



THE MULTI SHADES IN IMPARTING COMMUNICATIVE SKILLS EFFECTIVELY IN ENGLISH

PATHLAVATH. ARUNA, VEERASWAMY.T

Department of English
Osmania University, Hyderabad,Telangana



PATHLAVATH. ARUNA



VEERASWAMY.T

ABSTRACT

The term 'communication' originates from the Latin word 'communicare' which means to share or impart. When used as per its function, it means a common ground of understanding. Communication is the process of exchanging of facts, ideas and opinions and a means that individuals or organizations use for sharing meaning and understanding with one another. In other words, it is the transmission and interaction of facts, ideas, opinions, feelings or attitudes. Communication is an interdisciplinary concept as theoretically it is approached from various disciplines such as mathematics, accounting, psychology, ecology, linguistics, systems analysis, etymology, cybernetics, auditing etc. Communication enables us to do important things: to grow, to learn, to be aware of ourselves and to adjust to our environment.

Keywords: Communication, Culture, Significance, Language, Human, Research, Curriculum.

©KY PUBLICATIONS

INTRODUCTION

Communication is a process, which involves organizing, selecting and transmitting symbols in an appropriate way to ensure the listener perceives and recreates in his own mind the intended meaning of the communicator. Language is acquired by virtue of one being a member of society. As such communication is transmitted by one person to another.

Human beings have a compulsive urge to communicate with each other. Mutual understanding is not only based on communication but also is the core of human relations. There can be no mutual understanding without communication. The story of man's progress is the story of his progress in communication skills. The degree to which a civilization or culture progresses is reflected in the state of its communication process.

Communication is a two-fold process between two parties- the sender and the receiver. It involves an exchange and progression of thoughts, ideas, knowledge and information towards a mutually accepted goal or direction.

Meaning & Definition of Communication

Communication is a process, which involves organizing, selecting and transmitting symbols in an appropriate way to ensure the listener perceives and recreates in his own mind the intended meaning of the communicator.

Here are some definitions by experts – Alien Louis A.: "Communication is the sum of all the things one person does when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding".

Theo Haiemann: "Communication is the process of passing information and understanding from one person to another. It is the process of imparting ideas and making oneself understood by others."

American Society of Training Directors: "Communication is the interchange of thought or information to bring about mutual understanding and confidence or global human relation."

Importance of Communication

It is an established fact that the present era is often called the 'Age of Communication and Information.' The importance of communication has been greatly emphasized by all management experts. Communication, like birth, death, growth and decay, is a part of individual life as well as organizational existence. Its importance is self-explanatory and is a common experience of all as well.

The reasons for the growing significance of communication can be judged from the points – such as : (i) Coordination, (ii) Smooth Working, (iii) Effective Decision-Making, (iv) Managerial Efficiency, (v) Co-operation, (vi) Effective Leadership, (vii) Job Satisfaction, (viii) Increase Productivity, (ix) Morale Building and (x) Achieving Managerial Roles.

DISCUSSION

Culture and Cultural Variation

Culture is defined as 'the integrated pattern of human knowledge, belief and behavior that depends upon man's capacity for learning and transmitting knowledge to succeeding generations'. Another usage in the same dictionary stresses the social aspect of culture and defines it as 'the customary beliefs, social forms, and material traits of a racial, religious or social group'. The OED, in a similar vein, states that culture is 'a particular form, stage, or type of intellectual development or civilization in a society; a society or group characterized by its distinctive customs, achievements, products, outlook, etc.' It almost goes without saying that there can hardly be any learning or transmitting knowledge or intellectual development without language. Nor can a society or a group function without language. On the other hand, the study of language, or, more precisely, the scientific study of language, is the domain of

linguistics. According to the linguist's focus and range of interest different branches may be distinguished. The traditional areas of historical, theoretical and descriptive linguistics, with their subfields of phonology, morphology and syntax are what is usually considered the 'core' linguistics. In the past fifty years or so, the overlapping interests of linguistics and other disciplines resulted in the setting up of new branches, sometimes popularly called 'hyphenated', to stress their interdisciplinary nature.

English teaching-role of cultural variations

The word 'culture' derives from the Latin word 'colere' and 'cultura' that means 'a process of harnessing or growing, of refinement' (Wadham, Pudsey, & Boyd, 2007). In more elaborative ways (Wadham et al., 2007) describe that culture possesses some components: symbols and signs, language, values and meanings, beliefs, norms, rituals, and material objects. Humans deploy any symbols and signs and interpret them. These symbols and signs are deployed in a systemic way that then is called language. By using the language, people set some values which become criteria and standards to determine which one is good or bad in the world.

