

Critical Study of Language: With Special Emphasis to Communicative Language

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ABSTRACT

Language play significant role in communication. Language is a code through which information can be processed. Language is based on signs & symbols and mastering all of the codes and signals of a given language is challenging. The user has mastered all of the codes and signals that occur often. This paper reflects critical study of Communicative Language.

1. About the language

Anything that has a physical existence and can thus be perceived by the senses is said to have a form. Language is a code via which information can be processed, according to the information theory of communication.

The language code sends specific information to its recipient, the amount of which is determined by the receiver's ability to use the code. When sending a huge number of signs, some signs appear more frequently than others, and some codes are left blank. Language is based on signs and symbols, and mastering all of the codes and signals of a given language is challenging. The user has mastered all of the codes and signals that occur often. A dialect is a representation of a language. A dialect is a variation in the usage of language as seen through the eyes of the user. Its users speak in a variety of dialects. It becomes tough for the user to adapt another user's dialect. As a result, the dialects of the same language used by different users vary greatly.

Language is divided into three subsystems: semantic, syntactic, and pragmatic.

1.1.1 Semantic System

- 1) The semantic choices we make reflect the relationship between words and their meanings in our ideas. The use and misuse of languages is the subject of general semantics, a part of communication theory. There are three basic notions in general semantics law.
- 2) 1) **Non-identity:** The term does not refer to an object. The term represents the object it wishes to describe. 2) The Law of Allness: Words are insufficient to properly portray the objects (touch, pictures) 3) Self-reflection Time does not represent physical reality, and words do not express it (abstract). There are two types of time: point of time and duration of time. 1) Space Utilization: Space can be viewed from three perspectives: dimension, position, and motion. 2) Quantity: Words like measurement, counting, and so on..... We define phrase and idioms as specific uses of specific words or expressions that have been stereotyped in English due to long usage.

1.1.2 Syntactic System

Words are used to define meaning in the English language. Word order is less important in other languages since

vocabulary suffixes express syntactical links. A concept can be expressed in a variety of ways. In Noam Chomsky's "Theory of Syntax," (cf. Rodrigues M. V. 1994), "we acquire the laws of language via the experience of using language in specific situations." As the learner's vocabulary grows, he or she understands that one word alone cannot convey accurate meaning. It infers grammatical rules as sentences emerge."

1.1.3 Pragmatic Systems

This diagram depicts the link between symbols and their applications. Thoughts mediate the link between a sign and its referent. Because any number of symbols could be used to refer to any referent, the symbols are arbitrary. As a result, language has cognitive and affective functions. Because language is abstract, a great communicator must be able to move up and down the abstraction ladder to ensure that the message is understood and accepted. The English language is unclear. A communicator must be able to distinguish between the denotative and connotative meanings of words.

There are two aspects to a language's physical manifestation. Phonic material is the substance of language that manifests as sound waves in the atmosphere. Graphic substance refers to the substance of language that is manifested as markings of writing or print. The phonological and graphological differences between English and Indian languages are significant. This disparity makes learning the language extremely difficult.

1.2 English Language Teaching

Although pedagogical choices about curriculum, content learning materials, classroom process, and language used appear to be informed by political, professional considerations, as Auerbach (1995) correctly points out, they are inherently ideological in nature, with significant implications for learner socio-economic roles and social identity construction. The key tenants of English language teaching are identified by Philipson (Dias, P. V. 1994). (ELT).

- Monolingual instruction is the most effective way to teach English.
- The ideal English speaker is a native speaker
- The sooner English is introduced, the better the outcomes
- The more English is taught, the better the outcomes.

In the 1970s, the globe was rocked by a new awareness in the field of language teaching and learning. The content that the language could theoretically transmit became the foundation for conceiving language training during the last few centuries. The sound system (phonology), lexicon (morphology), grammar, and structure were intended to make up the language content (syntaxes). The feeling, the meaning, was the overarching fascination that topped the concept (semantics). Researchers appeared to be working under the assumption that a language represents the same relativity fixed combinations of ideas and beliefs, and that there has been an emphasis on a single concept as the central issue, and that the reality of language teaching is understanding the meaning as a whole.

