

An effective communicator

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Abstract: The teaching methodologies have been, however, formulated by teachers who achieved excellence. Irrespective of the features of methodology, what spells success in a teacher – learner situation in class room is the attitude, expertise, personality, involvement of the teacher in teaching activity and his rich resourcefulness, capable of exploring innovative ways of generating tasks. Adopting a perspective of eclecticism, integrating different approaches, a well-equipped teacher can be a perfect class-manager to impact a learner in a lively ambience. This paper analyses an effective communicator.

Key words: teaching, methodology, communicator

Narration

An effective communicator has to dwell on the “modes” of language-use viz., listening, speaking, reading and writing. One must acquire oneself of these skills to develop communicative competence in English. Long ago Francis Bacon said:

Reading maketh a full man;
Conference a ready man and
Writing an exact man.

In the second half of the twentieth century and in the present times, a lot of discussion centres on imparting skills of communication in a teacher – learner situation as one of the most synergic pedagogical processes, to gear up quality instruction in English, to cater to the demanding needs of our fast developing society in areas of multimedia, information technology, mass-communications and business. The importance of communicative approach as a pedagogical perspective can best be understood, if one is aware of a broad backdrop of a significant conflict of views

between the psycholinguists B.Skinner and Noam Chomsky.

A method of teaching called audio-lingualism was evolved on the basic tenets of Bloomfieldian linguistics and Skinnerian model of learning. According to this school – Syllabus, materials and classroom teaching were all structured carefully on the basis of frequency counts of words and structures. This was also known as structural approach of teaching English. The view held is: “Language is behavior and behavior is a matter of habit. Language learning is a mechanical skill and no intellectual process is involved in it.... In teaching a language the teacher should follow the stimulus-response-reinforcement pattern; in language teaching there should be controlled, spaced repetition.”

Noam Chomsky in place of a structural model installed a transformational generative model. This thought, demolishing Skinnerian view profoundly affected English language teaching. According to Chomsky “Human beings have innate capacity to acquire language; language acquisition is a cognitive process of rule-formation,

not a mechanical process of imitation and memorization but a process of creative construction.”

The concept of “communicative competence” introduced by Dell Hymes brought a significant shift in language pedagogy from the goal of language instruction to building up of learners’ communicative competence. It is claimed that communicative approach will increase learners’ motivation if they feel they are working on communication skills. The focus of learner needs to be not on language but on learning to communicate by interacting with teachers and fellow-students. The learner is progressively motivated to negotiate the relationship between text and author; text and himself; and text and culture, eventually to arrive at a point of ability to express ideas. An appropriate frame of test offers itself to be a further motivating factor and in it, the learners’ ability to use language in negotiating the meaning of the text, is tested, unlike in surface tests, where for questions, answers are readily available in texts.

While the advantages of communicative approach in pedagogy are thus accounted, a new wave of linguistic thinking is on the rise. It says language teaching must take place as an integrated process and not in terms of segregated skills like LSRW. Without listening there is no speaking and without reading there is no writing, and all these will have to take place, based on the principle of “Cooperation” interacting with each other.

The teaching methodologies have been, however, formulated by teachers who achieved excellence. Irrespective of

the features of methodology, what spells success in a teacher – learner situation in class room is the attitude, expertise, personality, involvement of the teacher in teaching activity and his rich resourcefulness, capable of exploring innovative ways of generating tasks. Adopting a perspective of eclecticism, integrating different approaches, a well-equipped teacher can be a perfect class-manager to impact a learner in a lively ambience. The ambience can be created through teacher’s use of electronic audio-vedio gadgets, film strips, CDs, language games, crosswords, puzzles and a well_organised language laboratory.

Let us remember the imperishable instructive value of what Alexander said, referring to his teacher Aristotle “ I am grateful to my father for living and to my teacher for living well”. If the teacher is an effective communicator, whatever be the pedagogical strategy he seeks to implement, the class-room encounter has a tendency to be tremendous boon , and the learner, a gainer of linguistic confidence. A situation comes when one should say, “ Teacher is a teacher”.

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