Brown (2007, p. 132) argued that culture is a way of life within which people exist, think, feel and relate with others that binds them together. Because of this cultural binding, people tend to see the world with their own cultural perspectives and possess a tendency to perceive their own cultural reality as the correct perception. Consequently, when they deal with other cultures, they may suffer from misunderstandings. Such misunderstandings are likely to occur in teaching and learning English in the context of English as a foreign language because teaching English language cannot be separated from the English culture as 'a language is a part of a culture and culture is a part of language' (Brown, 2007, p. 133).

Culture is a basic part of the linguistic aspects of language and language teaching. As McKay (2003) notes, culture is imbedded in and affects the semantic, pragmatic, and discourse levels of language learning and use.

Weinstein, Tomlinson-Clarke and Curran (2004) noted that the literature on classroom management has paid scant attention to issues of cultural diversity, and the literature on multiculturalism is rarely interested in management issues. They suggested that the goal of classroom management is to create an environment in which students behave appropriately, not out of fear of punishment or desire for reward, but out of a sense of personal responsibility. Toward that goal they outline the following five expectations from teachers:

- A teacher should recognize his own ethnocentrism and biases.
 - He should know his students' cultural backgrounds.
 - He should understand the broader social, economic, and political context in which the class is situated.
 - He should be able and willing to use culturally appropriate management strategies.
 - He should commit to building a caring classroom.
- Concepts such as culturally responsive pedagogy or culturally responsive literacy have been explored in academic literature since the 1990s, primarily in the context of primary and secondary education, and the need for teacher training in cultural awareness is now broadly recognized.

Cultural Transmission

Language is acquired by virtue of one being a member of a society. As such, language is transmitted by one person to another. A clear policy for language use and communication skills in schools should be developed. Research evidence suggests that significantly fewer students drop out of schools in which the language of tribal groups is used for instruction at the primary level. Teachers must be sensitized to the cultural and behavioral strengths of tribal children and motivated to do their best for them with communication skills effectively in schools. Incentives should be initiated to attract effective teachers to work in tribal schools and to retain them there. Only such motivated teachers are likely to generate interest among tribal children towards communication skills by attempting to link the contents of the curriculum with the existing

realities of tribal communities through the use of innovative technologies.

CONCLUSION

Communication skills can be used as a powerful stimulus to elicit a response. This depends on the behavioral patterns of different persons and their understanding. The response that a person gets can be verbal as well as non-verbal. All human beings can respect what has been spoken by the member. They can also be either the speaker or the listener or both. All languages have phonological and grammatical systems and within a system there are several systems.

According to Noam Chomsky, a renowned linguist, language is the innate capacity of a native speaker to understand and form grammatical sentences. It is also the ability to distinguish between well-formed and ill-formed utterances. Culture involves development of science, art, religion, politics, etc., and this is passed on from generation to generation with the help of language. Culture transmission thus takes place in human society and is not found in non-human organizations.

REFERENCES

- Arkoudis, S. & Tran, L. (2007). 'International students in Australia: Read ten thousand volumes of books and walk ten thousand miles'. *Asia Pacific Journal of Education*. 27(2), 152-169.
- Birrell, B., Healy, E. (2008). 'How are skilled migrants doing?' *People and Place*. Vol. 16, no. 1, 1:19.
- Brown H. D. (2007). *Principles of language learning and teaching* (5th ed.). NY: Pearson Education.
- Carroll, J. & Ryan, J. (2005). *Teaching international students: Improving learning for all*. Birmingham: Routledge.
- Geetha B.J. (2011), "The pragmatic use of English Language portals in imparting Communication skills", *THAVAN IJRMS*, Vol-01: Issue-01, pp.65-71.
- Helle Andersen, Erik S. Rasmussen, (2004) "The role of language skills in corporate communication", *Corporate Communications: An International Journal*, Vol. 9 Iss: 3, pp.231 - 242

- Kadriye Dilek Akpınar (2009), "Developing Communication Skills of EFL Teacher Trainees", *Journal of Language and Linguistic Studies*, Vol.5, No.1, A, pp.110-126.
- Kusuma Y.S. and B.V.Babu (2011), "An Ethnographic Note on Khondh, a Primitive Tribe and Valmiki, an Acculturizing Tribe from Andhra Pradesh, India", *Antrocom Online Journal of Anthropology*, vol. 7. No.2, pp.263-270. ISSN 1973 – 2880
- McKay, S.L. (2003). The cultural basis of teaching English as an international language. *TESOL Matters*, 13 (4), pp. 1, 6.
- Sudhakara Reddy P., *Displace Population and Social Change*, Deep and Deep Publications, New Delhi, 1995.
- Wadham, B., Pudsey, J., & Boyd, R. (2007). *Culture and Education*. French Forest, NSW: Pearson Education Australia.
-