

## ENGLISH COMMUNICATION THROUGH PRACTICAL EXPERIENCES

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### Abstract

This paper aimed to enhance “learning by doing” method of teaching and learning. It highlights not only creative, joyful learning but also thirst on positive and innovative learning process. Teacher guides the students to know Stress, Rhythmic pattern, Intonation for proper pronunciation. Focus must be on skill based learning such as listening, speaking, reading, writing with constant practices. Performance forum gives opportunity to showcase their mastery skills in language. Inspirational teaching explores ideas and also creates transformation in the young minds with the support of audio visual in teaching. Learning outside classroom is one of the practical components to master language. The most frequent problems were the limited amount of vocabulary among students, while the least frequent problems were the difficulty in understanding questions. Appropriate solutions to overcome the weakness in speaking skill, such as practicing speaking English inside and outside the classroom effectively, using the modern social media to communicate in English and to express the students’ feelings and needs are discussed. Finally, speaking English language plays a crucial role in four language skills to be developed as a means of effective communication.

**Keywords:-** Pronunciation, communication and audio-visual

## **INTRODUCTION:**

English is one of the most language occupies a significant position in the pinnacle of the academic world. In fact English is a link language serves to communicate the information, thoughts, ideas and indeed for the development of interpersonal relationship. Some centuries ago English was used in England and European countries then it spread around the world. Long ago gestures were used to communicate then the languages were used or formulated. They were much effective than the gestures. English language has its own significance in all fields. The English language is the window which opens up the vast prospect of human achievement and beckons to new horizons beyond. The more effective our grasp of English in all its diversities of speech, vocabulary, structure and meaning, the more will we benefit individually and contribute to the growth of our country as a modern Nation on the threshold of the 21<sup>st</sup> century.

Teaching English language to the students of different states of India having different mother tongue for whom English as Second Language and to make them communicate in English for over 25 years we were able to understand generalizations and stereotypical ideas concerning the way learning takes is not nearly as important as it is for each teacher to discover the method of instruction or combination thereof, which most matches his or her style with a group of students at a given time. In this paper we would like to share some teaching methods both inside and outside the classroom and how they can be beneficial to the practical task of communicating in English by a way of giving opportunity to live the language he/she is studying in order to make a part of his/her being.

## **IS THERE ANY ONE SET OF TEACHING METHODOLOGY?**

There is no single set of teaching methodology for communicating in English language and in fact for any language. The teacher must vary his/her method according to the age and attainments of his/her class, and further, select and arrange his/her materials to suit the individual needs and capacities of his/her pupils. In India except the Metropolitan cities, the communication in English by students who study in High/Higher Secondary School is not appreciable and standard. It is a challenge to make students to speak and communicate in English in a proper way. Teaching the correct pronunciation of a given town or state and learning how to pronounce and spell difficult names/words became a real challenge that was not only enjoyable to teach but fun to learn. Another practical learning experience these students could build on was to learn the English names of the various crops their parents were working in. The children were often required to interpret or explain an idea to the Indian agriculturists, so it was necessary for the children to be able to communicate at basic level. Language is needed for situations and should be taught with situations as the starting point. Many times the language teachers, exasperated by the inability of student to learn, or of himself/herself to teach, a foreign language slices out hearing, speaking and writing and concentrates on reading only.

Being able to read and speak another language does not assure that understanding will take place. Apart from the language, cultural aspects and the form of non-verbal communication play a critical factor on understanding of the language communication.

Exposure to the language and morale is vitally essential to the learning of a language. If a student is to continue to feel motivated in learning a language he/she must feel a continuing sense of progress in the learning process. If a student sees no chance or development in communication skills he or she soon loses interest in studying.

“Learning to speak another's language means taking one's place in the human community'. In other words it means reaching out to others across cultural and linguistic boundaries. He/She also points out that language is far more than a system to be explained. It is our most important link to the world around us. It is culture in motion. It is people interacting with people. The most effective programs for learning should involve the whole learner in the experience of language as a network of relations among people, things, and events.