None of the language instruction analytical approaches, such as expositions, demonstrations, illustrations, or storytelling, addressed the communicative part of language learning. Situational language education in the 1960s represented language teaching by allowing students to practise essential concepts in real-life circumstances. Chomsky (cf. Rodrigues M. V. 1994) revolutionised structural linguistic theory with his core premise of individual sentence creation and uniqueness as a fundamental quality of language. Candlin, Widdowson, Firth, and Holliday are well-known scholars in this field (Bose, K 1999). Wilkins emphasised two forms of significance: The first group included time, sequences, quantity, place, and frequency, while the second included communicative functions such as requests, denials, offers, and complaints. For children learning their first language, Holliday (1970) identified seven essential tasks that language performs: instrumental, regulatory, interactional, personal, realistic, imaginative, and representational. Widdowson (1994) discovered that learning a second language was perceived in the same way as learning grammatical competence, sociolinguistic competence,

discourse competence, and strategic competence (Bose, K 1999). Within the communication strategy, the instructional activities needed the creation of a variety of exercises, activation, and competitiveness. It was necessary to develop the teacher's perception. From a purposive standpoint, they were to re-orient their approach. In linguistic, cognitive, and behaviourist lines, pedagogic principles have to be followed more rigidly. To educate with this technique, all of these strategies must be assimilated. It was intended for the education to be more interactive, educational, explanatory, and repository in nature. Devices for questioning, drilling, and interpretation are more useful. In these modalities, teacher preparation programmes must be reorganised. Among the issues that have been raised are the following: Whether a grammar-based syllabus is required, whether it will suit non-native English teachers, whether the teacher as communicator can succeed in teaching a second language, and whether the teacher's competency for teaching with this approach is sufficient. The purpose of this study was to find answers to some of the above-mentioned questions.

1.3 General Communication

- SPEAKER
- SPEECH
- AUDIENCE

These are the three components of a communication event, according to Aristotle. Claude Shannon released two papers on the Mathematical Theory of Communication in 1949 (Devito, 1970), which transformed the entire subject of communication.

To understand the communication process, a number of models have been proposed.

The best possible model selected for this study is David K Berlo's model (1964) which is –



Every interaction has a context, which includes psychological, societal, physical, and linguistic components. These settings have a significant, although often unnoticed, impact on the form and content of the communication act.

1.3.1. Communicative Language Teaching (CLT)

The term communication means-

- i) When two or more people share their thoughts, ideas, or knowledge.
- ii) It refers to the instruments, procedures, and organisations that individuals and groups use to share various types of data. In the classroom, for example, the teacher imparts/gives knowledge to the students.
- iii) Communicate news, information, feelings, heat, motion, disease, and so on. Communication can take the shape of either spoken or written words.

1.3.2 Basic Functions of Language

- i) For children learning their first language, Holliday (1975) identifies seven main purposes that language serves. They are: I The Instructional Function: - This refers to the use of language to compel the recipient to perform a task.

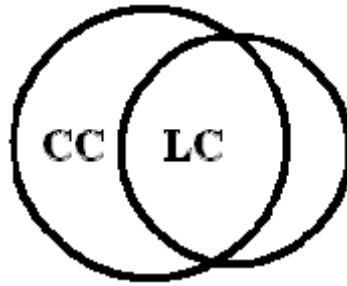
- ii) Regulatory Function: This refers to the use of language to control other people's behaviour.
- iii) The Interactional Function: This relates to the use of language in interpersonal interactions. The words 'me' and 'you' are used.
- iv) The Personal Function: This refers to how language is used to express personal feelings and meaning. It is intended to be a straightforward reflection of the speaker's attitude about the topic at hand.
- v) The Heuristic Function: - It refers to language as a means of studying reality, as a way of learning about things, and as a way of learning and discovering new things.
- vi) The Imaginative Function: This refers to the language employed to build a fantasy world.
- vii) The Representational Function: This refers to the language that is employed to convey information.

1.3.3 The concept of communicative language teaching (CLT)

Learners' communicative competence, rather than their solely verbal skill, is the focus of CLT. Linguistic competence

focuses on abstract grammatical knowledge, whereas communicative competence encompasses both grammatical knowledge and the ability to apply it to various functions such

as requesting, enquiring, suggesting, responding, transferring the message, summarising, greeting, reporting, promising, and so on. The following figure makes the point more clear.



