



THE ULTIMATE GOAL OF LEARNING A LANGUAGE AS AN EFFECTIVE PROCESS OF GIVING PEOPLE 'INFORMATION' AND 'COMMUNICATION': A BRIEF NOTE

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ABSTRACT

This paper aims at bringing out some important strategies and methods employed so as to make language learning effective in all respects with the sole intention of making it rather universal and something unique. It also analyses the ultimate goal of learning a language as an effective process of giving people 'information' and 'communication'.

Keywords : goal, language, effective, process, information, learning, communication

INTRODUCTION

'Communication' is a process or activity of expressing ideas or feelings or it may be a process or activity of giving people information. It is commonly held that "language is a means of communication". Hence, the main function of the language is communication of thoughts, feelings and opinions from one person to another" (Crombe 61). The communicative language Teaching (CLT) had its origin in Britain as well as in USA and got practiced and developed in many other countries like china and Japan etc. Grammar is not able to perform everyday communication properly and effectively and so the structural approach came to be known as an important tool for effective communicative teaching in all respects.

The observations and remarks made by the language experts have shaped the recent trends in English language teaching. The result is a 'shift' from the language forms or patterns to the

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‘communicative acts’. The English language teachers have to felt that the ultimate aim of learning a language is the ability to communicate well in that chosen language. This need led to the emergence of Communicative Language Teaching (CLT). No doubt learning English is not an end in itself but an instrument for good communication and also for acquiring knowledge. Taking into consideration the multiple utilities to the learners, English ought to continue to be studied at Higher Educational Centre’s of Learning for the adults, especially the students at UG/PG levels. The students who desire to go for higher training or different vocational courses in different fields must acquire sufficient mastery or command over English language. Especially those who have to live in cities, those who take specialized occupations for foreign services should be encouraged to learn English even at adult age.

In India, English is retained as the medium of institution as the University level in many of the States. In Professional and Technical courses like Medicine, Engineering, Law, Computers, Management, Agriculture, Administration etc., English enjoys its royal status. The books in these disciplines are available readily only in English Language. The primary principle to learn English is through use: ‘Use’ here means ‘communication’. In communicative activity, the situation should be real and the role as must be real. It should involve the learners here the adults to readily react mentally as well as verbally in that situation. There is always a need and propose for communication and something to be communicated. For instance, questions like “Is this a box?” “where is your house?” are not communicating anything. This type of empty talk is to separate language from communication. The need compels are learner/student to invent a method.

‘Communication’ involves freedom and also unpredictability. When a student learns a language through use, he naturally comes into contact with a language which is real, authentic appropriate and global. By globalness, they mean language that is whole and multidimensional. In this globalness, all sorts of forms may occur naturally as occasion requires. In communicative approach, the easiness or difficulty is not decided on the basis of vocabulary or grammar but it is decided upon how challenging the task is for the learner. Therefore, the performance requirements depend on conceptual, cultural and linguistic challenges of the lost but not on the problems of the structures one has to simplify and find ways to the major communicative ways like listening, speaking, reading and writing. It is to treat language integrity within their socio-linguistic and psycholinguistic contexts. This approach is student-oriented and the student-centred learning takes place to suit the needs of the learner. The teacher have neither gives lectures nor conceits the mistakes and his job is only to provide conditions. The students do a job that is full of interest, life, creativity and possibilities.

In Communicative Language Teaching, generally the “informative gab” activities are used. In these types of activities, the students are given different bits of information. By sharing

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this separate information, they can complete the task. An information gap is an important aspect of the real life communication. A majority of ingredients in these activities are of both oral and written type. They are also fairly enjoyable and fairly communicative. Therefore, the 'pair' and 'group' work activities, develop communicative competence very effectively among the students. The techniques are named as The Stores Inventory, Geographical Information, Schedule Fixtures, Language, Games, Role play. Relaying instructions, consensus meeting, Moral Dilemma, problem solving, Retracing Text order, mind engaging Tasks, etc. Communicative Language Teaching provides for the teaching "everyday real-words, language need in variety of socio-cultural situation. Here the features as of pronunciation, grammar, vocabulary and culture are related and graded according to the priority by actual communication" (Harold 42). It motivates the students to express the basic and universal communicative functions.

In the general form, the teaching of English is to teach communicative English to develop skill oriented education. To achieve this, the prose, lessons, poetry, supplementary and some general grammar is taught to the learners. The teacher introduces the lesson to the students by asking simply questions concerning the lesson before actually teaching it. The teacher reads the particular passage or passages of the lesson aloud and the students listen in rapt attention. As the teacher reads the passages, the students can follow and identify different factors such as stress, pause, into nation and pronunciation. In teaching general English, another step to be followed is language work'. Here the teacher presents the structural item with illustrations in both visual as well as verbal ways. Then, the students are given practice in the form of role plays, paid work, actively etc., for the pattern drilling, the teacher can also use substitution tables. In this way, the speaking or communicative skills are developed.

Unlike science or History which is a content or a knowledge subject, "language is a skill subject. It can be learnt by 'practice' that is by using it and not by just knowing how to use it. Language cannot be acquired by simply memorizing words only because word, sounds, and structures etc constitute a language. The learner must know them all. But language can be learnt like a skill. It is a skill like, singing, dancing etc.," (Jain 19). For an 'illiterate person, listening and speaking are the two basic or fundamental skills which constitute his language ability. The ability to read and write amounts to the matter of literary. In our country, we went our students to be literate in the language. Hence, the skills of reading and writing are also included as basic language skills in the syllabus at school / college levels so as to go for enhancement of communicative skills. In any way communication there will be both speaker and listener. They take turns in both speaking and listening in the process of communication. That is why spoken English is given due recognition and attention in colleges, institutions and universities. To conclude, by following all the above, the students can easily be trained thoroughly and effectively in spoken or communicative English.



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