### **LISTENING, SPEAKING, READING AND WRITING (LSRW):**

Teaching English in India should aim at developing the four skills along with vocabulary, germinal and pronunciation. Palmer recommends that a language teaching method should have a fourfold objective and then only, the pupils could understand the language and express themselves by the oral and written media. Thompson and Wyatt also speak of the same four-fold aims of teaching English language. They are as follows: 1. Listening 2. Speaking 3. Reading & 4. Writing.

#### **Listening:**

It is rather difficult to understand spoken than to understand written English due to Elliptical usages, unfamiliar introduction, peculiar pronunciation and speed in speaking the language. To overcome these scarcities the pupils should be given sufficient opportunity to listen to various persons speaking English besides giving ear training and listening to audio and video cassettes of native speakers would enhance the listening skill.

#### **Speaking:**

Speaking ability is rarely found in the Indian students except those who have their education in popular English medium schools. The reason is that they think in their mother tongue and try to translate the sentences into English. Therefore, the teacher should create enough channels for the pupils to practice speaking themselves through peer and pair works. He/She should create an atmosphere of English by talking and teaching in English. Certain other things also help in acquiring fluency in speaking English. Students must be exposed to more vocabulary, idioms, intonation, listening to native speakers of English etc.

#### **Reading:**

One of the most substantial aims of teaching English is to help pupils read and understand the written English. Hence, they should be made familiar with the words, phrases and construction of sentences. Silent reading should be developed. The comprehension of a text or unit can be tested through simple questions and tasks like gap-filling, matching, true-false, etc. It is not necessary that the pupils should understand each and every word of the text. If their responses to a few questions are satisfactory, the teacher should feel satisfied.

#### **Writing:**

Writing correct English is the grimmest task of English learning. The pupils should be trained to write about simple things connected with their daily lives. They should be encouraged to express their ideas in simple and correct English. But they should not be expected to write on abstract topics in the early stages. Formation of letters should be taught initially, beginning with practice on straight lines. Practice in spelling should be given by asking the pupils to do copying

work. Encouraging them to learn new words would enrich their vocabulary. They should also be given practice in writing different kinds of sentences.

The men of today can acquire the by reading books, man can get much knowledge by listening to words of others. The students can get self- confidence and deliver their views, knowledge what they had, by speaking. In written, the student can write openly and some unspeakable also. The skill of LSRW is a medium through which, we can deliver and get information, without which we cannot do so.

### **FIRST GENERATION LEARNERS**

English is an alien language in every respect – linguistic, sociological and cultural while teaching English to such large numbers of student; it would be desirable to modify the methods of teaching English and the minimum usage of mother tongue. The first generation learners learn the most basic vocabulary and grammar and if given the chance, they will learn to function better in the new language than their mother tongue. We tried variety of educational methods in order to teach the fundamental skills of English language which is an alien language to many of the students from rural areas. We found that “hands on” language worked best. For example; one day we went to the zoo and as we looked at each animal. I would give the name of the animals and the children would repeat the name over and over until they could say them with precision. Another hands on tactic I used to teach food names;next about the use of money in the classroom allowing the students to play both shopkeeper and customer. Giving each child a small amount of money and letting them go into a store freely to buy something can become a pivotal experience in the motivation for learning language. These are just a very few simple ways to make language learning enjoyable but ways to make the student feel he or she is communicating.

The process of reading second language, learners should usually come after some exposure to the spoken language. Listening and speaking a language is usually learned at a faster pace than reading. Therefore, students learning a foreign language need practical exposure to the spoken and must experience culture before they need to know theoretical knowledge of that particular language. We feel that sometimes as teachers are so excited to teach language skills but we forget to teach students how to communicate. Developing communication can happen easily with the spacious room in a school. Therefore students who want to learn how to communicate go to language schools and spend extra money on things that should be taught in school. Without practical learning both in and out of the classroom learning how to live and communicate in a given language will never take place.

