



TEACHING COMMUNICATION SKILL

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ABSTRACT:

The language is means of communication. Knowing a language means being able to read it, write it, speak it, and understands it when spoken. The language competence of a student can be measured taking into consideration the level of proficiency acquitted by the student in the four language skills. Judged from this perspective, an average student seems to be fairly good at reading, understanding and to a considerate extent writing of English. However there is certainly a need of improvement in the area of spoken English.

KEYWORDS : problem of communication , spoken English .

INTRODUCTION :

There is a problem of communication in English. The influence of mother tongue while speaking in English can easily observed. The teacher faces problem in teaching spoken English in the class because of the bilingual setting.

The following are the problems of teaching spoken English in the class. To overcome this problem the teacher has to use some strategies.

The time available to the teacher and the strength of the class do affect the teaching of spoken English in the class. Considering the amount of the textbook teaching and other related classroom activities, little time is left for the teacher to focus on spoken English. One possible solution to this problem can be designing a short-term course in spoken English. Such a course can provide ample opportunity to the teacher o interact with the student and focus exclusively on improving their spoken English skills. It will also provide ample scope for student to learn and practice spoken English, which otherwise the routine classroom situation doses not allow.

Normally the strength of the class at special is 40 to 60 and at compulsory levels it is between 100 to 120 students. It naturally follows that due to the constraints of time the teacher finds it rather difficult to give personal attention to each and every student. In such a situation it becomes difficult for the teacher to properly assess the skills acquired by the students and their levels of perception. One possible remedy can be designing a short term bridge course with some of the basic concepts related with spoken English. A Pre-bridge course and post bridge test would enable the teacher identify the slow learners. Once this is achieved, special coaching can be given to such weaker section of the class.

The attitudes and assumptions of the teacher and the students play crucial role in teaching learning process. One problem in this respect is that many students come to the class with a lot of negatively in their attitudes, which leads to fear, and lack of confidence, which in turn hampers the language acquisition process. This kind of negatively is basically related with their assumption that English is a very difficulty language. Some groundwork on the part of the teacher is needed in this

respect. The first job of a teacher is to remove the fear and negatively and motivate the students by giving some very simple exercises in spoken English, which would make them feel confident. "It is not only how much more the teacher knows than the student but how well he can design, programmes and manipulate the instructional atmosphere not only to attract the student's interest but also to provide the grounds for their flourishing which determines success in learning." The teacher should create friendly and lively classroom situations conducive to learning. The teacher's positive personality and attitude can stimulate the student's interest. One way of doing it is adopting interactive method of teaching, which encourages student's involvement. Interesting language games can be designed to elicit response from the students. Adopting such innovative and interesting teaching methods such as 'non-stop speaking, and 'simulation practice' by students can be very much helpful in this context. Confidence boosting can be done by actually making the students do what they are afraid of doing. The teacher should himself/herself use simple language and the students should also be encouraged to follow the footsteps. A lot depends on the teacher's attitude. A teacher cannot accomplish his/her objective unless he/she is personally, emotionally, attitudinally and professionally tuned up for the job.

The influence of the mother tongue is one of the major factors, which affects L₂ i.e. second language acquisition. It is a widespread problem, which is common to most of the classroom in rural and even urban areas. Students even at senior college level expect and even sometimes demand teachers to use vernacular medium while teaching English, as they are accustomed to such method at school and junior college levels. If a teacher adopts bilingual method in the classroom, it does not provide enough exposure to spoken English and encourages thinking in the vernacular, which becomes a stumbling block in the language learning process. It many times leads to almost literal translation from the mother tongue, which becomes unacceptable. If that turns into a habit, speaking good English becomes almost impossible. If a teacher himself/herself uses the mother tongue even occasionally, it would encourage the students to follow the footsteps. Ideally and practically speaking English should be learnt and taught through English only. Therefore a teacher should not use the vernacular medium in the class. The students should also be encouraged to avoid using the mother tongue while learning English. The teacher himself/herself should speak in the simplest possible way, using simple words and set example for the students. The students should also be habituated to using such simple language so that at a later stage they can switch on to a more complex use of language.