CC = Communicative Competence
LC = Linguistic Competence

In the subject of language teaching, CLT is a very interesting development. Language instruction appears to have evolved in recent years from "accuracy" to "fluency," and from "structural competence" to "communicative competence."

T. W. Littlewoods (W. Littlewoods, 1981; 17-18) in his book entitled, "Communicative Language, Teaching: An Introduction Focuses the aims of CLT and writes," the CLT pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view." William Littlewoods gives the different dimensions of communicative approach. They are as below-

- i) A communicative approach allows for a broader view of language learning.
- ii) It makes us more conscious that teaching learners how to manipulate the structures of a foreign language is insufficient. They must also devise techniques for connecting these structures to their communication functions in real-world scenarios and in real-time.
- iii) We must provide numerous opportunities for learners to utilise the language for communicative purposes.
- iv) We must also keep in mind that, rather than absolute mastery of specific structures, we are ultimately concerned with increasing the learner's ability to participate in the process of communicating through language.

CLT includes the following terms – A – Linguistic Competence

- B – Communicative Competence / Performance C - Fluency
- E – Appropriacy

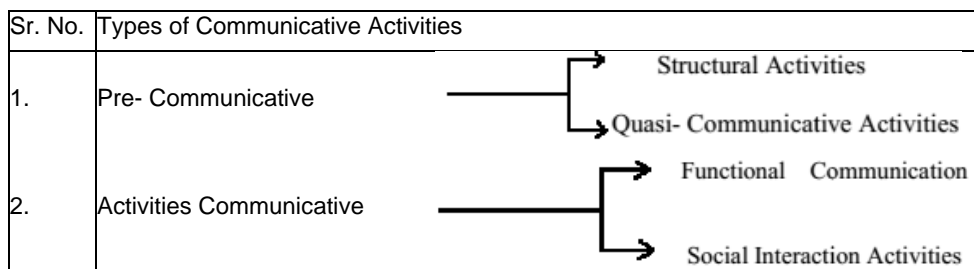
1.3.4 Communicative Languages Principles

Communicative Language Principles are as follows:-

- i) The use of authentic language in a real-world setting should be introduced.
- ii) A wide range of linguistic forms are combined.
- iii) Errors are accepted and recognised as a natural part of the process of improving communication abilities.
- iv) It is the teacher's obligation to create settings that encourage conversation.
- v) The grammar and vocabulary that pupils acquire are based on the interlocutors' functions, situational context, and roles.
- vi) At the end of each class, the student should be able to plainly perceive that he can accomplish something that he couldn't accomplish at the start.
- vii) The sum of the parts is greater than the sum of the parts.
- viii) Errors aren't always errors.

1.3.5 Communicative activities in CLT

Communicative activities in CLT are always purposeful and objective based. The following diagram presents types of communicate activates



(W. Littlewoods, 1981; 17-18)

1.3.6 THE COMMUNICATIVE LANGUAGE TEACHING PROCEDURE

Recently some attempts have been made to develop a CLT procedure.

They are as below –

- i) A brief dialogue or a series of mini-dialogues is presented.
- ii) Each utterance in the dialogue is practiced orally.

- iii) Discussion questions and responses based on the dialogue topic and context.
- iv) Questions and answers focusing on the dialogue theme but based on the students' personal experiences.
- v) Analysis of the dialogue's basic communicative expression or one of the structures that exemplifies the function.
- vi) The discovery by the learner of generalisations or rules underlying functional expressions or structure.
- vii) Activities involving spoken recognition and interpretation.
- viii) Oral production activities - moving from guided to unstructured conversation.
- ix) Taking a sample of the written homework or assignment, if one is offered.
- x) Learning assessment.

Finally, competence and communicative competence are defined as:

- i) The state of being competent.
- ii) The ability to manage his or her surroundings and exert control over his or her experience inside them.
- iii) The ability to adapt what has been learned in the classroom to real-life problems. The ability to utilise acceptable language in a specific social environment
- iv) The ability to construct phrases for the purpose of communication
- v) The ability to recognise and act on the right information at the correct time

We've looked at the core function, concept, and principle activities involved in CLT, but it's also vital to look at the various verbal elements that influence linguistic abilities.

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