Not only is it important to use practical ways to learn spoken language but also to learn to read. Even among the native speakers we can see pupil who had learning difficulties. These students could speak English as well as native speakers, but they had trouble with their reading and writing skills. They also had difficulty with the input and output of language, such as; organizing their thoughts into complete ideas and expressing their ideas completely. We found that many of the techniques, we used to teach these students language skills; we have also used in teaching second language learners.

### **AUDIO VISUAL AIDS:**

Audio visual can be used as a power tool in helping breaking down language learning barriers that are often built up in Indian students after years of studying grammar and translation. This has resulted in discharge of “foreign language phobia – English” from all the detailed studying

of grammar points or from all the long hours of detailed word for word translation of some very difficult passage that has nothing to do with everyday life.

Showing a video with a theme that is relevant to student's lives can create a keen interest in language learning that will never be created from translating a passage or teaching an important grammar point. Having students record a conversation that they make with friends will often result in the use of current spoken language with a display of a different attitude on the part of the students. Of course there has to be preparation by learning the vocabulary for a given topic and by learning the grammar to be used in the conversation. But, by the time most students enter the university most major grammar points have already been taught without the teaching of true communication. Everyone learns language by speaking and living it, and without these two vital components it just becomes an exercise in gaining knowledge without it becoming an active part of the person's life.

### **LANGUAGE LEARNING - OUTSIDE CLASSROOM**

A successful language learner must live and study the language where the target language is spoken and live among the people who speak that language fluently. Going to a country where English is spoken as second language has some advantages in that it may be easier to become a part of English as a second language.

Going outside the classroom to learn a foreign language is also vital to the practical learning component. If students are arranged to stay with the native speakers of English language for a short period of time, would enable them to immerse in the language and spending their majority of time with people who do not speak any other language except English. When students think they will have a chance to speak and breathe the language, the interest in learning increases significantly. The students prepared reports on the culture and presented them in mother tongue but with many English references in regards to names of people and places. So the thought- process of an individual plays a major role in practical learning.

Preparations for voyages such as these are very important and the extent to which students involve themselves in this determines whether they have a positive or negative learning experience. We also took the students to restaurants, banks, shopping, sightseeing, etc. where they had to use English in order to meet their daily needs. Of course they made many mistakes, but they learnt much more from this type of experience than they could ever learn in a classroom in mother tongue. English is a second language for both groups of students. This was truly an interesting phenomena and proved to me that living the language is an important practical aspect towards the mastery of a foreign language.

As we listened to them speaking, we thought how interesting this experience was for them and how they were becoming citizens of the world. Whether these students were in a country where English is the first language or in a country like India where English is a second language they had come to experience English as an important part of their lives. This could have been very confusing to them, but they enjoyed hearing the different pronunciations and experiencing the international atmosphere of this kind of group. By listening stories and drawing pictures mentioned in the characters of the stories of different language of different states, students spent many hours looking for the best English words with voice modulation, intonation and appropriate expressions. When they returned to the school, they were in a position to perform all the stories at least twice or one time they even performed for English speaking children at an international forum.

Of course they were most nervous performing for the international children, but as we watched the children and listened to the students, we were impressed with the improvement in their language skills in the short time. Then we were able to find out a transformation in the student's thinking and ability. Their body movements had even changed and they walked with their heads held high and a confidence which we had never previously experienced.

### **CONCLUSION:**

In conclusion, it has become apparent to us that more than teaching methods or curriculum, a language must be experienced. This does not mean that grammar, reading, writing and speaking need not be taught, but it means that along with these skills the language must be experienced before it can become a part of a person's being. In order for a person to be truly skilled in a language it must become a part of his or her being or in other words, a person must live the language. It is a great challenge, as a language teacher, to try to give students various kinds of opportunities to live the language, but it is also very rewarding to be able to see a student make English become a part of his or her being.

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