Grammar centered teaching of spoken English should be avoided. In the teaching of spoken English many teachers adopt grammar-centered methodology with the underlying assumption that knowing grammar equal to knowing the language. Too much theoretical teaching of grammar become monotonous and creates apathy on the part of the students. The focus shifts from the practical and actual use of language to theoretical study of grammar. In order to avoid this teacher should adopt direct and practical approach and focus on the student's ability to speak English rather than teaching of grammar. However one needs to have adequate knowledge of grammar to speak good English. Especially in a situation where students get little exposure to spoken English and are required to frame their own sentences in order to speak English. It becomes necessary that they have sound knowledge of basic grammar. In such situation the teacher's emphasis should be on the core features of grammar. The peripherals should be left for the students to learn in the process and the teacher should make only cursory reference to them wherever necessary. Even while teaching core features grammar the method should be from examples to rules rather than vice versa.

Another very crucial problem which most of the students face is that of vocabulary. Strong vocabulary or words power is very much essential for precision, effective expression and fluency in spoken English. However due to lack of regular reading and listening, little or irregular use of dictionary etc. the vocabulary of student remains weak due to which they find rather difficulty to speak English fluently and effectively. "Whenever the question of enlarging vocabulary arise it should be born in mind

that it is more valuable to possess a relatively small active vocabulary which is under complete control than a large disorganized one; if it is well chosen, an active vocabulary need to be very large to suffice for self expression on a wide range of subject.: this formula should work very well for the beginners. Then gradually students can enrich their vocabulary by doing lot of general reading and listening, which will acquaint them with a wide range of vocabulary. They can begin their general reading with writings, which are most interesting and appealing for them such as short stories, anecdotes, newspapers, dramas and novels etc. listening to English programmes on T.V. and radio regularly will be of great help in this respect. Students should regularly listen to English news: documentaries, running commentaries, speeches, talk shows, debates etc. on radio and T.V. Teachers can involve students in interesting vocabulary-building games and exercises. Regular use of dictionary should be encouraged. Even a little bit of translation of short interesting paragraphs, anecdotes etc. can be of great help to the student.

Pronunciation is yet another area of difficulty common to most the L₂ speakers. The most obvious reason in this context is the influence of the mother tongue. Most of the regional languages in India do not have all the phonemes of the English language or have some extra phonemes. Due to this pronunciation of L² speakers acquires regional flavor. It becomes different from the R.P. pronunciation and some times even unintelligible. Even the accent and intonation patterns vary from region to region. This creates problems in smooth communication. In this context student having problems with pronunciation should be given practice in listening comprehension, if possible, in the language laboratory. They should be asked to refer to dictionary with phonetic transcription of words and good English pronunciation dictionary. As far as possible the model of standard pronunciation should be R.P. and its acceptable Indian variants. The patterns of accents and intonation should be taught by the use accent and tone makes in the sentences chosen for practice. The students should also be given some practice oral reading of interesting pieces of conversation, Passages etc. and the teachers should correct the students wherever necessary. Students should regularly listen to the English broadcast on B.B.C. and other Indian and foreign T.V. and radio channels, which would, familiarize them with standard accent and pronunciation of English.

Too much emphasis on textual teaching of textbook leaves little room for exercise in spoken English. The teacher should therefore, with the help textbook, create such situations, which would give ample opportunity to the student exercise in spoken English.

While teaching English use of ICT plays vital role. But due to lack of this facility in schools and college create problem while teaching English. The facilities like E- learning must be made available in schools and colleges.

Considering the socio economic background, bilingual setting, constraints of time, attitude of the students, size of the class etc. teaching spoken English in the lass is certainly a challenging tast for teachers as well as for students it posses some definite problems. The teacher has to use some specific strategies to overcome this problem.

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