



English language teaching and the inculcation of the associated personal and social trimmings in communication

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ABSTRACT

There is a great number of attributes behind the verbal communication that make it proper, appropriate, sensible, necessary, formal, presentable and endurable. This paper presents the aspects that regulate the mind of a communicator and influence the efficiency level of the communication. It also studies the condition of the students with a clear relevance to the objectives of the language teaching programmes and the innate cognition characteristically developed in the art of verbal communication. In this way it will be assisting the language teacher to emulate an effective supplementation that would be appropriate for the same.

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Introduction

According to Mishra, communication can be a complicated process of give and take with innumerable intricacies and dimensions. Often, however, it is seen as a set of communicative competency involving the written and spoken modes. It is taught as a package involving training in writing, speaking, listening and reading. (Mishra, 2006.2)

The process of imparting knowledge is performed in a college classroom to the students in the form of exercises and activities. There is a great amount of home work done by the language teacher and the system to which he is connected with or committed to. Here, when there is the teacher on one side of the equation with his associates, the student on the other hand is considered to be alone, generally, without even any presumption over the great realm that he governs within himself. So many attributes of a student regulate his communication and his involvement in the activity of communication.

Students of second language and others

There is a great difference between the students of a language classroom and the students of other classrooms with regard to the achievement of total control of the body and the mind. In language classrooms most of the activities, especially regarding grammar are in such a way to test a student's accuracy in delivering the expected than the understanding. Except correction of errors, other spontaneous contextual activities for which a student is prepared for in the second language cannot be concurrent among the students in terms of the output and the testing of the same.

Unlike other systematic activities, in language there is no clear and constant method to speak, to write, to listen or even to read. Where as, the students of a variety of departments of studies like Mathematics, Physics and Chemistry do have a proper and concurrent schematic order established for them. To put it in simple and clear words, they know where to begin and what is next. Activities of language and the contexts of language learning and usage do vary among the students. For example, if we take the activity "self introduction", in which a

student is expected to speak about his past, present and future, a student is with the luxury of beginning with future and ending in the past also. Here, what a student speaks about oneself cannot be the model for another to copy and use.

Role of interpretation in language learning

Language learning is different from other types of learning in its most basic form, i.e., language usage is contextual, momentary and arbitrary. This fact puts the students into a situation that they are supposed to assume so many contextual roles after acquiring information about the details of the contexts and the situational demands. This is actually for what a student is preparing oneself through the support of the activities carried out in a college classroom and his personal study.

The process of language learning involves and demands interpreting of the situations and managing the situations with the language. A language student becomes aware of the language and interprets for himself the nuances of the procedure of communication. The process of language learning may thus have the following procedures:

1. Learning the vocabulary and sounds of the second language.
2. Learning the grammatical forms and significance of the second language.
3. Knowing and experiencing standard and effective situational conversations of the second language.
4. Assessing the personality of the conversationalists and their role and analyzing it personally.
5. Developing self esteem and involving in safe conversations and writings in second language to learn contextual communication.
6. Getting peer approval and getting completely involved into relevant conversations and writings.
7. Beginning to have command over language communication and situation.

In this way learning second language has indefinite but regular steps in the process of becoming skilled with it. Learning this fact may help to establish effectiveness in second language teaching. Moreover it is also important to think about internal

criteria of the students than to be involved only in giving input to the students and getting out put.

According to Gattegno, a major cause of mistakes in day-to-day living is lack of the appropriate inner criteria (1976. p.27). It implies the fact that in order to undertake an activity and do it successfully there is a requirement of criteria. In another work, he states his views about a teacher in which good teachers, according to him, whether of language or of anything else, are the ones who 'force awareness and thus generate criteria' (1985. p.66).

The criteria for language learning are nothing but a healthy self. The word 'self' may make us to think of the personal distinctiveness like intellectual, emotional, social moral and ethical understanding of a student. It is because it is very important to make the student to assume a vantage position in a language classroom in particular and conversations in general.

Personal and Social Trimming

Communication is not only mere passing of messages from one side to the other side. A scientific study may say that it is the process of encoding in the form of sounds or words at one end and decoding it at the other end. But the effectiveness in communication is achieved through the development of the effectual message, passing it successfully to the audience and maintaining its effect on the listeners through their body language or pulse. It is because of this fact, the accompaniment of the right opinion about oneself and about the audience becomes necessary for effective communication. The right estimate about oneself and about the audience and its accompaniment in communication can be called as "Personal and Social Trimming"

"Personal and Social Trimming" may be also understood as the necessary preparations done to a student by himself or by the teacher for effective involvement in the activity of language learning. Thus the activity of communication, both oral and written has the management of three major facets. The first one is assuming the right self for the communication as expected, appropriate to the profession, occupation, relationship, requirement etc. Second one is managing the language that connects one self to the world in such a way it carries the message in the right spirit without causing any damage to the assumed self. Third one is the skillful follow up of the reactions and participation of the conversationalist or group of listeners and catering to their needs from the assumed self.

Supposition of the self is a very important portion of communication. It is because it develops the foundation for communication. In most of the exercises that is given to the students there is a usual task of making the students to imagine themselves as somebody for a role play. The reason for it is that it promotes a conversation through sustaining grounds. In this way it is important for a learner to evolve with a strong idea as a person so that he will develop the compelling need to communicate as a language learner.

The second important portion of communication is the supposition of the world and its obvious expectations pertaining to the individual's relationship with it or to the individuals and groups. Only the right message, at the right time to the right people or person can be called as effective communication.

The third and most important aspect is managing the message in such a way that it is carried to the people or a person with due grammatical sequence, and at the same time in the expected spirit and decorum. The combination of this is very essential otherwise the effectiveness of any verbal, non verbal or written communication becomes questionable.

Implication

Personal and Social Trimming is the unacknowledged part of the language classrooms but it stands as the foremost prerequisite for the achievement of effective communication. Supplementation and development of these essentials that happens within an individual through experience will help the students to emulate as effective communicators through language teaching programmes.

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