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LEARNING STRATEGIES TO MASTER ENGLISH FOR EFFECTIVE COMMUNICATION

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ABSTRACT

*E*nglish is one of the most beneficial languages in the world. It can even be said to be the easiest link language. Other languages are imperative also, but not for same reasons from English are critical. English is imperative since it is the main language that truly interfaces the entire world together as far as education, health, technology and commerce. Notwithstanding English, the entire world may not be as united as it is today. Alternate languages might be critical for their interesting values and culture. English can be used as a language in any part of the world, non-native speakers of English around the world actually

out member the native speakers. Though these people might not have the same accent from others, the language in any event will be understandable. There are different reasons behind the significance of English language. At the point when a person goes to another part of the world either for business or even as a traveler, the language may contrast. In these conditions, English is the language that helps people to manage the circumstance. It resembles a widespread language. In countries like India, where the land is so huge with individuals of different cultures live, the languages of each part of the nation also differ. The situation being what it is, English can be the only link as people in each place won't able to learn all other languages to speak with the people. English bridges this crevice and connects the people. The presence of English as a universal language assumes importance in the fact that more and more individuals leave their countries not just for business and pleasure, but also for study. Education has elucidated the part of English as people who go to another country to study can just have English as their medium of study. This is on account of the individual won't have the capacity to learn in a subject in the regional language alone. This paper reinforces the fact that learning English language is very important in the current scenario.

KEY WORDS: *Learning Strategies , beneficial languages , health, technology and commerce.*

THE STATUS OF ENGLISH IN INDIA

Since the end of the colonial period, there has always existed, of course, the constitutional capability to scale down, even completely eradicate, this policy of education through English imposed by earlier British administrations. Unsurprisingly, perhaps, one of the early acts of the incoming government in 1947 was indeed to set up the Official Language Commission. But under article 343(2) of the Constitution, English remained the language for all official purpose until 26th January 1965, due then to be replaced, after this generous period of transition, by Hindi. During the years leading up to the end of this period, however, two kinds of pressure came to

bear to alter this arrangement. The first came from successive committees set up to investigate future language planning for the country. In the Kunzru Committee's report of 1957, for example, arguments were put forward for minimizing and in fact seeking to counter any contraction in the role of English or English education in India. The arguments made by this committee were put forward in support of a general proposal to consolidate English, for the foreseeable future, as a major university and pre-university subject. At the same time, nevertheless, the Kunzru Committee proposed two important changes in approaches to English: first, the linking of the study of English literature to the study of Indian Literature, and second, major expansion in the study, at all appropriate levels, of linguistics. Following Kunzru, the Committee of Experts under G.C. Banerjee in the early 1960s also sought to reaffirm a long-term usefulness for English, whilst arguing for modernization in the subject that would promote it less as a colonial, cultural inheritance than as an instrument of scientific learning.

This first kind of pressure, from experts and committees, may have had only limited circulation and influence, but it drew attention directly to unresolved and partly unexplored issues within English studies of the time. The second kind of pressure-far more well-known and presumably influential as regards later policy came in riots, especially in Tamilnadu in 1963 in response to the imminent imposition of Hindi in (southern) territories where the language tended to be seen as a favored regional, rather than genuinely pan-Indian, language. Largely as a result of these riots, and following the Official Languages Act of 1967, English joined Hindi as an 'additional' language. Subsequently, this policy of accommodation has been consolidated as the 'three language formula', combining use of Hindi, English as a 'link' language, and one regional language. The use of English in India is significantly great. It has recently been estimated, for example, that roughly one-fifth of Indian newspapers (accounting for well over one-fifth of circulation) and one third of all books published in India are in English (Kachru 1983:217-220). Besides Hindi, English is the only genuinely pan-Indian language available for use in broadcasting by All India Radio and in the rapidly developing field of television. Moreover, a considerable amount of creative writing in English has established major cultural claims for the language in the sub-continent, quite independently of further contact with the West.

Perhaps the most striking indication of the continuing role of English, though, is simply the scale of its everyday use: approximately 3% of all Indian are English-using bilinguals, giving the language currency on a par with, say, Malayalam (4% of population) or Kannada (4% of population). And even this percentage only gains its full impact when projected as an actual number of speakers. 3% of the Indian population means about 20 million people (the equivalent of about one third of British English speakers, and one-tenth the number of speakers of English in the United States). The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the internet.

The world-wide demand for English has created an enormous demand for quality language teaching and materials and resources related to it. Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Employers too insist that their employees have good English language skills, and fluency in English is a pre-requisite for success and advancement in many fields of employment in today's world. In India also, the demand for an appropriate and apt teaching methodology is very strong.

ENGLISH IN EDUCATION
The salient features of English in Education are as follows:
1. Most of the times, the English lessons are taught in the regional language.
2. Vocabulary is taught in the form of isolated words. Grammar pertaining to the lesson is explained at the end of the lesson.
3. Syntax and semantics are directly or indirectly tested through exercises.
4. The lesson content in the form of prose, poetry or fiction is given.
5. Little or no attention is given to pronunciation.

6.The techniques closely associated with the Grammar Translation Method are as follows:

a)Translation of a Literary Passage (Translating in to target language from regional language).

b)Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience).

c)Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words used in the lesson)

d)Cognates (Learning spelling/sound patterns that correspond between L 1 and the target language).

e)Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples).

f)Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type).

g)Memorization (Memorizing vocabulary lists, grammatical rules and grammatical paradigms)

h)Use Words in Sentences (Students create sentences to illustrate that they know the meaning and use of new words)

i)Composition (Students write about a topic using the target language here English).

