success of a student in the learning process. Being able to communicate effectively and clearly in your own environment and comfort zone may seem tricky, but it increases exponentially in a different phases of life. So the role of the teacher moves towards making an environment with:

- Emphasis on speaker's purpose.
- Analysis of the signals coming.
- Awareness for what has gone before.
- Positivity in attitude.
- Responsibility to the speech.
- Distractions Foreend mode.
- Materials evaluation.
- Non-verbal clues.

5. CONCLUSION

For the efficiency of the language, the teacher, the learner, the settings and the language strands must be interwoven. The realization will accept the change in the teaching style with address to the learner, the learner becomes motivated here and the resources are explicating the worth of the language for the second language learner. The skills of the listening, reading, speaking, and writing along with the knowledge of vocabulary, morphology, spelling, pronunciation, syntax and understanding associate to produce learning for authentic communication. The whole purpose is to make the second language learners able users of the language. If one is good in speaking and listening is he good at English? Is one person is good at reading and writing, he is good at English? So answer is automatically clear, for communication we have to be good in all the four skills rather than, to be just good at one or two or three. Assimilating all the knowledge and using it for communication, for expressing easy and even complex situations resolves the purpose of learning English.

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