ROLE OF COMMUNICATION IN ENGLISH TODAY

Once it was argued that learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach. The salient principles of interactive language teaching methodology at this time can be summarized as:

• Make real communication in different situations the focus of language learning.

• Provide opportunities for learners to experiment and try out what they know to communicate in English.

• Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.

• Provide opportunities for learners to develop both fluency and accuracy.

• Link the different skills such as Listening, Speaking, Reading and Writing together, since they usually occur together in the real world.

• Students to be motivated to discover grammar rules In applying these principles in the classroom, new classroom techniques and activities are required. Therefore new roles for teachers and learners have been created in the classroom. Instead of making use of activities that demanded accurate repetition and memorization of sentences and grammatical patterns, activities that require learners to negotiate meaning and to interact meaningfully are required. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use.

Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

• Reflect natural use of language.

• Focus on spontaneity communication.

• Require meaningful use of language.

• Require the use of communication strategies.

• Produce language utterances that may not be predictable.

• Seek to link language use to context Activities focusing on accuracy.

• Reflect classroom use of language with teacher or follow students.

• Focus on the formation of correct examples of language.

• Practice language out of context.

• Practice small samples of language.

• Do not require meaningful communication lest fluency should be difficult.

• Choice of language is controlled.

Both make use of group work, reminding the fact that group work is not necessarily a fluency task. Fluency task a group of students of mixed language ability carry out a role play in which they have to adopt specified roles and personalities provided for them on cue cards. These roles involve the drivers, witnesses, and the police at a collision between two cars. The language is entirely improvised by the students, though they are heavily constrained by the specified situation and characters. The teacher and a student act out a dialogue in which a customer returns a faulty object she has purchased to a department store. The clerk asks what the problem is and promises to get a refund for the customer or to replace the item. In groups students now try to recreate the dialogue using language items of their choice. They are asked to recreate what happened preserving the meaning but not necessarily the exact language. They later act out their dialogues in front of the class. Accuracy comes automatically when Students are practicing dialogues.

The dialogues contain examples of falling intonation in Wh-questions. The class is organized in groups of three, two students practicing the dialogue, and the third playing the role of monitor. The monitor checks that the others are using the correct intonation pattern and correct them where necessary. The students exchange their roles between those reading the dialogue and those monitoring. The teacher moves around listening to the groups and correcting their language where ever necessary. Students in group three or four complete an exercise on a grammatical item, such as choosing between the past tense and the present perfect, an item which the teacher has previously presented and practiced as a whole class activity. Together students decide which grammatical form is correct and they complete the exercise. Groups take turns reading out their answers. Teachers are recommended to use a balance of fluency activities. Accuracy work could either come before or after fluency work. For example, based on students' performance on a fluency task, the teacher could assign accuracy work to deal with grammatical or pronunciation problems the teacher observed while students were carrying out the task. An issue that arises with fluency work, however, is whether fluency work develops fluency at the expense of accuracy. In doing fluency tasks, the focus is on getting meanings across using any available communicative resources. This often involves a heavy dependence on vocabulary and communication strategies and there is little motivation to use accurate grammar or pronunciation.

Fluency work thus requires extra attention on the part of the teacher in terms of preparing students for a fluency task, or follow up activities that provide feedback on language use. While dialogues, grammar, and pronunciation drills did not usually disappear from textbooks and classroom materials at this time, they now appear as part of a sequence of activities that moved back and forth between accuracy activities and fluency activities. And the dynamics of classrooms also changed. Instead of a predominance of teacher-fronted teaching, teachers are encouraged to make greater use of small- group work. Pair and group activities gave learners greater opportunities to use the language and to develop fluency. Information-gap activities. An important aspect of communication in interactive language learning is the notion of information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not possess. This is known as an information-gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing they will draw available vocabulary, grammar, and communication strategies to complete a task.

STRATEGIES FOR ACTIVE LEARNING OF ENGLISH FOR COMMUNICATION
1. To teach communication skills through interactive way (spoken skills and   written skills on relevant topics.
2. Active Learning can be used in the English Classroom in an interesting manner.
3. Teaching through Active Learning is more effective than traditional method of teaching English to develop communication skills in English.
4. Teaching the skills of speaking and writing in English by interactive way enables the students to learn communication skills more effectively.
5. Teaching communication skills by using interactive way enables the average and below average students to narrow down the gap between them and above average students in developing communication skills.

CONCLUSION

Practice is more important than theory. Constant practice inside the classroom and outside the classroom is quite necessary. To sum up, the Active Learning of teaching English makes the learners acquire a fluent command of the linguistic system. The learners are capable of producing language which is acceptable. They acquire greater grammatical accuracy. Moreover, the learners are encouraged to take into account of the social context in which interaction takes place and thereby they are trained in social interaction activities.

In fine, different strategies are to be devised periodically by the teachers according to the level of their students. Current topics, burning issues, and general topics could be chosen to make the classes lively. Communication becomes effective only when both the speaker and the listener have the similar wavelength need, purpose and time. Internet comes handy now-a-days to learn effective communication. Both audio and video recordings are seen when we Google our desired topic or seen through the YouTube.

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